



**Facultat de Ciències de l'Educació
Departament de Pedagogia Aplicada**

**EXAMINING THE BARRIERS TO INCLUSIVE EDUCATION FOR
STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
A Case Study of Two Primary Schools in Mainland China**

Qinyi Tan

Supervisor:

Dr. Josep Maria Sanahuja Gavalda

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ABSTRACT

The purpose of the study was to explore the barriers to inclusion of students with special educational needs in two regular primary schools within the Chinese socio-cultural context through the Index for Inclusion in five dimensions, including attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment.

In order to meet the diversity of inclusion for special educational needs in regular classrooms, it attempted to implement the instruments of questionnaires (Index for Inclusion), interviews, focus group discussions and documents to collect the data in the primary schools through a case study. Data was gathered from two primary schools, and teachers, parents, students and school principle participated in the study.

It found that there were several barriers in the schools, especially the attitudes and values, and teacher education through methodological triangulation. Besides, the class size was large, and local communities and families were seldom participated in the school activities in the process of inclusion. In conclusion, inclusive education is a process, China was experiencing the primary stage, attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment should be improved in mainland China.

Keywords: Inclusion, barriers to learning and participation, special needs, Index for Inclusion

DEDICATION

To my late grandfather, Xianjing Tan to whom the education of his grandson was such a pride.

To those who advocate to develop an inclusive society for all.

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LIST OF ABBREVIATIONS

ADHD	Attention deficit hyperactivity disorder
ASD	Autistic spectrum disorder
CDPF	China Disabled Persons' Federation
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
EFA	Education for All
IE	Inclusive Education
IEP	Individual Educational Plan
LRC	Learning in Regular Classroom
LPDP	Law on the Protection of Persons with Disabilities
LCD	Leonard Cheshire Disability
LPDP	Law on the Protection of Persons with Disabilities
MDG	Millennium Development Goals
NGO	Non-government organization
OECD	Organization for Economic Co-operation and Development
PWD	Person with Disability
PALS	Peer Assisted Learning Strategies
REPD	Regulations on the Education of Persons with Disabilities
SEN	Special Educational Needs
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WDI	World Development Indicators
WEF	World Declaration on Education For All

CHAPTER 1 INTRODUCTION

The chapter presents the research background of the study and provides the research purpose, research question for a study that explores the barriers to inclusive education of two primary schools in mainland China.

1.1 Research background

According to official Chinese sources, an estimated 83 million people in 2006 in China — 6.3 % of the population have disabilities¹, and there were 85 million persons with disabilities in 2012². The data is far below the global disability prevalence rate estimated by the WHO and World Bank in 2011. In the report, around 15 % of the world's population, or estimated 1 billion people, live with disabilities³. Probably 6.3 % of the population has disabilities is underestimate in China, because some persons with disabilities do not registered in the government, then they do not hold a certificate which is a basis to testify the eligibility to receive some public services is issued by China Disabled Persons' Federation (CDPF). According to Masayuki Kobayashi and Soya Mori (2009), 16% of sample persons with disabilities have not received the certificate throughout China, so the government has not calculated this group of persons with disabilities. In addition, Masayuki and Soya (2009) calculated the ratio of persons with disabilities who do not own a disability certificate in China as Figure 1.1.

¹ National Bureau of Statistics of the People's Republic of China, "Report and explanation of the major figures in the second sampling survey of people with disabilities in 2006", Retrieved from http://news.xinhuanet.com/politics/2006-12/01/content_5419388.htm

² CDPF.(2012). Introductory Statement at the Meeting Of the U.N. Committee on the Rights of Persons with Disabilities On consideration of China's First Compliance Report, Retrieved from http://www.cdpf.org.cn/english/events/content/2012-09/29/content_30416336.htm

³ World Health Organization and the World Bank, "World Report on Disability," 2011, Retrieved from http://www.who.int/disabilities/world_report/2011/accessible_en.pdf

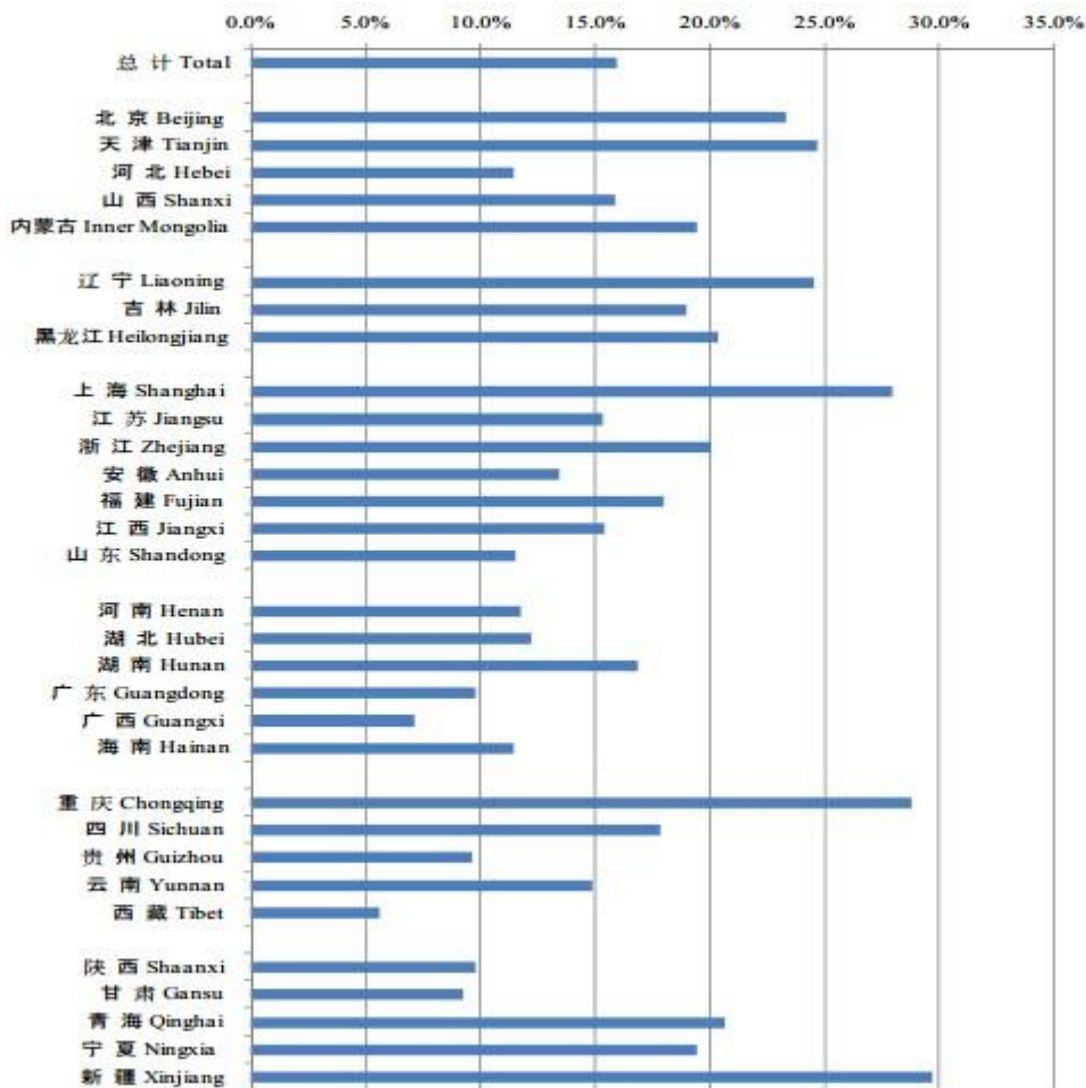


Figure 1.1 Ratio of persons with disabilities who do not own a disability certificate in China

It is believed that the group of persons with disabilities was the world's largest minority (UN, 2006a). China has the largest population in the world - with over 1.3 billion people it accounts for one-fifth of the world's population. So, the largest group of persons with disabilities is in China, including people with physical disabilities, with a population of 25 million, followed by those with hearing, multiple, visual, mental, intellectual, and speech disabilities(CDPF, 2012). And 43.29 % of people with disabilities are illiterate (National Bureau of Statistics of China, 2007).

The steps for achieving education for all has been more than 65 years, as stated in Article 26 of the Universal Declaration of Human Rights by the United Nations (UN,

1948) affirmed inclusion in education as a human right. The Compulsory Education law of China (National People's Congress, 1986) aims to develop basic education for all school-age children, including six years of primary and three years of junior secondary education. Since 1980s, a policy of learning in regular classroom (LRC) has been conducted to enroll a large number of students with disabilities into regular schools, in response to the international trend and domestic goal of universalizing compulsory education. Then, numerous laws and regulations were published. UN Convention on the Rights of persons with disabilities is an important legal document of human rights protection system in the international perspective had a profound impact on China. Since June 26, 2008, the National People's Congress formally approved China's accession "Convention on the Rights of persons with disabilities." It is to enforce Convention on the Rights of persons with disabilities a concrete manifestation. By ratifying the CRPD (Convention on the Rights of Persons with Disabilities) in 2008, the Chinese government made a commitment to the goal of full inclusion. And the government encouraged students to attend regular schools. However, it continued to develop a parallel system of special schools and regular schools in China, rather than investing in inclusive education in the regular school system. In 2012, according to the statistics of Ministry of Education, there were 1,853 special schools enrolling 378,800 children with disabilities, and regular schools provided education to another 199,800 children with disabilities (including via special classes in regular schools)¹.

Inclusive education is seen as a good investment. Governments need to develop national plans to extend inclusive education for children with disabilities, including detailed targets, strategies for improving access and learning achievement, and comprehensive plans for providing financing and training teachers. The starting point for such a plan is a credible needs assessment based on a national survey of the prevalence of disability (UNESCO, 2010). In international perspective, in order to develop education for all, including the students with special educational needs, a

¹ Ministry of Education, "2012 National Education Development Statistics Bulletin". Retrieved from http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_633/201308/155798.html

series of conventions or treaties were signed. The most important documents are the Salamanca Statement and Convention on the Rights of Persons with Disabilities. The Salamanca Statement (UNESCO, 1994) calls on all governments to give the highest priority to inclusive education. And the Convention on the Rights of Persons with Disabilities (CRPD) calls on all States Parties to ensure an inclusive education system at all levels (UN, 2006). As one of states parties, China is developing inclusive education at the national level. More specifically, the Committee on the Rights of Persons with Disabilities considered the initial report of China, including Hong Kong, China, and Macao, China, at its 77th and 78th meetings, held on 18 and 19 September 2012, and adopted the concluding observations at its 91st meeting, held on 27 September 2012. In the meetings, Wang Naikun (2012), who is the secretary general of State Council Working Committee on Disabilities, pointed out that China has continuously improved the level of education for persons with disabilities. An education system for persons with disabilities spanning from pre-school to tertiary education is being established. The enrollment rate for compulsory education of children with disabilities has risen significantly. Nearly 60% of students with disabilities study in regular schools and the conditions of special education schools have been improved. However, the committee members from Hongkong believed that the government did not paid much attention to the rights of persons with disabilities, and it just treated the rights of persons with disabilities as welfare instead.

1.2 Motivation and Justification

A World Bank paper notes that inclusive education reduces welfare costs and future dependence. And It reduces current dependence and frees other household members from caring responsibilities, allowing them to increase employment or other productive activities. It also increases children's potential productivity and wealth creation, which will in turn help to alleviate poverty (UNICEF, 2012). China is the country with the greatest persons with disabilities of about 85 million, beyond the national population of many countries, however, only a few studies have focused on inclusive education of regular schools in China (Liu, 2009; Qing, Liu, Yang & He, 2005). Few writings have

used methodological triangulation to examine the barriers in the process of inclusive education. However, most of the developed countries in Europe have practiced inclusive education for a long time. It is role model for China in the field. In 1994, the Salamanca Statement was framed by a rights-based perspective on education. It asserted from the outset its commitment to:

-Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences".(UNESCO, 1994: Preface)

As well, the researcher has witnessed the history of inclusive education in mainland China¹. And the researcher got the chance to study in Spain as a Ph.D student who is sponsored by China Scholarship Council (CSC), and CSC gave the financial support to study at Universitat Autònoma de Barcelona in order to examine the barriers to inclusion for students with special educational needs in Chinese regular primary schools. In this case, this study analyzes the current state of inclusive education in China, and then it gives useful recommendations to the school in order to promote the quality of inclusive education.

Besides what has been mentioned above, another driving force for the study stemmed from the personal experience. In 2010, the researcher participated in a research program about the access of primary education which investigated the barriers to schooling in rural China. As one part of the research program, the researcher interviewed students and teachers in the schools regarding their teaching practices. It is found that the teaching practices in the class were poor in terms of training, management and support. And then, it is hoped to do the further studies about the barriers to inclusive education and give recommendations to improve the quality of education.

¹ Mainland China is a geopolitical term that refers to the area under the jurisdiction of the People's Republic of China (PRC). The term generally excludes the PRC Special Administrative Regions of Hong Kong and Macau.

1.3 Research Purpose and Research Questions

The present study aims to investigate barriers to inclusion of the case primary schools in the process of inclusive education in mainland China. In an attempt to understand the more details about inclusive education of the schools, the research question is posed to guide the study:

What are the barriers to inclusive education for students with special educational needs in the regular primary schools?

Through addressing the research questions, this case study was to examine the barriers to inclusive education in the regular schools. More specifically the findings from this study would have practical significance to improve the quality of inclusive education in the dimensions of culture, policy and practice by different instruments (interviews, questionnaires, focus group and so on) and different participants (teachers, students, parents and school principle).

1.4 Research Methodology

In order to answer the research question, a qualitative study was used. More specifically, exploratory case study was implemented. Exploratory case study is a research approach used to explore a contemporary phenomenon which is inseparable from the context in which it exists (Yin, 2003). Generally, the methodology is suitable for addressing “what”, “how” and “why” type questions.

In this study, it aimed to investigate the barriers to inclusive education by answering the research question: what are the barriers to inclusive education in the regular primary schools? An exploratory case study suited this study because case study is a flexible research approach that are suited to a range of different types of research questions. Here, “what” question is asked.

1.5 Significance of the study

Inclusion is a process and not a state (Ainscow, 2005). And UNESCO (2005) also states that inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures,

and communities, and reducing exclusion within and from education. In order to understand the barriers to inclusion in the process of inclusive education, the study examined the two primary schools through culture, policy and practice.

This study is significant in two main ways. Firstly, this study used a qualitative case study to help the schools, parents and government to better understand the barriers to inclusion in the process of inclusive education in the perspective of culture, policy and practice. Then, with the background of the parallel educational systems in mainland China, this study may raise the level of awareness of the importance of inclusive education for all. And it suggests to promote collaboration and training related to inclusion, reduce the large class size, and improve the physical environment.

1.6 Overview of the study

Chapter one presents the research background of the study and provides the motivation, research purpose, research question for a study that explores the barriers to inclusive education of two primary schools in mainland China. Chapter Two presents a literature review. It is divided into several sections and these include literature and research on inclusion, selected literature on the dimensions of culture, policy and practice in the international and national perspective. Based on the literature review, a conceptual framework for the research is presented and discussed. Chapter three is about the research design and methodology of the study. Chapters four and Chapter five present the results of the case study of the two regular primary schools. Then Chapter Six is about the discussion and conclusion of the study.

CHAPTER 2 LITERATURE REVIEW

In this chapter, it is focused on the literature and research on inclusive education both inside and outside mainland China. Initially, it talks about the concepts and process from segregation to inclusion. Then, it shows that the context of inclusive education through the national and international perspective. The development of inclusive education in China was influenced by international context deeply. So, in this section, the international context is presented firstly. Next it discusses the current state of inclusion in mainland China. And then it discusses the instruments for inclusive education, and it includes instruments to define the situation and instruments for steps and guidelines. After that, it presents the relationship between inclusion and teachers, inclusion and families, inclusion and students. The final parts review the factors to promote inclusion and school management.

2.1 Inclusive Education and Special Educational Needs: From Segregation to inclusion

Inclusive education has increasingly become a focus of debate in discussions about the development of educational policy and practice around the world (Farrell and Ainscow, 2002). This section aims to define the key concepts and discuss issues related to special educational needs (SEN) and inclusive education. It gives the concept of special educational needs at the beginning. And then it shows that organizations in countries which are providing with special educational needs are using different models (Dark & Light Blind Care, 2008). In the historical process of segregation to inclusion, the main three models are special education, integrated education and inclusive education respectively.

2.1.1 Special Educational Needs

Special educational needs, was used in relation to individual children with specific learning difficulties that arose from individual characteristics. Research evidence, however, about the poor educational performance of children in public care was sufficiently established in the 1990s for some to suggest that the term, and therefore

the measures and provisions that came with it, should also have been broadly applied to looked-after children (Fletcher-Campbell, 1997). It is necessary to review the brief history of special educational needs.

The Education Act of 1944 in the United Kingdom was steered through Parliament by the Education Minister, R.A. Butler, and was followed by a similar Act for Scotland in 1945. With the background of the Acts, children with special educational needs were categorized by their disabilities. The Education Act of 1944 still focused on medical model of disability (Miller, 2010). Many children were considered to be “uneducable” and pupils were labeled into categories such as “maladjusted” or “educationally sub-normal” and given “special educational treatment” in separate schools.

The Warnock Report (Department for Education and Science, 1978), followed by the 1981 Educational Act, radically changed the conceptualization of special educational needs. The Warnock Report had extended the definition of the term ‘special educational needs’ to include the large number of low-achieving, mainly working class, pupils-in fact, those pupils who often live in the kind of disadvantaged circumstances that are most likely to lead to episodes in care. This report was to inform the Education Act of 1981, which introduced statements for children categorized as having special educational needs. These statements “conferred a right to special provision on the children who received them, and imposed a corresponding duty on their Local Authorities to provide it” (Warnock, 2010: 12), and it demonstrated that:

The statement of special educational need was seen in contrast to the medical model, according to which some children are normal, others are handicapped. Our idea was that there are common educational goals – independence, enjoyment and understanding – towards which all children, irrespective of their abilities or disabilities should aim.

The concept of special educational needs is also described in the Special Educational

Needs Code of Practice (Department for Education and Science, 2001: 6), and it is mentioned that children have SEN if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority(c) are under compulsory school age and fall within the definition at (a) or (b)above or would so do if special educational provision was not made for them.

In Education Act 1996, Special educational provision¹ means:(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area; (b) for children under two, educational provision of any kind.

The Salamanca Framework of Action did refer to a move from the term special educational needs to inclusive education, when it said,

In the context of this Framework, the term special educational needs refers to all those children and youth whose needs arise from disabilities or learning difficulties...There is an emerging consensus that children and youth with special educational needs should be included in the educational arrangements made for the majority of children. This has led to the concept of the inclusive school. (UNESCO, 1994, Framework for Action on Special Needs Education: 6)

Many professionals, however, argued that far from being special, these children's needs are completely normal. Thus, the concept of special educational needs was not applied per se to looked-after children and it was the focus of much criticism since it was central to the question of duties and responsibilities (Goacher, Evans, Weltin and

¹ Section 312, Education Act 1996,UK

Wedell, 1988).

There is agreement that all children have the right to be formally educated individually and/or together, including children who have special educational needs all over the world. Inclusive education for children with special educational needs (SEN) is addressed in several significant international declarations, including the World Declaration on Education for All (UNESCO, 1990), the UNESCO Salamanca Statement and Framework for Action (1994), and the Dakar Framework for Action (UNESCO, 2000). Definitions of SEN vary widely across countries, as they are specific to each country's legislation. According to European Agency for Development in Special Needs Education, some countries in the world define special educational needs using a general definition of children with disabilities; others just put special educational needs pupils into different categories, using classification to define SEN as the descriptive definition.

In European countries, they tend to give the definition to define special educational needs. In Ireland, "Special educational needs" is defined as *“a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition, which results in a person learning differently from a person without that condition.”* (Government of Ireland, 2004:6).

In Germany, SEN means specific support for disabled pupils. The area of responsibility of special needs education with respect to all organizational aspects refers to the special needs within the context of disability exclusively. Pupils experiencing problems as a result of certain handicaps and/or in need of additional educational support because of problematic situations, as well as students with temporary learning difficulties (e.g. slow learners, reading and writing difficulties) are supported by a combination of measures of differentiation within the structure of the general system of support (OECD, 2012). Individual educational programs are based on the structure provide support for problem situations in the process of learning.

In Spain, Students with SEN refer to those who require certain support and specific educational attention due to disability or serious behavioral disorder, either for a period or throughout the whole of their schooling (OECD, 2012). The schooling of these students in special education centers or units, which may be extended until the age of twenty-one, will only take place when their needs cannot be met by the special needs provisions available in regular schools (OECD, 2012).

In Asian countries, most of them just give the description, using classification to define SEN. In Japan, it give the descriptive definition, SEN is for the students with visual impairment, hearing impairment, intellectual disabilities, physical/motor disabilities, health impairments, speech and language impairment, autism, emotional disturbance, learning disabilities, attention deficit hyperactivity disorder and multiple disabilities (OECD, 2012).

In Korea, it refers to the students with visual impairment, hearing impairment, mental retardation, physical disability, emotional behavioral disorder, learning disabilities, speech-language impairment (communication disorder), health impairment and development delay (OECD, 2012).

In China, the concept of Special Educational Needs is similar with Japan and South Korea, using classification to define SEN as descriptive definition. In Chinese official documents, types of SEN are equal to types of disability. In 1994, the Trial Procedures of Admitting the Disabled Children and Teenagers to the Regular Classroom¹ showed that objects of the programme of Learning in regular classroom (LRC) mainly referred to the students with SEN as follows:

- *Visual impairment (including the blind and low vision),*
- *Hearing impairment and language barriers (including deaf and hard of hearing),*
- *Intellectual (mild, moderate)*

¹ It was made by the State Education Commission on July 21, 1994.

The Chinese government standards for assessing disabilities (National Bureau of Statistics of China, 2007) uses six different disability categories which are (1) visual impairment (2) hearing impairment (3) language impairment (4) intellectual impairment (5) physical impairment (6) mental impairment. These categories are mostly defined by following the medical model of disability.

In order to develop inclusion, Zhou (2008: 16-20) believed that SEN mainly included the following objects:

- *The inclusion of disabled children;*
- *HIV Infection /AIDS and health education;*
- *The inclusion of minorities (gens, language and religion);*
- *The inclusion of migrants, refugees and domestic migratory children;*
- *Social inclusion;*
- *Gender;*
- *Education for the decrease of disaster risk*

In 2008, the 48th session of the International Conference on Education was held by UNESCO's International Bureau of Education in Geneva. And the document of Inclusive Education: The Way of the Future was published. In this session, Liu Yandong, who is the State Councilor of Chinese government, made a presentation and demonstrated that China has always been concerned about the groups of special educational needs in the process of inclusive education (UNESCO, 2008a). The focus area were included objects as follows:

- *Rural students*
- *Gender*
- *Ethnical groups*
- *HIV Infection /AIDS and health education;*
- *The Children of Migrant Workers*
- *Disabled children*

The students with learning difficulties, language barrier, and physical disabilities have

been studying in regular schools for a long time (Chen, Zhang, Shi, Wang and Wu, 2006). However, accepting students with SEN is the obligation of special school rather than regular school in many areas of China.

Generally, it is just for the students with SEN who can adapt to the regular school in China, in other words, it is for students with disorders slightly. Moreover, it mainly refers to students with vision (including the blind and low vision), hearing (including deaf and hard of hearing), and intellectual impairment.

And all of them are attend to the school which is near their home, based on the policy of Admission into the Nearest School. And the number of children with SEN each class may take up 1-2, up to 3 people.

According to the Hua (2000), generally, there are two form of class in the regular schools in the process of inclusive education. They are regular classroom in regular school and special classroom in regular school. Both of them are for disorders slightly. Additionally, peripatetic advisory service, Professional service and Resources Classroom are available for students with SEN in developed region. Students with moderate and severe are hard to go to regular classroom at present. Because of class size, teacher training, support service, teachers' attitudes¹. It is also lack of support service from family and communities (Hua, 2003).

2.1.2 Journey towards inclusive education: segregation, integration and inclusion

Actually, organizations in countries which are providing education to people with special educational needs are using different models (Dark & Light Blind Care, 2008). China is no exception. The main three models are: special education, integrated education and inclusive education. And then the conceptual analysis and differentiation were presented.

• Defining special education

¹ Regional Preparatory Workshop on Inclusive Education – East Asia, 2007, Hangzhou

During the late 19th century and the first half of the 20th century there was an extensive classification and institutional segregation of children and young people with social problems and different kinds of disabilities (Heimdahl Mattson & Roll-Pettersson, 2007). Segregation means that children with particular difficulties have been put together with other children whose needs are similar. Frederickson and Cline (2002) contend that the creation of special facilities segregating children with Special Educational Needs (SEN) from other children of their own age can be stigmatizing; it also restricts access to important educational opportunities. In this respect questions have been raised about the desirability of systems of special education which are segregated from mainstream schooling and which may be instrumental in contributing to prejudice and bias in school and in later life.

According to Individuals with Disabilities Education Act (IDEA), A student may be found eligible for special education and related services in one or more of the 13 disability categories:

- *Autism Spectrum Disorder*
- *Blind or Low Vision*
- *Cognitive Disability*
- *Deaf or Hard of Hearing*
- *Deaf-Blind*
- *Developmental delay*
- *Emotional Disability*
- *Language or Speech Impairment*
- *Multiple disabilities*
- *Other Health Impairment*
- *Orthopedic Impairment*
- *Specific Learning Disability*
- *Traumatic Brain Injury*

More simply, special education refers to the education of students with mild, moderate,

or severe disabilities. Special education evolved as a separate system of education for children with disabilities outside the “regular” or “mainstream”, based on the assumption that disabled children had needs which could not be addressed within mainstream schools. Special education exists all over the world in the form of day, or boarding, schools, and small units attached to regular schools (Save the Children, 2002).

• Defining integrated education

Moving to reverse segregation have been gathering momentum since the mid 1960s with arguments that the integration of children with SEN into mainstream schools would facilitate their access to and participation in society (Frederickson and Cline, 2002). For example, during the 1960s and 1970s, integration reforms developed in Sweden both in the schools and in society at large as a reaction to discrimination, labelling, and segregation (Heimdahl Mattson, 1998). Institutions were closed down and all students, even those with severe disabilities, got the legal right to go to a compulsory school close to their home (Heimdahl Mattson, 1998).

Integrated classrooms might be considered a medium between segregation and inclusion. Warnock Committee referred to integration, known as mainstreaming in the United States or normalization in Scandinavia and Canada, as recognition of the right of the handicapped to uninhibited participation in the activities of everyday life, using the definition of the Snowdon Working Party:

–Integration for the disabled means a thousand things. It means the absence of segregation. It means social acceptance. It means being able to be treated like everybody else. It means the right to work, to go to cinemas, to enjoy outdoor sport, to have a family life and a social life and a love life, to contribute materially to the community, to have the usual choices of association, movement and activity, to go on holiday to the usual places, to be educated up to university level with one’s sun handicapped peers, to travel without fuss on public transport...”

(Warnock, 1978: 99).

Generally, integrated education is the "integration" of children with disabilities in regular schools. Specifically, integration of children with special educational needs refers to these children attend regular schools. It implies that these children have to change to be able to adapt the existing school system, and children with labels enter the regular schools. This educational system is under severe criticism, because of the inability of the child to adapt to the school and make a progression in his own educational development.

The description within the Warnock Report of three levels at which integration could operate is significant. The three levels were described as (Warnock, 1978: 100-101,104-105):

- *Locational integration, where provision for children with special educational needs was to become on the same site as their mainstream peers;*
- *Social integration, where children shared social spaces, in the playground or in extra-curricular activities;*
- *Functional integration where children with special needs and mainstream children were to be educated together, pursuing the same set of curriculum goals and activities.*

What all forms of integration have in common is the assumption of some form of assimilation of the disabled child into the mainstream school, the school remains largely unchanged and the focus is on the child fitting in (Rieser and Peasley, 2002) . If the child is unable to adapt to a regular school, she/he has to go to a special school. In addition, international trends gradually began to influence change in China and other developing countries, and throughout the 1980s the merits of integration versus segregation in education were strongly debated.

• **Defining Inclusive education**

Inclusion requires that schools adapt and provide the needed support to ensure that all children can work and learn together. The World Bank (2004) notes that growing

evidence suggests that the most cost-effective approach is not to build special schools for children with disabilities; more promising are the innovative and relatively low-cost “inclusive education” approaches being adopted in China, Nepal, the Lao People’s Democratic Republic, and elsewhere to mainstream the participation of children with disabilities into the regular school system by reducing physical and other barriers to their participation.

The ‘Salamanca Statement’ adopted at the ‘World Conference on Special Educational Needs: Access and Quality’ called upon all governments and urged them to:

Adopt as a matter of law or policy the principles of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise (UNESCO, 1994, Statement: ix).

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. Inclusive classroom is a classroom in which the general educator, with or without a special educator, simultaneously instructs both students with and without SEN.

The Salamanca Statement and Framework for Action on Special Needs Education focuses on inclusive education as a strategy to include children with SEN in regular schools by responding to the needs of individual learners. And it articulated the underlying principles on which inclusive education is based. They are that:

- *every child has a fundamental right to education;*
- *every child has unique characteristics, interests, abilities and learning needs;*
- *education systems need to accommodate this diversity in the student population;*
- *those with special education needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs; and*
- *regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming*

communities, building an inclusive society and achieving education for all. (UNESCO, 1994, Statement: viii & ix).

As a concept, it is difficult to define inclusive education (Pearson, 2005) since it is open to differing interpretations' (Beveridge, 1999). The definition is still the subject of much heated debate and defining best practice is no simple task (Slee, 2001). Sue Stubbs (1997) pointed out that inclusive education is a *"strategy contributing towards the ultimate goal of promoting an inclusive society, one which enables all...to participate in and contribute to that society. Difference is respected and valued..."* Thus, inclusive education is acknowledging that children are individuals with different special educational needs. As well as improving schools, inclusive education increases awareness of human rights and reduces discrimination.

Ainscow, Booth and Dyson (2004) and Mitchell's (2005) description of the concept point to the fact that inclusion is concerned with school adaptive practices that enable the child with special educational needs to effectively participate in regular or mainstream education. Based on the Index for Inclusion (Booth & Ainscow, 2002), inclusion can be understood to comprise four elements namely:

- (a) It is a process;*
- (b) It is concerned with the identification and removal of barriers;*
- (c) It is about the presence, participation and achievement of all students, and*
- (d) It involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.*

In the *Guidelines for inclusion: Ensuring Access to Education for All* UNESCO (2005: 13) defines inclusive education as...a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a

conviction that it is the responsibility of the regular system to educate all children”.

Leonard Cheshire Disability (2008) suggested that inclusive education is primarily about restructuring school cultures, policies and practices so that they respond to the diversity of students in their locality. It sees individual differences not as problems to be fixed, but as opportunities for enriching learning and for education systems to embrace change. It is a dynamic, continuing process of facilitating the participation of all students, including those with disabilities. Ainscow, Booth, Dyson, Farrell, Frankham, Gallannaugh, Howes and Smith. R (2006: 13) acknowledging the complexity of this issue, developed the following typology of six ways of thinking about inclusion as follows.

- *Inclusion as a concern with disabled students and other categorized as having special educational needs;*
- *Inclusion as a response to disciplinary exclusion;*
- *Inclusion in relation to all groups being vulnerable to exclusion;*
- *Inclusion as developing the school for all;*
- *Inclusion as Education for all;*
- *Inclusion as a principled approach to education and society.*

2.1.3 Conceptual analysis and differentiation

Inclusive education for children with SEN is addressed in several significant international declarations, including the World Declaration on Education for All (UNESCO, 1990), the Salamanca Statement and Framework for Action (1994), and the Dakar Framework for Action (UNESCO, 2000). With the changable declarations, Philpott (2007) describes a significant change in society's views of special education, from segregation, to integration, to inclusion. It means that there are three approaches for educating students with special educational needs. Philpott (2007) asserts that there has been a global shift in methods used to address diverse learning needs, describing it as a paradigm shift away from a ~~deficit~~/medical model toward a philosophy of inclusion.” In fact, the process of segregation to inclusion is the model conversion. UNICEF (2007: 5) pointed out that *the human rights approach to disability has led to a shift in focus from a child's limitations arising from impairments,*

to the barriers within society that prevent the child from having access to basic social services, developing to the fullest potential and from enjoying her or his rights". UNESCO also emphasized that the greatest barriers to inclusion are caused by society, not by particular medical impairments (Department for International Development, 2010) .

In terms of the difference between Inclusion, Integration, Segregation and Exclusion, it could be explained in one picture (Learningneverstops , 2013).

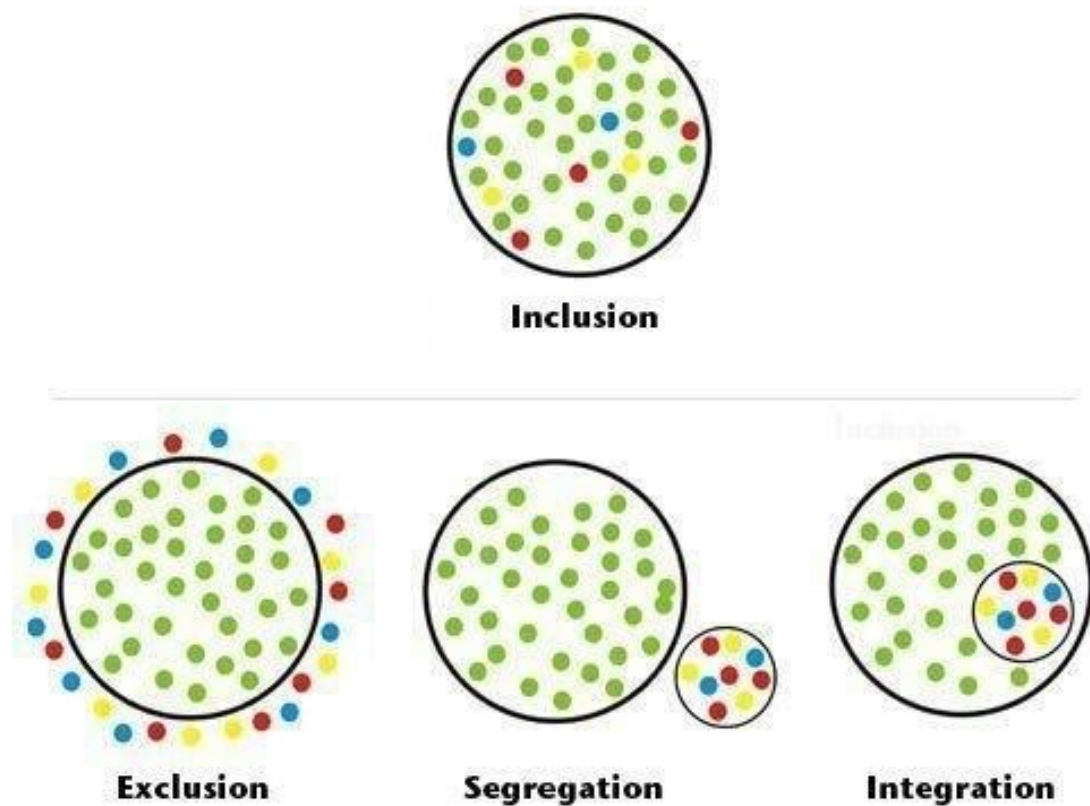


Figure 2.1 Differences between Inclusion, Integration, Segregation and Exclusion

Segregation	Integration	Inclusion
Focusing on services	Focusing on needs	Focusing on rights
Establishing a medical model of disability	Perpetuating a medical model of disability	Positing a social model of disability
Categorization	Individual adaptation	Institutional adaptation
Providing special treatment	Providing equal treatment	Providing Support for All
Emphasizing the importance of a special setting	Emphasizing benefits to the disabled person	Emphasizing benefits to all pupils
Categorizing difference	Managing difference	Celebrating diversity
Atomizing the individual	Atomizing the system	Unifying the system
Stress on inputs	Stress on process	Stress on outcomes
Separate curriculum	Focus on curriculum delivery	Focus on curriculum content
Professional involvement	Professionals for inclusion	Professionals and parents in partnership Parents for Inclusion
Providing educational opportunities for disabled pupils	Improving educational opportunities for disabled pupils	Focusing on school effectiveness and improvement

Table 2.1 a typology of segregation, integration and inclusion¹

Table 2.1 provides an overview of the main differences between integration and inclusion. It also suggests how these have evolved from the earlier notion of segregation. Inclusion is not the same as ‘integration’, which implies bringing children with disabilities into a ‘normal’ mainstream or helping them to adapt to ‘normal’ standards. The difference between integrated and inclusive education relates to access and quality. Save the Children (2002) notes that integrated education tends to focus more on children with disabilities attending school where inclusive education focuses more on ensuring children with disabilities are learning, and in integrated education the child is seen as the problem, but in inclusive education the system is expected to change, not the child. Save the Children (2002) argues that inclusive

¹Adapted from *Integration and Inclusion*, produced by Disability Equality in Education (DEE), Retrieved from www.diseed.org.uk/integration_inclusion.htm. This is a UK charity established in 1996 to support the inclusion of disabled people in mainstream education through the provision of training, consultancy and resources.

education is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. This means that all children, including children with disabilities, not only have access to schooling within their own community, but that they are provided with appropriate learning opportunities to achieve their full potential. However, it is also essential that parents, children and communities are supported to change their attitudes and understanding of why inclusion matters, as this is what will sustain change.

Department for International Development (2010) pointed out the pros and cons among segregation, integration and inclusion.

	Pros	Cons
Segregation	<ul style="list-style-type: none"> •Can cater for children with profound and complex a regular class •Special schools have specialized equipment and resources for looking after children with disabilities. •Teachers in special schools are trained 	<ul style="list-style-type: none"> •The cost of providing education for children with disabilities is estimated to be 7 to 9 times higher when placed in special schools as opposed to providing for their needs in mainstream education •Distance to school resulting in higher transportation costs •Child deprived of socialization opportunities and prone to continued exclusion •Reinforces discrimination against those with disabilities •May unnecessarily segregate children with mild disabilities, makes the disability worse
Integration	<ul style="list-style-type: none"> •Breaks down barriers and negative attitudes; facilitates social integration and cohesion in communities. The involvement of parents and the local community further strengthens this process. •The child is able to socialize with other children as part of a school community •Reduced costs for transportation and institutional provision •Reduced administrative costs associated with having special and 	<ul style="list-style-type: none"> •Inability to accommodate the learning needs of all •Pressure on limited resources •Requires assistance by parents, volunteers or older children

	<p>regular education</p> <ul style="list-style-type: none"> •Some research states that children in integrated or inclusive settings have higher achievement levels than those in segregated settings. 	
Inclusion	<ul style="list-style-type: none"> •Schools respond to individual differences and therefore benefit all children •Schools change attitudes towards diversity by educating all children together •Less costly alternative to special segregated schools •No additional costs to parents •Reduction of social welfare costs and future dependence •Higher achievement for children than in segregated settings •60% children with special educational needs can be educated with no adaptations and 80-90% can be educated in regular schools with minor adaptations (e.g. teaching strategy training, child-to-child support and environmental adaption) •Disabled child is less stigmatized, more socially included • Inclusive education is cost-effective •Costs can be kept to a minimum by drawing upon local resources, people and facilities •Children with disabilities have access to a wider curriculum than that which is available in special schools. •Practical tips on how to develop inclusive education in environments with few resources are provided in Inclusive Education: Where there are few resources 	<p>Teachers' skills, schools resources, high pupil-to-teacher ratios</p> <ul style="list-style-type: none"> •Costs of adapting curricula to allow •Cost of supplying teaching aids and material to improve participation and communication of children with disabilities •Cost of adapting school infrastructure •Requires assistance by parents, volunteers or older children •Investment in specially trained mobile resource teachers

Table 2.2 Pros and cons among segregation, integration and inclusion. By DFID(2010)

Three approaches make three types of school. In order to understanding segregation, integration and inclusion, the figure is listed as follows.

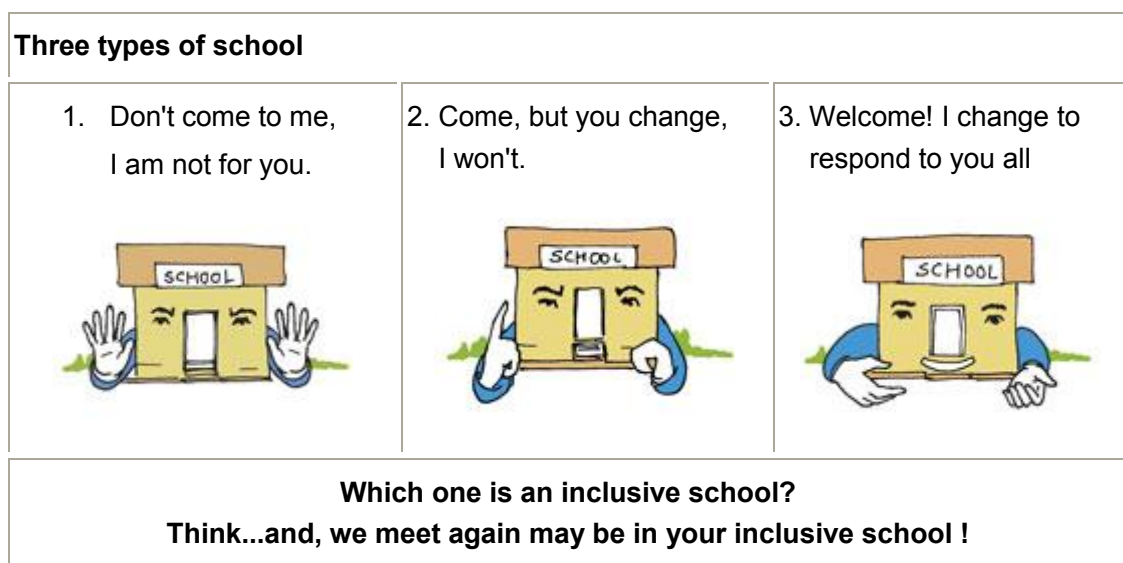


Figure 2.2 what do we mean by inclusive education?
(Chadha 2003)

2.2 International perspective on inclusive education

The principle of an inclusive education system in which tolerance, diversity and equity is striven for may be uncontested; however, the way in which we achieve this is much more challenging. Inclusion is an elusive concept (Ainscow, 1999; Ballard, 1999, Slee, 2000). The current emphasis on inclusive education can be seen as another step along this historical road. It is, however, a radical step, in that it aims to transform the mainstream in ways that will increase its capacity for responding to all learners (Ainscow, 1999).

This view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity—seeing individual differences not as a problem to be fixed, but as opportunities for enriching learning’ (UNESCO, 2005: 9).

Dissatisfaction with progress towards inclusion drove demands for more radical changes in many countries (Slee, 1996). Education for all is a global issue. International organizations like the UNICEF, UN, UNESCO, OECD, World Bank and others all point to how important investment in quality education for all children. And there is a series of international agreements in term of the right to Education for All and Inclusive Education. The legislative and policy trends of the past several years have seen a clear shift away from the acceptance of the orthodoxy of segregated education for children with special educational needs. Understanding these international agreements is an effective way to know the context of inclusive education in an international perspective.

A series of international agreements were published to develop inclusion these years. In this section, it selects and reviews some of the important international agreements above signed since 1989 which have promoted the inclusive education in the global context. The selected international agreements are related to inclusive education and closely linked to this study. However, it does not mean that inclusive education only began in 1989, but it highlights the fact that the right to education for all children became a more prominent international issue.

- Convention on the Rights of the Child (UN, 1989)
- World Conference on Education for All (UNESCO, 1990)
- Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993)
- Salamanca Statement and Framework for Action (UNESCO, 1994)
- Dakar Framework for Action (UNESCO, 2000)
- The Millennium Development Goals (UN, 2000)
- Convention on the Rights of Persons with Disabilities (UN, 2006)

2.2.1 Convention on the Rights of the Child (UN, 1989)

The Convention on the Rights of the Child (CRC) recognizes the human rights of all children, including those with disabilities. It contains a specific article recognizing and promoting the rights of children with disabilities. The CRC is the first binding instrument

in international law to deal comprehensively with the human rights of children, and is notable for the inclusion of an article specifically concerned with the rights of children with disabilities. The implementation of the CRC is monitored and promoted at the international level by the Committee on the Rights of the Child.

The CRC identifies four general principles that provide the foundation for the realization of all other rights:

- *Non-discrimination (Article 2);*
- *The best interests of the child (Article 3);*
- *Survival and development (Article 6);*
- *Respect for the views of the child (Article 12).*

Article 2 is arguably the most important article for making inclusive education a reality as it emphasizes the principle of non-discrimination.

States parties shall respect and ensure the rights set forth in the present Convention to each child...without discrimination of any kind, to all children, irrespective of race, colour, sex, disability, birth or other status.

The child's right to education is enshrined in human rights treaties, including articles 28 and 29 of the CRC. Article 28 of the CRC refers to the obligations of States parties and recognizes the rights to education for all children. It reinforces the right of all children to education-irrespective of impairment and disability-and require that this should be provided on the basis of equality of opportunity. It includes:

All children have the right to a primary education, which should be free....For children to benefit from education; schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education.

In terms of Article 23, it discusses that children who have any kind of disability have

the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

States parties recognize the right of the disabled children to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance...appropriate to the child's condition....

Here, it talks about special care, so it could be interpreted to mean some form of segregation. And the article also emphasizes that a child with mental or physical disabilities is entitled to enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance and facilitate the child's active participation in the community:

In addition, article 30 stipulates that children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It reflects the inclusive culture to some extent.

2.2.2 World Declaration on Education for All (UNESCO, 1990)

The World Conference on Education for All held at Jomtien, Thailand in March 1990 adopted the historical documents of World Declaration Education for All and Framework for Action to Meet Basic Learning Needs which have proved useful guides for governments, international organizations, educators and development professionals in designing and carrying out policies and strategies to improve basic education services. Through the texts of the documents, the world community renewed its commitment to ensuring the rights of all people to education and knowledge.

The Consultative Group on Early Childhood Care and Development (CGECCD, 1993: 1-2) believed that there were two unique things about the declaration:

1. The breadth of its definitions of what is needed to make education available to all.

In addition to calling for universal access to schooling for all children, the declaration reaffirms that "*every person—child, youth and adult—[should] be able to benefit from educational opportunities designed to meet their basic learning needs.*" These include

"both essential learning tools, such as literacy, oral expression, numeracy and problem solving, and the basic learning content (knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."

The declaration reflects its grounding in the realities of people's diverse needs by affirming that: "the scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably changes with the passage of time."¹ It also affirms the importance of early learning, by stating that "learning begins at birth. This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programs, as appropriate."² "

2. Its focus on action to formulate specific plans and policies based on the Framework for Action.

As part of the action initiative, the Consultative Group Secretariat and most of the CGsponsoring members have played an active role in promoting EFA-inspired policies and projects supporting young children, and their families and communities (CGECCD,1993: 1-2).

The conference concluded that educational opportunities were limited, basic education was limited to literacy and numeracy, and certain marginalized groups were excluded from education altogether. An expanded vision was needed to achieve EFA by 2000. The Jomtien Declaration highlighted the need to universalize education and promote equity by ensuring that girls, women and other under-served groups gain access to education.

2.2.3 Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993)

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities, adopted by the UN General Assembly in 1993, provides detailed guidance on what should be done and how to do it. It is legally binding for all States that have ratified or acceded to it, the Standard Rules express a political commitment on the part of States to adapt society to individuals with functional impairments. Three important objectives of the Standard Rules are to achieve full participation and equal opportunities; to identify

¹ Article I

² ARTICLE V

and remove remaining obstacles and; and governments are responsible for the necessary measures.

The rules address all aspects of the lives of persons with disabilities and indicate how governments can make social, political and legal changes to ensure that persons with disabilities are treated as full citizens of their country. It includes four parts (UN, 1993:1).

- *Preconditions for equal participation (awareness raising, medical care, rehabilitation, support services and accessibility).*
- *Target areas for equal participation (accessibility, education, employment, income maintenance and social security, family life and personal integrity, culture, recreation and sports, religion).*
- *Implementation measures (information and research, policy-making and planning, legislation, economic policies, coordination of work, organizations of disabled persons, personnel training, national monitoring and evaluation of disability programmes in the implementation of the Rules, technical and economic cooperation and international cooperation).*
- *Monitoring mechanisms. The implementation of the Rules is monitored by the Special Rapporteur on Disability, assisted by a committee of experts drawn from the main international NGOs concerned with disability.*

The purpose of the rules is to ensure that girls, boys, women and men with disabilities, as members of their societies, may exercise the same rights and obligations as others. In all societies of the world there are still obstacles preventing persons with disabilities from exercising their rights and freedoms and making it difficult for them to participate fully in the activities of their societies. It is the responsibility of States to take appropriate action to remove such obstacles” (UN, 1993).

The process outlined in the Rules is to identify and remove obstacles to full participation. Governments of countries are responsible for taking action to remove such remaining obstacles.

2.2.4 Salamanca Statement and Framework for Action (UNESCO, 1994)

In 1994, UNESCO held “World Conference on Special Needs Education” in Salamanca, Spain, and passed Salamanca Statement, which, for the first time, put forward the definition of “Inclusive Education” formally, and called on all countries to implement inclusive education.

It was the first international recognition that in order to meet the needs of students with special needs. It is now 20 years since the Salamanca Statement has adopted it is arguably the most significant international document that has ever appeared in special education. The Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) provides a framework for thinking about how to move policy and practice forward. Indeed, this Statement, and the accompanying Framework for Action, is arguably the most significant international document that has ever appeared in special education. It argues that regular schools with an inclusive orientation are:

“regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (Article 2).”

It also calls on governments:

To give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,

To adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise (Article 3).

Salamanca statement has been helpful in encouraging some practitioners and policy makers to look at educational difficulties in new ways. This new direction in thinking is based on the belief that changes in methodology and organization made in response to students with SEN can, under certain conditions, benefit all children.

2.2.5 Dakar Framework for Action (UNESCO, 2000)

In 2000, the World Education Forum held in Dakar, Senegal, adopted the Dakar Framework for Action for Education for All. By adopting the Dakar Framework for Action, the participants of the Forum reaffirmed the commitment to achieving Education for All by the year 2015, and identified six key measurable education goals which aim to meet the learning needs of all children, youth and adults by 2015 (Article 7).

- *expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
- *ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;*
- *ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;*
- *achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
- *eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;*
- *improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other convenors of the Dakar Forum (UNDP, UNFPA, UNICEF and the World Bank). As the leading agency, UNESCO focuses its activities

on five key areas: policy dialogue, monitoring, advocacy, mobilisation of funding, and capacity development¹.

After that, UNESCO established an EFA Flagship entitled, "The Right to Education for Persons with Disabilities: Towards Inclusion" to encourage international leadership and cooperation for this excluded group. Its main purpose is to ensure that national EFA plans incorporate people with disability.

2.2.6 The Millennium Development Goals (UN, 2000)

The new international targets outlined in the Millennium Development Goals (MDGs) include access to and completion of Universal Primary Education by 2015. The Millennium Development Goals (MDG) represent a crucial inclusive framework for advancing the human rights, including education rights, and the quality of life of persons with disabilities and their families. MDG form a blueprint agreed to by all the world's countries and leading development institutions for the year 2015.

- *Eradicate extreme poverty and hunger*
- *Achieve universal primary education*
- *Promote gender equality and empower women*
- *Reduce child mortality*
- *Improve maternal health*
- *Combat HIV/AIDS, malaria and other diseases*
- *Ensure environmental sustainability*
- *Develop a global partnership for development.*

However, if marginalised groups of learners, such as those with disabilities, continue to be excluded from primary education, it will not be possible for countries to achieve the MDG on education. National plans to achieve universal primary education tend to be implemented independently of any inclusive education initiatives. Despite the omission of specific reference to persons with disabilities in the 18 targets for 2015 or the 48 monitoring indicators of the MDG framework, recognition has nonetheless

¹UNESCO (2000). Education for All Movement. Retrieved from <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

been given to their needs.

2.2.7 Convention on the Rights of Persons with Disabilities (UN, 2006)

In November 2001, the General Assembly of the United Nations adopted a resolution to establish an ad hoc committee to consider proposals for a Convention on the Rights of Persons with Disabilities (CRPD). The proposed convention aimed to give status, authority and visibility to disability as a human rights issue in a way that would have been impossible to achieve by any other means. After that, at its concluding session in August 2006, the committee adopted the draft of the proposed convention, which was subsequently adopted by the UN General Assembly on 13 December 2006, and became open for signature by Member States from 30 March 2007. States, as well as regional integration organizations, become parties to the Convention and to its Optional Protocol either by signing and ratifying the instruments or by acceding to them. Signature conveys the intention to take steps towards ratification at the international level, in the prospect of compliance with the respective provisions. More than 80 Member States and many NGOs took part in the signing ceremony and the subsequent dialogue on implementation. As of 15 August 2007, 101 countries had signed the Convention, and 4 countries-Croatia, Hungary, Jamaica and Panama – had ratified it. For entry into force, it is necessary that the Convention receive 20 ratifications.

CRPD and its Optional Protocol were adopted in December 2006 at the United Nations Headquarters in New York.

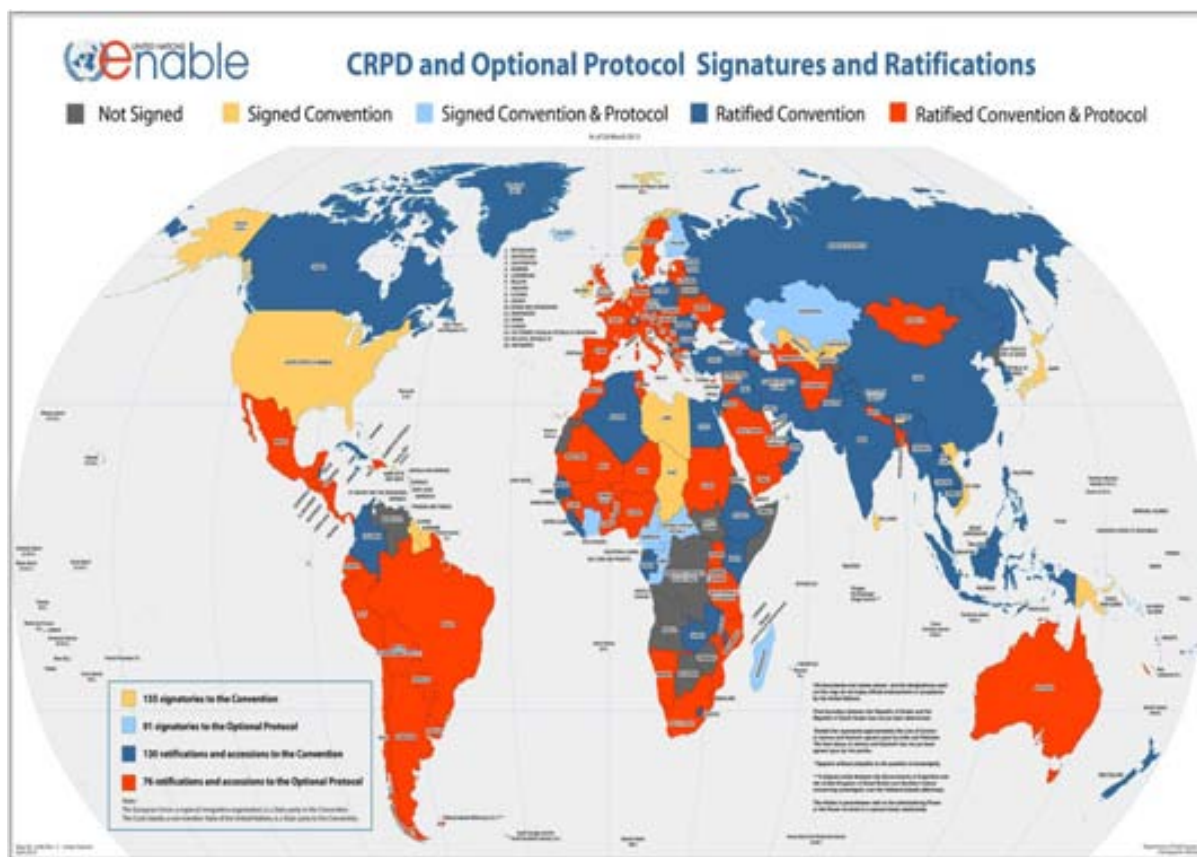


Figure 2.3 CRPD and Optional Protocol Signatures and Ratifications

This is the highest number of signatories in history to a UN Convention on its opening day. It is the first comprehensive human rights treaty in 21st century. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol. China is not an exception; it signed the Convention¹ on March 30, 2007, and ratified it on August 1, 2008,² effective in China on August 31, 2008.

The Convention is a human rights instrument with an explicit social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and describes how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where the

¹Convention on the Rights of Persons with Disabilities (CRPD), G.A. Res. 61/106, U.N. Doc. A/RES/61/106 (2006), entered into force May 3, 2008.

²United Nations Treaty Collection, "Convention on the Rights of Persons with Disabilities," http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4&lang=en (China ratified the Convention on August 1, 2008).

protection of their rights must be reinforced.

The General Principles of the Convention (article 3) are fundamental to all articles of the Convention and to its implementation by member States. They are as follows:

- *Respect for the inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons.*
- *Non-discrimination.*
- *Full and effective participation and inclusion in society.*
- *Respect for difference of persons with disabilities as part of human diversity and humanity.*
- *Equality of opportunity.*
- *Accessibility.*
- *Equality between men and women.*
- *Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.*

The article of the Convention with particular implications for children on education is article 24. It reflects a clear commitment to the principle of inclusive education as a goal. It also addresses the specific needs of children with severe and complex sensory impairments for access to specific supports. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- *Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;*
- *Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;*
- *Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual,*

and in environments which maximize academic and social development.

In Article 24, states are to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning. Education is to employ the appropriate materials, techniques and forms of communication. Pupils with support needs are to receive support measures, and pupils who are blind, deaf and deafblind are to receive their education in the most appropriate modes of communication from teachers who are fluent in sign language and Braille. Education of persons with disabilities must foster their participation in society, their sense of dignity and self worth and the development of their personality, abilities and creativity.

2.3 Inclusive education in mainland China

In this section, it shows the general educational setting firstly. And then it discusses the current state of inclusive education in mainland China through culture, policy and practice.

2.3.1 General Educational Setting

In order to understand the educational setting in China, it is necessary to know the important document named Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020). It is made to the rejuvenation of China through educational reforms including flexible and open lifelong learning and "the popularization and public sharing of quality education resources", whilst observing that this outline plan "is the first of its kind for the nation in the 21st century, and encompasses a broad range of endeavors over a long period of time. Its mission is weighty, and its requirements are demanding. It should be implemented in real earnest through close-knit arrangements and meticulous organization, so as to ensure that all the listed tasks are carried out in a down-to-earth way". (Ministry of Education in China, 2010b: 41 & 50).

The Plan contains a number of strategies for the education reform and development over the next decade. It sets a series of concrete goals to be achieved by 2020, including universalizing preschool education, improving nine-year compulsory education, raising the senior high school gross enrollment rate to 90%, increasing the higher education gross enrollment rate to 40% and promoting teacher training. And it also emphasizes that some rules of special education in chapter 10 of the outline. For example, *every school across the land shall create opportunities actively to accept*

students with disabilities”, “regular schools shall be encouraged and aided to furnish agreeable learning and living conditions for the disabled students they have enrolled”, “free senior secondary school education will be made available to students with disabilities step by step.” And the outlines include some quantifiable development targets by 2020. Additionally, UNESCO (2012) provides experts and technical support to the implementation of China’s “National Plan Outline for Medium and Long-term Education Reform and Development”.

In order to understand the outline more specifically, the major targets for education development from 2009 to 2020 (Ministry of Education in China, 2010b) are listed as follows.

Indicators	2009	2015	2020
Preschool education			
Kindergarten enrolment (in millions)	26.58	34.0	40.0
Gross enrolment rate at three years prior to compulsory education (%)	50.9	60.0	70.0
Gross enrolment rate at one year prior to compulsory education (%)	74.0	85.0	95.0
Nine-year compulsory education (primary and junior secondary education)			
Enrolment (in millions)	157.72	161.0	165.0
Graduation rate (%)	90.8	93.5	95
Senior secondary education*			
Enrolment (in millions)	46.24	45.0	47.0
Gross enrolment rate (%)	79.2	87.0	90.0
Vocational education			
secondary vocational enrolment (in millions)	21.79	22.5	23.5
Higher vocational enrolment (in millions)	12.8	13.9	14.8
Higher education*			
Total number of people studying in higher education (in millions)	29.79	33.5	35.5
University/college students on campus (in millions)	28.76	30.8	33.0
Master’s degree students within the enrolment (in millions)	1.4	1.7	2.0
Gross enrolment rate (%)	24.2	36.0	40.0
Continuing education			
Continuing education received by working people (in million times)	166.0	290.0	350.0

Table 2.3 Major targets for education development from 2009 to 2020

* including students in secondary vocational schools

** including students in higher vocational colleges

A. structure of education system in China

The Ministry of Education is headquartered in Beijing. It is the agency of the State Council which regulates all aspects of the educational system in mainland China. This includes preschool education, primary education, secondary education, higher education, vocational education, special education and adult education. The ministry certifies teachers, standardizes curriculum and textbooks, establishes standards and generally monitors the entire education system in an effort to "modernize China through education". More details about educational administration system and forms of academic education are as follows.

Level	Administrative Body
National	State Council—the Chinese Central Government
	Ministry of Education
Provincial	Provincial Education Department or Municipal Education Committee
Local	Municipal/County Education Bureau

Table 2.4 Educational administration system of China

Educational levels	Age	Numbers of students on campus (in millions)
Preschool education (kindergarten)	4 - 6	38.9469
Primary education	6 - 12	93.6055
Junior secondary education	12 - 15	44.4012
Senior secondary education*	16 -18	43.6992
Higher education	19 and above	34.60
secondary vocational education	12 and above	19.2297
Adult education	18 and above	55.9321
Special education		0.3681

Table 2.5 Forms of academic education in 2013

* including students in secondary vocational school students

- ✓ Preschool education (kindergarten): Preschool education in China is devoted to children aged 4-6 years. In urban areas, it usually provides 1-3 years of schooling, which could be full-time or part-time. In rural areas, kindergartens are generally one year of schooling. Kindergartens could be privately operated or government-run. In 2013, about 198,600 kindergartens operated in China. And there were 38.9 million children in the kindergartens.
- ✓ Primary education: It takes six years to complete. Under the Law on Nine-Year Compulsory Education, primary schools were to be tuition-free and reasonably located for the convenience of children attending them; students would attend primary schools in their neighborhoods or villages. Parents paid a small fee per term for transportation, food, and heating. Under the education reform, students from poor families received stipends, and state enterprises, institutions, and other sectors of society were encouraged to establish their own schools. The two-semester school year consisted of 9.5 months, and generally began in September and March, with a summer vacation in July and August and a winter vacation in January and February. In 2013, there were 93.6 million primary students in China.
- ✓ Secondary education: It includes junior secondary education and senior secondary education. Junior secondary education provides a three-year course of study. The academic curriculum consists of Chinese, Mathematics, English, Physics, Chemistry, Biology, Geography, History, Ideology & Political Science, Music, Fine Arts, PE, and Information Technology. After finishing junior secondary education, students take an entrance exam of senior secondary education. And students could choose to attend a regular senior secondary school or a vocational secondary school. Senior secondary education often refers to three years high school education, as from grade 10 to grade 12. Graduates from senior secondary school education are admitted to a university after successfully completing a college entrance exam.
- ✓ Higher education: Higher education in China is continuously growing, changing

and developing; it has played a significant part in economic growth, scientific progress and social development in the country. The degree system of higher education in China includes bachelors, masters and doctoral degrees. In 2014, there were 2542 higher education institutions in China. And 2246 were regular higher education institutions. Moreover, 296 were higher education institutions for adults. In 2014, 6.98 million students passed the College Entrance Examination and enrolled in higher education institutions. In addition, in this year total graduate student enrolment was 631,020. Universities in China generally select their students based on students' performances in the College Entrance Exam; the entrance scores required by public universities are typically much higher than those of private universities. However, it is noted that private universities in China have been developing only in recent decades, thus it is commonly considered that public universities especially those national ones are better than private universities.

- ✓ Vocational education: The system of vocational education consists of education in vocational schools and vocational training. In this study, it is just focused on education in vocational schools, in other word, pre-service education, and it is provided at two levels: secondary and tertiary education. The secondary level mainly refers to the vocational education in senior high school stage. Composed of specialized secondary schools, skill workers schools and vocational high schools, and as the mainstay of vocational education in China, secondary vocational education plays a guiding role in training labor with practical skills. In secondary vocational schools, there were 19.2297 million students on campus in 2013. With the schooling lasting 2 to 3 years, tertiary vocational education mainly enroll graduates from regular high schools and secondary vocational schools.
- ✓ Adult education: Adult education in China includes adult secondary education and adult higher education. Adult secondary education include vocational secondary schools, ordinary middle schools holding secondary vocational classes for workers and cadres, adult middle schools, adult technical training schools,

peasants' cultural and technical schools and agricultural radio and TV schools. In terms of adult higher education, it include radio and TV universities, workers' colleges, farmers' colleges, colleges for managerial personnel, colleges for in-service teachers training, independent correspondence colleges, and ordinary colleges and universities offering adult education, supplemented by educational TV programs and higher-learning examination programs for the self-taught.

- ✓ Special education: Special education aims to meet the diversity for children with special educational needs. Through education, children with disabilities can strive for fairer opportunities in society. At the end of 2013, China had 1,933 schools for special education with 368,100 students enrolled, including 40,100 students with disorders, 89,200 students with hearing impairments, 185,000 students with intellectual disabilities, and 53,800 students with other types of disabilities.

B. Key education initiative: Develop inclusion

In 2012, public expenditure on education in China reached 2.2 trillion CNY¹ (US\$357 billion) accounting for 4% of its GDP. Since 2009, the central government has allocated 30 billion CNY (\$4.78 billion) and steered another 300 billion CNY (\$47.8 billion) in investment from local governments or enterprises toward the reconstruction of 350 million square meters of dormitories in 136,000 schools. Key education initiative includes helping students find jobs, education in rural areas, educating migrant children in cities, and develop inclusion. In this study, key education initiative related to develop inclusion was discussed.

Efforts in promoting education for all and including the students with special educational needs have been documented a series of events all over the world. In 1990, the World's Declaration on Education for All was held in Jomtien, Thailand, which has been focusing on integration initiatives and equity issues for all including those with special needs. After that, UNESCO's Sub-regional Seminar on Policy,

¹ The renminbi is the official currency of the People's Republic of China. The name literally means "people's currency". The ISO code for renminbi (which may also be used for the yuan) is CNY (an abbreviation for "Chinese yuan"). The currency is often abbreviated RMB, or indicated by the yuan sign ¥. The latter may be written CN¥ to distinguish it from other currencies with same symbol (such as the Japanese yen).

Planning and Organization of Education for Children with Special Needs was held in 1993 in Harbin, China. This seminar was organized aspect of the implementation of policies arrived by the World Conference on Education for All and it was aimed at country teams comprising their permanent secretary/director-general, and heads of primary and special education. At that time, based on the human rights in education and comprehensive development of education, Yuning Chen, one of the chairmen of the seminar, translated “Inclusive Education” into Chinese “全纳教育” in the seminar. Since 1980s, the government has took some measures through international law and national policy, for example, learning in regular classroom, China’s Ratification of the CRPD, to ensure that all children have the rights and access to the regular schools regardless of special educational needs, including students with disabilities.

2.3.2 Chinese Culture: Beliefs and Norms

In China, the mainly social values are derived from Confucianism, Buddhism and Taoism.



Figure 2.4 The photo of Confucius, Sakyamuni and Lao-tzu

• Confucianism and its principle

Confucianism is the ethics for ordinary people that have a profound influence over Chinese social action in daily life. The most famous one is the Confucianism and its leader Confucius who was a Chinese philosopher of the Spring and Autumn period of Chinese history, was seen as the founder of education for the masses. One of his sayings was provide education for all people without discrimination (Chinese: 有教无类 yǒu-jiào-wú-lèi). Another was Teaching students in accordance with their aptitude (Chinese: 因材施教 yīn-cái-shī-jiào).

In Confucius' view, there is a need for the teacher to pitch his or her teaching of the students according to their needs; (s)he has to apply different strokes for different folks. There is a Chinese saying which goes like this, "Teach a person based on one's ability" in Chinese it is (因材施教 Hanyu Pinyin: yin chai se chiao). Interestingly, this saying is actually derived from The Analects, Chapter XI verse 22. Confucius then gave two answers to the same question put forward by two different students independently. To the one student, Confucius advised him that he should consult with his father or brother before making a decision, and to the other one, he said that he should go ahead with the request. Why then these two answers for the same question? Confucius explained that the first one was too daring in decision making so he asked him to slow down, and for the other student, he was always hesitant in making decision so Confucius encouraged him to make the decision immediately. (Low, 2010). In addition, people should respect each others' parents, and treat others' children like their own... handicapped and sick should also be supported (Pang & Richey, 2006). At this point, inclusive education and Confucianism share the same principle.

• Buddhism and its principle

Buddhism is a religion indigenous to the Indian subcontinent that encompasses a variety of traditions, beliefs and practices largely based on teachings attributed to Siddhartha Gautama, who is commonly known as the Buddha, meaning "the awakened one". Chinese Buddhism refers collectively to the various schools

of Buddhism that have flourished in China since ancient times. Buddhism was first brought to China from India by missionaries and traders along the Silk Road that connected China with Europe in the late Han Dynasty (202 BC-220 AD). Buddhism has played an enormous role in shaping the mindset of the Chinese people, affecting their aesthetics, politics, literature, philosophy and medicine.

• Taoism and its principle

Taoism was founded by Laozi, and one of the outstanding representatives of the philosophy was Zhuangzi. The key principle of Taoism was wu-wei, which literally means non-action or non-doing. In this context, doing nothing is doing something!

Taoism places emphasis upon spontaneity and teachers that appropriate ways of acting are followed in the natural world. As teachers and students belong to this natural world, the classroom should be a context in which the natural potential of students is released and kept flowing like a running river, rather than being bound by artificial institutional restrictions. In essence, teachers should appreciate the lives of students and respect each individual's capabilities, rather than leading them to desire a life that is always beyond their reach and dictated by the demands of institutions or other external forces.

-Every being in the universe is an expression of the Tao. It springs into existence, unconscious, perfect, free, takes on a physical body, lets circumstances complete it. That is why every being spontaneously honors the Tao. The Tao gives birth to all beings, nourishes them, maintains them, cares for them, comforts them, protects them, takes them back to itself, creating without possessing, acting without expecting, guiding without interfering. That is why love of the Tao is in the very nature of things."

- Tao Te Ching (Mitchell translation), Article 51

To a large extent, Taoism offers a cultural foundation for inclusive education in

Chinese society (Shane, 2008). In some schools, the teachings of Taoism are frequently adopted by teachers through different ways to diversify for all of students.

The principles of Confucianism, Buddhism and Taoism continue to define cultural norms and underpin many aspects of daily life. Richly influenced by them, Chinese culture typically values filial piety, relationships, moderation and respect for authority. Hierarchy is the social framework and harmony is often hailed as a common ideal (Vernon & Yik, 2012). Chinese norms such as face' and guanxi' play a significant role in Chinese society:

- Hierarchy: Seniority in terms of age, titles, work experience or years of service are important factors that determine the nature and style of communication and interactions. This is reflected in a relatively rigid hierarchical structure in both society and the workplace, especially in state-owned organizations where working relationships between superiors and subordinates are often formal and distant.
- Face: Face is an essential component of Chinese culture. Having face means being respected by one's peers and seen by others as a dignified person. Chinese are sensitive to gaining and maintaining face and causing someone to lose face can be detrimental to business opportunities.
- Guanxi: Personal relationships and contacts are key to getting things done in China and often knowing the right person will allow official rules to be bypassed. One's social connection is often perceived as the most important asset that will help achieve business success.
- Group membership vs. individualism: Traditionally, Chinese are more likely than people in the West to describe themselves in terms of membership in groups, be it family, social circles or work unit, rather than in terms of individual achievement. In fact, China ranks lowest among Asian countries in terms of individualism' on the Geert Hofstede Cultural Dimensions. This is sometimes manifested in loyalty to and strong relationships among members

of the group. However, corporate China is witnessing a gradual shift towards individualism as a result of fierce competition for education, job opportunities and promotion prospects.

2.3.3 Legislation and Policy: From Special Education to Inclusive Education

In order to understand the inclusive education in China, it is necessary to review the legislation and policy in the process of inclusion, and then the accessible for students with SEN could be understood.

At the beginning of 1980s, the special school in China only for students with blind, deaf and intellectual disabilities. Based on the national and international situation, Chinese government recognized the delayed development in providing education at the end of the Cultural Revolution in 1978. In terms of legislation and policy of inclusive education, China has adopted a series of educational laws and regulations to foster inclusive education since 1980s, including Constitution of China, Education Law of China, the Chinese Compulsory Education Law, the Chinese Teachers Law, the Chinese Civilian-run Education Promotion Law, Regulations on Literacy Education, and Regulations on Education for People with Disabilities.

From the Constitution in 1982 to the construction of barrier-free environment in 2012, the development of inclusive education was approximately experienced three periods.

A. During the Period 1982-1987

There were a series of Legislation and policy through international perspective during this period. They affected Chinese Legislation deeply, such as the World Programme of Action (UN) in 1982.

- Constitution of the People's Republic of China (1982)

It is the access to education is the basic right of citizens. Only by receiving necessary education can a citizen lay a solid foundation for self-development and participate in the social life in an active manner. It is provided in the Constitution of the People's

Republic of China that the citizen shall have the right and obligation to receive education. The Constitution of China, adopted in 1982 by the People's Congress, contains several key provisions in terms of equality:

Article 19 The State develops educational facilities in order to eliminate illiteracy and provide political, scientific, technical and professional education as well as general education for workers, peasants, state functionaries and other working people. It encourages people to become educated through independent study.

Article 33 - All citizens are equal before the law.

Article 46 Citizens of the People's Republic of China shall have the right and obligation to receive education.

Article 48 - Women enjoy equal rights with men in all spheres of life, political, economic, cultural and social, including family life. It provides that the State must protect the rights and interests of women, apply the principle of equal pay for equal work and train and select cadres from among women as well.

- The Law on Nine-Year Compulsory Education (1986)

The nine-year system is called "九年一贯制" in Chinese. It usually refers to the educational integration of the elementary school and the middle school. After graduating from the elementary school, graduates can directly enter into the junior middle school. The grades in schools that implement the 9-year System are usually called Grade 1, Grade 2...till Grade 9. The Law on Nine-Year Compulsory Education means the beginning of compulsory education. Furthermore, the development of inclusive education is based on Compulsory education in this case.

Article 19 People's governments at or above the county level shall, in light of need, establish schools (classes) to provide special education that is appropriate for school-age children and adolescents who are blind, deaf-mute or mentally retarded to receive compulsory education. Such schools (classes) shall have places and facilities tailored to the special characteristics of the said children and adolescents for the benefit of their study, rehabilitation and daily life.

Also, the main features of 9-year System are as follows:

1. Continuity. Students finish education from the elementary school to the middle school.
2. Principle of proximity. Students enter into the nearby school instead of middle school entrance examination.
3. Unitarily. Schools that carry out the 9-year System practice unified management in school administration, teaching and education.

B. During the Period 1988-1994

During this period, it experienced a little progress, several law and plan had been published, including China Five Year Disability Work Plan and Law of the People's Republic of China on the Protection of Disabled Persons.

- China Five Year Disability Work Plan (1988-1992)

This plan is the national policy, which took the Learning in Regular Classroom (LRC) as an important form of special education for the first time. LRC stands for Learning in Regular Classroom. In Chinese, It is Sui Ban Jiu Du.

-Sui" means -following"

-Ban" means -regular classroom"

-Jiu du" means -learning"

With the international movement of integration, it has been accepted gradually in China since the 1980s. Influenced by these theories and practices, China began to set up an inclusive education system with China's own characteristics, that is "Learning in Regular Classroom (LRC)" for children with disabilities (Liu, 2009). It made in 1988 mandated that the special needs education is a crucial component of universalization of basic education.

Most Chinese scholars regard LRC as an innovative form of inclusion, which is based on the concept and practice of inclusive education in Western countries, but is deeply rooted in the reality of special education in China (Liu, 2008; Deng and Zhu, 2007). Furthermore, LRC bridges the gap between children with and without disabilities; it has created a platform for communication and inclusion for children with disabilities and their non-disabled peers, and fostered mutual understanding. Thus, LRC has provided an opportunity for children with disabilities to better develop their capacities for social adjustment (Qian and Jiang 2004),

In this regard, China's education became in favor of providing education to the special needs in the inclusive setting. A statement made to clarify this vision was that the special needs should be "learning in regular classroom" and that "regular schools should be the main body of educational provision for children with special educational needs".

•Law of the People's Republic of China on the Protection of Disabled Persons (adopted 1990, revised in 2008)

Article 2 A people with disabilities refers to one who has abnormalities of loss of a certain organ or function, psychologically or physiologically, or in anatomical structure and has lost wholly or in part the ability to perform an activity in the way considered normal. The term "a person with disabilities" refers to one with visual, or hearing, or speech, or physical, or intellectual, or psychiatric disability, multiple disabilities and/or other disabilities.

Article 3 Provides that persons with disabilities shall enjoy equal rights with other citizens in all aspects of political, economic, cultural, social and family life. Discrimination on the basis of disability is prohibited, as is insulting or disparaging those with disabilities.

Article 22 Education for persons with disabilities shall be developed in terms of both the expansion of access and upgrading of the levels, with more emphasis on the former. Priority shall be given to guaranteeing compulsory education and developing vocational and technical education while efforts shall be made to carry out preschool education and gradually develop education at and above the senior high school level.

C. During the Period 1994-2012

During this period, several laws and regulations published in China, including Regulations on the Education of People with Disabilities; Education Law of the People's Republic of China; the Eleventh Five-Year Plan for disabled children, Asian regional workshop addressing inclusive education; National Educational Development Report to the 48th Session of the International Conference on Education; Regulations for Barrier-free environment construction; Beijing Forum: Removing Barriers, Promoting Integration; and National Human Rights Action Plan of China.

- Regulations on the Education of People with Disabilities (1994)

These Regulations are formulated in accordance with the Law of the People's Republic of China on the Protection of Disabled Persons and laws concerning education, for the purpose of safeguarding the right of persons with disabilities to education and developing educational undertaking for persons with disabilities.

Article 3 The education of persons with disabilities is a component of the State education programme. The principle of combining popularization with upgrading of quality shall be implemented in developing the education of persons with disabilities, with emphasis on the former. Priority shall be given to compulsory education and vocational education, while efforts shall be made to carry out pre-school education and gradually develop education at or above senior middle school level. The education of persons with disabilities shall be carried out by adopting normal or special methods of education according to the different categories of disabilities and varied learning abilities and aptitudes of individuals, and by bringing into full play the role of ordinary educational institutions in the education of persons with disabilities.

Article 17 School-age children and adolescents with disabilities may, in light of the actual conditions, receive compulsory education through the following ways:

(1) Study in classes of ordinary schools;

(2) Study in special education classes attached to ordinary schools, welfare institutions for children or other institutions;

(3) Study in special education schools.

Local people's government at various levels shall gradually create conditions to provide, through other appropriate ways, compulsory education to school-age children and adolescents with disabilities who are unable to study in school due to their levels of physical functioning.

- Education Law of the People's Republic of China (1995)

Article 9 Citizens of the People's Republic of China shall have the right and obligation to receive education. All citizens, regardless of ethnic group, race, sex, occupation, property status or religious belief, shall enjoy equal opportunities for education according to law.

Article 19 The State applies a system of vocational education and a system of adult education. People's governments at various levels, the administrative departments concerned and enterprises and institutions shall adopt measures to develop educational programs and guarantee that citizens receive education in vocational schools or different types of vocational training.

The State encourages the development of varied forms of adult education so that citizens may receive appropriate education in politics, economics, culture, science and technology and professional or life-long education

Article 38 The State, society, schools and other institutions of education shall carry out education for the disabled in light of their physical and mental conditions and needs and provide them with assistance and convenience.

- The Eleventh Five-Year Plan for disabled children (1996)

Raising the level of education for persons with disabilities is essential for disabled persons to fully develop their potential. Tasks and indicators are listed as follows:

-Compulsory education should be universally popularized among children and teenagers with disabilities. The enrolment rate of disabled children and teenagers who are able to receive education at ordinary schools should reach the same level as that of those without disabilities. The enrolment rate of the visually, hearing and speech impaired children and those with intellectual disabilities should meet the requirement of the government authorities. Pre-school education should be promoted for children with disabilities.

-Persons with disabilities who meet certain criteria should have universal access to vocational education or training.

- Students with disabilities who meet the state criteria for acceptance should be guaranteed with the opportunity to receive education above higher secondary level.

-The development of higher secondary special education should be sped up and higher special education vigorously developed.

- Asian regional workshop addressing inclusive education (2007)

This international workshop was the sixth regional preparatory activity for the 48th session of the International Conference on Education. Policy makers, educators and curriculum specialists from China, D.P.R. Korea, Japan, Mongolia and the Republic of Korea discussed different aspects of Inclusive Education from a national and regional perspective and develop a regional roadmap for action. In conjunction with this workshop, three other workshops on Quality Monitoring and Assessment of Education for All, Specialty and Branding in Education, as well as Multi-faceted Development and Joyful Growth in Early Childhood Care and Education were held under the umbrella of the Fifth International Conference on Education Innovation. It was co-organized by the International Bureau of Education (IBE-UNESCO), the UNESCO Bangkok Office, the UNESCO Beijing Office, the National Commission for UNESCO of China, and the Education Bureau of Zhejiang Province.

Chinese representatives¹ reported that class size is essential—classes in China are currently far too large and are a major reason for the lack of individual attention to students by teachers. Evidence from small classes in Shanghai suggests that if all classes were small enough in China and two teachers could be provided for each class, inclusive education may be realized in China sooner. Finally, Chinese experts recommend that all teachers should be equipped with inclusive ideas through practical school-based training. A practical system of assessment should be employed in which not only the learning of the students is assessed, but also the teaching of the teachers.

- National Educational Development Report to the 48th Session of the International Conference on Education (2008)

¹Regional Preparatory Workshop on Inclusive Education – East Asia, 2007, Hangzhou

In the conference, Ms. Liu Yandong, State Councilor of People's Republic of China as one of the four key speakers gave the keynote speeches. She reviewed the cultural foundation of inclusive education in China and she pointed out that more than 2,500 years ago, the celebrated Chinese educator and philosopher, Confucius (551~479 BCE), had already come up with the ideas of "education for everyone, irrespective of background" and "teaching students according to their abilities". Both ideas are consonant with the concept of inclusive education. She reported that Chinese government makes a point of safeguarding the right to education for the excluded in special need of education, especially those who tend to be neglected. It included six aspects (UNESCO,2008a :36).

Firstly, providing nine-year compulsory education for free, and taking forceful steps to boost education in rural areas.

Secondly, carrying out the basic national policy of equality between men and women, and striving to eradicate gender disparity in education.

Thirdly, safeguarding ethnic equality, and guaranteeing the right to education for children of ethnic minority backgrounds.

Fourthly, combating poverty by developing education, and raising the ability of the poverty stricken areas and population to pursue development by empowerment.

Fifthly, setting great store by the rights and interests of the migrant population, and making schooling opportunities equally available for children of farmer-workers in cities.

Sixth, setting no child be left out, and adopting a policy in favor of individuals in special need of education.

The goals of Chinese government were emphasized, and they are:

- Promoting equality in education for all citizens;

- Developing quality education in which resources are shared by all;
- Providing lifelong education for all.

The introduction of inclusive education embodies our respect for all citizens and protection of human rights, has answered an urgent contemporary call and set the trend for the future. This suggests that the development trend of inclusive education in China has important social significance.

- Regulations for Barrier-free environment construction (2012)

On June 13, the *Regulations for Barrier-free Environment Construction* was approved in the No. 208 Executive Meeting of the State Council. Containing 6 chapters and 35 articles, the Regulations has taken effect since Aug. 1, 2012, which aims to create a barrier-free environment and to guarantee the equal participation of social members like the handicapped in social life.

The Regulations stipulates that the newly built, rebuilt, and expanded roads, public buildings, public transport facilities, residential buildings, and residential areas in cities and towns should comply with the engineering and construction standards for barrier-free facilities. Concerning already-built roads, public buildings, public transport facilities, residential buildings, and residential areas that disaccord with the standards, government above county level should formulate and implement the renovation plan of barrier-free facilities. Meanwhile, the Regulations also stipulates that government above county level should give priorities to the renovation of barrier-free facilities in places like special education, rehabilitation, and social welfare institutions; the public service places of state organs; and the public places that provide transport, financial, postal, commercial, and tourism services.

The Regulations also makes relevant stipulations for the construction of barrier-free environment in main roads, main commercial areas, large-scale residential areas, as well as public transport vehicles like civil aircraft, passenger train, passenger ship, bus, and urban rail transit train.

The purpose of the newly issued regulations is to provide the disabled with barrier-free access to public transportation, transportation-related facilities and neighborhood districts as well as provide information to them about such access.

- Beijing Forum: Removing Barriers, Promoting Integration (2012)

The Forum, organized by China Disabled Persons' Federation, was held on June 6-8, 2012 in Beijing. More than 50 foreign participants from over 30 international organizations of/for people with disabilities, UN agencies, and government authorities participated together with more than 100 local participants. Klaus Lachwitz, President of Inclusion International was invited to speak at the Opening Plenary session.

The Forum's theme was "Removing Barriers, Promoting Integration: Towards Implementing the CRPD, and Post-2015 Disability-inclusive Development Goals". The Forum deliberated on the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) and progress concerning the Millennium Development Goals (MDGs), focusing on the removal of barriers faced by persons with disabilities and promotion of equitable and inclusive development for all. The discussion covered the following topics in relation to persons with disabilities (Article 1):

- 1. Strengthen social protection.*
- 2. Expand the coverage, and improve the quality of education for persons with disabilities so as to promote their capability-building and reduce poverty.*
- 3. Strengthen community-based rehabilitation services for disability-inclusive development.*
- 4. Enhance access to the physical environment, public transportation, knowledge and information and communication.*

As a result of the Forum, the Beijing Declaration was passed. This document were forwarded to the United Nations Department concerned with preparations for the United Nations General Assembly High-level Meeting on Disability and Development, to be held in September 2013.

In terms of the education, it reported that

-Commit to the establishment and implementation of laws, policies and national action plans to achieve quality, inclusive education for all and guarantee the enrollment and retention of all school age children with disabilities, with provision of the necessary resources and support, and clear milestones towards 100 per cent completion of education;

-Incorporate training on special needs education and inclusive education in the pre-qualification and professional continuing education curricula for training teachers;

- National Human Rights Action Plan of China (2012-2015)

In this plan, the Rights of Ethnic Minorities, Women, Children, the Elderly and the Disabled are concerned. The period 2012-2015 is a crucial period for implementing The Outline of the 12th Five-Year Plan for National Economic and Social Development of the People's Republic of China, deepening reform and opening-up and accelerating the transformation of the country's economic development pattern; it is also an important period for enhancing human rights and ensuring rapid development of the human rights cause. Therefore, on the basis of earnestly summing up past experience, the Chinese government has worked out this National Human Rights Action Plan of China (2012-2015) (hereinafter referred to as the Action Plan) to specify its aims and tasks in promoting and protecting human rights in the 2012-2015 period.

The National Human Rights Action Plan of the People's Republic of China is the first ever document published by the Information Office of the State Council to promise Chinese citizens more legal protection, better livelihoods and greater political rights.

The period 2012-2015 is a crucial period for implementing The Outline of the 12th Five-Year Plan for National Economic and Social Development of the People's Republic of China, deepening reform and opening-up and accelerating the transformation of the country's economic development pattern; it is also an important

period for enhancing human rights and ensuring rapid development of the human rights cause. Therefore, on the basis of earnestly summing up past experience, the Chinese government has worked out this National Human Rights Action Plan of China (2012-2015) (hereinafter referred to as the Action Plan) to specify its aims and tasks in promoting and protecting human rights in the 2012-2015 period.

The action plan was formulated in line with the following basic principles:

1. The principle of pushing forward the work according to law

In line with the constitutional principle that "the state respects and preserves human rights" and the spirit of the Universal Declaration of Human Rights and other relevant international conventions on human rights, the Action Plan sets out the goal of improving the laws and regulations and their implementation mechanisms for respecting and safeguarding human rights in legislation, administration and law enforcement, so as to promote the cause of human rights in China.

2. The principle of comprehensive advances

Taking all types of human rights as interdependent and inseparable, the Chinese government determines to promote the coordinated development of economic, social and cultural rights as well as civil and political rights, and the balanced development of individual and collective human rights.

3. The principle of pursuing practicality

The Chinese government respects the principle of universality of human rights, but also upholds proceeding from China's national conditions and new realities to advance the development of its human rights cause on a practical basis.

The objectives in the implementation of the Action Plan are as follows:

- ✓ Providing comprehensive protection to citizens' economic, social and cultural rights. The Chinese government will take proactive measures to protect more effectively the rights of all members of society to employment, basic living standard, social security, health care, education, culture and environment,

striving to ensure that all the people enjoy their rights to education, employment, medical and old-age care, and housing, and ensuring that all people share the benefits of the nation's development.

- ✓ Providing effective protection to the citizens' civil and political rights according to law. Efforts will be made to improve relevant laws and regulations to protect the citizens' basic rights; work will be done to strengthen judicial protection of human rights to promote judicial justice; and endeavors will be made to develop socialist democratic politics to expand citizens' orderly participation in political affairs, and to ensure people's rights to be informed, to participate, to be heard and to oversee.
- ✓ Providing full protection to the lawful rights of ethnic minorities, women, children, senior citizens and the disabled. Further efforts will be made to ensure ethnic minorities enjoy equal economic, political, social and cultural rights; efforts will be made to promote gender equality and eliminate gender discrimination; practical work will be done to safeguard children's rights to subsistence and development, to be protected and to participate; the social security system for elderly people will be improved to speed up the building of an old-age service system; and efforts will be made to develop the cause of the disabled to promote their equal participation in social life.
- ✓ Conducting extensive education in human rights. Education in human rights will be consistently carried out among civil servants; human rights education in various forms will be held in all types of schools and at all levels; and human rights knowledge will be publicized throughout the society to enhance the citizens' awareness in this respect.
- ✓ Actively participating in international exchanges and cooperation is on human rights. China will conscientiously fulfill its obligations to international human rights conventions, take an active part in the work of the United Nations human rights

mechanisms, and continuously conduct human rights dialogue, cooperation and exchanges with other countries based on equality and mutual respect.

2.3.4 The Practice of Inclusive education

In 1994, UNESCO held “World Conference on Special Needs Education” in Salamanca, Spain, and passed Salamanca Statement, which, for the first time, put forward the concept of “Inclusive Education” formally, and called on all countries to implement inclusive education. Although many countries, including China, had already implemented education which boasts significance same as inclusive education before this conference, the fundamental idea of inclusive education was recognized immediately by each country after this concept was put forward.

In the late 1980s, China recognized the delayed development in providing education for the special needs and began to set up an inclusive education system with Chinese own characteristics. It was brought forward formally in the Outline of the Work for children with SEN in China during the 5-Year Plan Period (1988-1992) which was issued by the State Council. The endeavor to promote education to the special needs launched in 1988. In this year, the Ministry of Education put forward to establish a new system about special educational system during the First National Conference of Special Education. In this system, the mainstay is special schools and the main body is LRC and special classes in regular schools. It showed the adjustment of government’s guidance objectives of special education. Since 2007, China has been an increase to accept many more students with disabilities for compulsory education with the implementation of the support policy of “two exemptions one subsidy”, which is a fiscal reform of the free compulsory education implemented since March 2006 through large transfer payment, exempting tuition fees and textbook fees for all and subsidizing living allowances for poor boarding students. Actually, there were 80,000 children of school age did not attend school. By the end of October in 2012, 71.9% of students with disabilities were getting compulsory education in China. In terms of enrolment rate of students of school age with disabilities, the urban area was 74.2%, and rural area was 71.4%, respectively (CDPF, 2012).

	2007	2008	2009	2010	2011	2012
Urban area	65.6	64.5	73.7	75.7	74.5	74.2
Rural area	63.0	63.7	68.5	70.5	71.5	71.4
Whole China	63.3	63.8	69.5	71.4	72.1	71.9

Table 2.6 Percentage of 6~14 years old students with disabilities to receive compulsory education

Actually, there are three educational types for students with SEN, including regular class in regular school, special class in regular school and special school.

	National wide						Urban area						Rural area					
	2007	2008	2009	2010	2011	2012	2007	2008	2009	2010	2011	2012	2007	2008	2009	2010	2011	2012
Regular class in Regular school	94.3	93.3	92.4	92.2	93.3	90.8	88.3	90.1	87.4	86	86.7	86	95.2	93.6	93.6	93.5	94.9	91.6
Special school	5	6.2	7.1	7.1	6.5	8.9	10.4	8.5	11.2	11.7	12.8	13.3	4.1	5.9	6	6	5	8.1
Special class in Regular school	0.7	0.5	0.6	0.7	0.1	0.3	1.3	1.4	1.5	1.7	0.5	0.7	0.6	0.4	0.4	0.5	0	0.3

Table 2.7 Educational pattern 6-17 Year Olds with Disabilities in China (%)¹

Actually, the data does not include the children with SEN who drop out of school. Instead, it just the data in the school rather than out of school. On no account can we ignore the fact that there were still 28.1% of children with disabilities drop out of school by the end of 2012.

In a few developed areas, the support service is effective in regular school. However, it is just placement rather than inclusion in other area. This lack of experience and expertise affected the quality of instruction in regular classrooms. Students with disabilities were ignored in the classroom and often did not receive instruction,

¹ Tables translated from Monitoring Report on Disabled People's Situation and Well-off Progress in China in 2012

because the teachers had neither enough time nor adequate knowledge to help them (Xiao, 2003).

I. Regular class in regular school

The students with learning difficulties, language barrier, and physical disabilities have been studying in regular schools all the time (Chen, Zhang, Shi, Wang and Wu, 2006). Besides students with learning difficulties, language barrier, and physical disabilities, the regular schools began to accept other kind of students with SEN since 1994. For example, the students with SEN who can adapt to the regular school mainly refers to students with vision (including blindness and low vision), hearing (including deaf and hard of hearing), and intelligent difficulties. However, all of the students with SEN are mild. Just as Hua (2000) and Liu (2008) said, regular classes in regular schools accept students with mild disabilities generally. In a few of regular schools, there is a support teacher to assist other teachers to help the students with SEN. In contrast, most of the regular schools are lack of support teacher. In this case, even though the regular classes in regular schools provide some help for the students with SEN, the support service is still very limited. Furthermore, based on the policy of Admission into the Nearest School, all of students could attend to the school that is near their home; however, the regular class in regular school just limited to accept students with mild disabilities in practice. And the number of children with SEN each class may take up 1-2, up to 3 people.

II. Special class in regular school

Special class in regular school is another pattern to place students with mild disabilities. The Compulsory Education Law (CEL), issued on April 12 of 1986. The CEL mandates that “all children who have reached the age of six, irrespective of gender, ethnicity, or race, should enter schools to receive compulsory education for the stipulated number of years”. Special classes and schools should be set up exclusively for children with visual/hearing impairment and mental retardation.

The Compulsory Education Law (CEL), issued in 1986, which is just focused on children with visual/hearing impairment and mental retardation. Revised on June 29 of 2006, the CEL-Revised came in effect on September 1, 2006; it stipulates that in remote, rural areas, children can wait until seven years old to receive a free, public education. Similar to typically developing children, children with disabilities have the same rights to a free, nine-year public education. If any teacher, administrative personnel, or personnel who recruit new students violate this stipulation, they would be fined or even laid off.

Here, the CEL-Revised turned to include all of the students. Besides regular school, the students with mild disabilities are also possible to be placed in special classes in regular school. The students attend the regular curriculum with regular students some time. And the rest of the time, they attend special class. Usually, there is one or more SENCO or support teacher to help the students with mild disabilities.

III. Special school

Special schools are schools for children with disabilities. In China, these schools usually get more support than regular schools; China had 378,800 students with disabilities attending the country's 1,853 special schools by the end of 2012, according to the ministry of education. Actually, before implementing the policy of LRC, regular school only accept students with learning difficulties, language barrier, and physical disabilities. Thus, accepting other students with SEN is the obligation of special school rather than regular school in this case. Nowadays, the students with severe disabilities are placed there generally. In special school, most of the teachers are graduated from the university in special education.

Additionally, peripatetic advisory service, professional service and resources classroom are available for students with SEN in developed regions, especially in urban areas. Students with moderate and severe are hard to go to regular classroom at present for the limitations of class size, lack of teacher training, support service and

teachers' attitudes.¹ It is also lack of support service from family and communities (Hua, 2003). At the beginning, LRC is considered with the application of integration in China; it accepts all children into regular classroom, but not to focus on the quality of education effectively. Nowadays, LRC tend to be the primary stage primary stage of inclusive education with the educational reform in China.

In China, popularization of compulsory education and increasing the enrolment for children with disabilities are the most important goals to be emphasized. But in practice, there is no enough expenditure for the necessary facilities and equipments for students with special education needs, no more details on the division staff, including resource room teachers, psychological counsellors, physical therapists and other volunteers involved in individual education program of disabled children, just like developed countries. In China, special education resources and staffs are comparatively inadequate, regular schools pay more attention on students' academic achievement and the special needs of student are neglected.

Based what has been mentioned above, it is clear that Chinese education is facing some problems in the fields of inclusive education for students in regular schools:

- Funding: There are a lot of LRC schools in undeveloped areas have not been provided with the basic support needed in the areas of teaching aids, studying tools and equipment (e.g. Braille textbooks, index for inclusion) and related service (e.g. sign language instruction or speech therapy).
- Classroom Size: Classrooms usually have between 40 and 55 students. The class size is still too large for teacher taking care of every student.
- Low Enrolment and high dropout: There are still many children with disabilities not in school, especially in undeveloped regions where the enrolment rate is no more than 60% and dropout rate is very high.
- Teacher training: Teachers need training about inclusive principles and the basics of disability, to ensure that their attitudes and approaches do not prevent

¹ Regional Preparatory Workshop on Inclusive Education – East Asia, 2007, Hangzhou

disabled children from gaining equal access to the curriculum. Training should be ongoing, provided in short courses (or modules) and should take place within a local school environment, preferably their own school. For Chinese teachers, lack of training in inclusive education is still a problem, even though the Chinese Ministry of Education encouraged to implement inclusive education in 1980s.

This study is focus on one point, that is barriers to inclusion in the regular schools. In this case, training of teachers, reform and development of curriculum, establishment and expansion of children friendly schools and improvement of teachers' teaching strategies and teaching environment are important. Additoanlly, the government emphasizes the roles of both special schools and regular schools, is often described by slogan *Yī tèshū jiàoyù xuéxiào wèi gǔgàn, yǐ suíbān jiùdú hé tèjiào bān wéi zhǔtǐ* (Special education school as backbone, learning in regular classroom as main body) (CPG, 2011). In 2010, there were 1706 special schools with 0.4256 million students. In 2010 and 2011, the central government invested 4.1 billion yuan to 1001 special schools, including reconstructing and extending the special schools and building new ones in mid-western China (Yuan, 2011). In Gansu province, it plans to build 41 new special schools in 2014 (Xinhua News Agency, 2014).

In China, more and more non-governmental organization take part in the inclusive practice. This study would like to take three of them as examples. They are Golden Key Research Center of Education for the Visually Impaired, Enable Disability Studies Institute and Beijing One Plus One Cultural Exchange Center.

a. Golden Key Research Center of Education for the Visually Impaired

Although it focused on education for blind and low vision children, the Golden Key Project in China demonstrates that children with significant sensory disabilities in remote, poor rural areas can be integrated into mainstream schools and provided with an education equal to their non-disabled peers (UNICEF East Asia and Pacific Regional Office, 2003). The project also provides a model of effective project implementation, monitoring, community support and evaluation, and has the potential

to influence education for the millions of children with disabilities in China.

The Golden Key Research Center of Education for the Visually Impaired is a non-profit organization established in 1985 by Mr. Xu Bailun, a former architect who became blind at the age of 41 due to a medical accident. The Center is based in Beijing, China and is supported by funds from a variety of domestic and international donors, including private donations. Staffing is partially provided by volunteers in addition to a small number of paid staff. In addition to the Golden Key Project in Inner Mongolia, the Center also publishes a bi-monthly a magazine for blind children in Braille titled Ode to Joy, supports the Love Rehabilitation Center in Shandong Province which offers courses and rehabilitation to adult blind people who have lost their vision, and provides a variety of other services for the visually impaired (VI) community in China.

The project is focused on the development of teacher training, resource Centers, Provision of Assistive Devices and Materials, Monitoring and Evaluation.

b. Enable Disability Studies Institute

Enable Disability Studies Institute¹(EDSI) is a non-profit organization established in October 2009. The organization is committed to the development of an inclusive civil society and the realization of the rights of persons with disabilities. Focusing on the social work and legal support for Persons with a Disability (PWDs), it is dedicated to “promoting Convention on the Rights of PWDs, and practicing the concept of autonomic life”. “Consultation, training, initiative and research” constitute its main working methods.

EDSI commits itself to becoming a supportive NGO in Chinese disability field. It pursues a way of “developing research through service and improving service through research” to promote the development of disability field and facilitate the realization of the rights of PWDs.

Currently, the institute is launching “Legal Service Project”, “Barrier-free Leisure

¹ In Chinese 亦能亦行身心残障研究所

Project”, “Company Plan for the Growth of Youth With Disabilities”, and “Project for PWDs Economic Environment Improvement”.

The aim of the Institute is to build the full inclusion of persons with disabilities in civil society.

The Mission of the Institute is to promote disability rights and the concept of independent living, to provide professional supports for non-governmental organizations which serve persons with disabilities.

Since the founding of the organization, Enable has already collaborated with a number of organizations doing related work. These include:

1. Establishing partnerships with Save the Children, World Vision, and Handicap International to carry out joint projects that promote disabled people’s rights to education, accessibility, and employment.
2. Collaboration with Harvard Law School’s Project on Disability to conduct joint research on disability in China
3. Providing legal consultations and advising services to a number of local NGOs serving persons with disabilities, including: Huiling Services for People with Learning Disabilities, Beijing China Dolls Care Association, The Jianxi Ganzhou Disabled Parent Support Center, and the Anhui Fuyang City Dandelion Societies.

There are also several activities and programs:

- ✓ Disability Studies Research

The organization has assumed the responsibility of the Harvard Law School Project on Disability’s research program on disability in China. The educational materials have been written, and it is used in China about the United Nations Convention on the Rights of Persons with Disabilities, conducted in-depth interviews with people with disabilities, in collaboration with Save the Children, they have undertaken the writing of a training manual on the rights of Children with Disabilities. In accordance with the requirements of our grant from the Tides Foundation, they have compiled four

“Disability Rights Protection Guides” for people with intellectual disabilities, the families of persons with disabilities, disabled workers, and lawyers. Lastly, it published an annual report that highlights the major events in the field of disability that year and provides analysis for their current and historical significance.

✓ Disability Rights Education Program

This program is designed to teach persons with disabilities, their families, civil society organizations, government officials, and businesses how to advocate for and promote the rights of persons with disabilities. This includes teaching the concept of independent living and the full inclusion of the disabled in the society and public life. This program intends to help disability rights NGOs to enhance their organization capacity and service quality. EDSI has already developed and is executing training programs for disabled rights in Beijing, Jiangxi, Shaanxi, Anhui, and Sichuan.

✓ Legal Consultation and Advisory Program

A hotline has been established for all disabled people to seek legal aid from EDSI. This service works to answer all types of legal questions disabled people may encounter in their lives and provide legal aids for people with special needs. EDSI will give timely feedback to the help seekers, and we give special regard to cases involving violence or discrimination against disabled persons. It establishes a platform for information diffusion and creates a supportive network for persons with disabilities. At the same time, Enable provides legal consultation on non-governmental sector development for both international and domestic NGOs.

✓ Youth with Disabilities Mentoring and Development Program

EDSI convenes college and high school students to participate in activities with disabled youth to accompany the healthy growth of youth with disabilities. This program will educate the youth to be leaders in promoting disability rights and among their community, thereby tying together with our goal of building a social support network and providing enough skills for the youth to secure good employment opportunities in the future.

Currently, EDSI is hosting a weekly seminar program and a disabled English salon activity to have discourses on disability related issues among all kinds of people and to further develop the communication skills of the youth leaderships.

✓ Accessibility Program

EDSI promotes both physical and informational accessibility for persons with disabilities in order to encourage them to be active participants in the society. The organization has compiled a map of wheelchair accessible areas, established a rating system for buildings, and named businesses we recognize as “barrier free”. EDSI is committed to establishing a barrier free environment in China.

Currently, the organization is participating in a nation-wide Information Technology Standardization Committee. The organization has also set up the “Chumen” (meaning getting out of the house) website, which provides information about accessibility to make it easier for persons with disabilities to both travel for leisure and participating in social activities. Finally, EDSI has been working with five special education schools to make their campuses more accessible. We hope that these activities will improve China’s accessibility environment and Chinese society’s level of acceptance for people with disabilities.

c. Beijing One Plus One Cultural Exchange Center

Beijing One Plus One Cultural Exchange Center (1+1 Sound Studio, 1+1 Online Radio and 1+1 Mobile Advice Clinic), was set up in March 2006 by two disabled people, both with an IT background.

It is an NGO created and run entirely by people with disabilities and it employs both disabled and non-disabled people. Beijing One Plus One Cultural Exchange Center (OPO) is a radio station- the country's first radio production centre staffed by disabled journalists. Our radio shows are now reaching most parts of China and in 2008 two of our staff became the first fully accredited, disabled Chinese journalists in the history of the Olympics. The organization have set up China's first online radio station for disabled people.

It is a member of the China Association for NGO Cooperation (CANGO). One Plus One has set up the country's first radio production center, staffed entirely by disabled producers and journalists. Our programs have a nationwide footprint, broadcast on over 75 Chinese radio stations and reaching as many as 300 million listeners across China. In 2008 two of our staff became the first fully accredited disabled Chinese journalists in the history of the Olympics. We have also set up China's first online radio station for disabled people.

The Mission is to:

- give voice to the concerns of disabled people in China
- raise capacity amongst disabled people through the development of information platforms, models of professionalism and creativity
- challenge social attitudes and promote the integration of disabled people into mainstream society
- promote the creation of equal and sustainable opportunities for disabled people in China

The Long-Term Vision is the creation of a pluralistic society in which all people with disabilities can develop their full potential. The Core Values is: Equality, Participation, Professionalism and Open media

Beijing 1+1 is an independent, non-governmental body, run by and for people with disabilities. The members of the organization have been working hard to carve out a strong, independent voice representing the concerns of disabled people and other marginalized groups. Over the last three years, we have tried to make One plus One a model of good civil society practice, encouraging open discussion, creativity and enthusiasm. Our eight producers, three of whom are blind, are all long-standing radio addicts, highly attuned to the world of sound. However, in China most blind people can only find employment as masseurs. At 1+1 created new employment opportunities and demonstrating how everyone can excel when given the chance, and

the measures include providing information services for people with disabilities and changing social attitudes and promoting civil society.

There are over 85 million disabled people in China, yet the mainstream media provides very little useful information about disability. Disabled people desperately need information about their legal rights, health, education and employment. Being disabled ourselves, we have a good grasp of what kind of information people with disabilities need and how they can access it. We pay close attention to the lives disabled people in China live and the experience of disabled people overseas. Our programs discuss topics such as the legal rights of people with disabilities, new assistive technology and how blind people can improve their life skills. Above all, we think it is essential that disabled people have their own, independent voice.

To make this dream a reality, our team has worked hard to produce high quality programs and persuade more public radio networks to give us airtime. We also make programs for special schools, public libraries and other institutions, creating new platforms for disabled people. Since October 2006, One plus One has produced over 500 hours of radio.

In addition, One plus One has set up its own radio platform, 1+1 Online Radio. Our daily 2-hour broadcasts not only give people with disabilities an opportunity to exchange ideas and information, they also give all participants the chance to experience the excitement and freedom of live radio.

To help disabled people in poor, remote rural areas of China obtain essential information, we also run regular Mobile Advice Clinics, staffed by members of One Plus One together with experienced legal, health and personal counselors. Over the course of 15 clinics, we have given direct counseling to over a thousand disabled people. This has enriched our radio work, keeping us in touch with some of the poorest people in the community.

In terms of changing social attitudes and promoting civil society, lack of understanding about disability, it leads to social discrimination, while one of the biggest barriers to

social equality is disabled people's own lack of empowerment. Yet China's rapidly changing media and the explosion of the internet have given disabled people new opportunities to express themselves and promote civil society.

Viewing the world from our own unique perspective, our 1+1 Sound Studio has been developing programs with a distinct style and gradually winning the trust and support of listeners, both disabled and non-disabled. In 2008, our radio show "One Sound One World" won a national broadcasting award for creativity. Meanwhile, we made a series of 100 short programs to mark the Beijing Paralympics and these reached 152 radio stations around China.

Mastering the skills of radio production has given every member of our team the confidence to express his or her views. Listeners to our programs can also learn about the real lives of disabled people in China and this is helping to give our NGO more public recognition and status. Winning accreditation to cover the Beijing Paralympics represented a real breakthrough for disabled people in China.

In terms of inclusive practice, besides the support of government and non-government organization in China, International Organization also plays the indispensable role in the fields of inclusive practice.

This study shows the inclusive practice of international support, including Save the Children and Leonard Cheshire Disability Global Alliance (LCD).

- Save the children

Since 1999, Save the Children has been working in partnership with a small number of special schools to pilot 'sign-bilingual' education, developed for China with Amity Foundation (Wu, Callaway & Makey, 1999). A deaf teacher is given access to Save the Children and other international NGO teacher training, and is supported to teach children in their own language – natural sign language, termed 'China Sign'. Chinese script is taught as a second language (using natural sign language as the medium of instruction), so that children can communicate in writing with hearing people and progress through the formal education system. Children are supported and

encouraged to communicate with their parents through sign language. The pilot projects are being run in a small number of special schools in Anhui and Yunnan provinces. The immediate impact of sign-bilingual teaching on children is dramatic. Children are progressing better in school, and are able to communicate with hearing people and more fluently with other deaf children, because their language is being developed in the classroom as well as socially. Children in the bilingual pilot classes are significantly happier and have higher educational achievements and communication skills than other deaf children in the same schools. The attitudes of many parents and teachers towards the teaching of deaf children have, as a result, been radically altered.

- Leonard Cheshire Disability

Leonard Cheshire Disability (LCD) is a UK-based global organization working with independent Cheshire partner organizations in 53 countries in Africa, Asia and the Americas. Together we support 250 independently managed disability organizations that strengthen existing community services as well as initiate and manage innovative and effective new programmes. They also move the issue of disability higher up the world's political and development agendas. Disabled people remain central to every stage of our work. Each of these Global Alliance members provides the specific local knowledge and support needed to reach out to people and provide quality services. The Global Alliance also puts us in a prime position to share good practice and innovation.

In China, Cheshire China works under the leadership of China Disabled People's Federation (CDPF), which aims at promote humanitarianism, protect the human rights of persons with disabilities, ensure their equal participation in society, contribution to economic growth and social development as well as their equal share in the material and culture achievements of society.

It achieves this in a number of ways including by listening to the views and suggestions of people with disabilities, advocating their rights, facilitating links within

government and society, and by working with government on legislation, plans and programmes.

There are two dedicated Cheshire Services in China, one in Kunming and the other in Wuhan, which provide rehabilitation services and vocational training for people with disabilities to increase their employment prospects and levels of social integration. The Cheshire Services work in partnership with various national and international organizations, including the Ministry of Labour and Social Security of China, China Employment Guidance Centre for the Disabled, China Sports Association for the Deaf, Central China Normal University, Shanghai Disabled Persons' Federation, the All China Women's Federation, etc.

2.4 Guidelines for Inclusion: Index for Inclusion

There are different kinds of guidelines to develop inclusive education. This section reviews three tools to define the barriers and to achieve inclusive education firstly, including Schools for All, Guidelines for Inclusion, and Index for Inclusion. Then index for inclusion is selected and discussed in this study.

2.4.1 Schools for All

Schools for All, is a resource to give the helpful and practical tips and tools for inclusive settings. And it was published by Save the Children in UK in 2002, which is an international non-governmental organization that promotes children's rights, provides relief and helps support children in developing countries. According to Schools for All, both a change in educational systems and a recognition of different children's capacities and needs is required. Experience from Save the Children and partners globally demonstrates that improvements in education quality go hand-in-hand with inclusion and access, flexible, quality, responsive learning environments will benefit all children and are fundamental to including marginalised groups like children with disabilities in education.

Schools for All is aimed at education staff trying to develop inclusive education

practices, focussing on including disabled children in schools. It gives advice and practical tools aimed at enabling education staff to actively involve disabled children and to plan accessible, quality education. Inclusive education requires both a change in education systems, and a recognition of different children's capacities and needs. The document provides practical guidance and suggestions for achieving both. The practical tips and tools can be used as handouts to meetings or trainings, or as additional information or checklists.

Schools for All is divided as follows:

- The physical environment. It discusses the issue of transport and school buildings. Travelling to and from school can be very difficult for all children. It is often used as an excuse for not sending disabled children to school. Once children have reached school, there are other physical access issues to consider in regard to entering the school buildings, and ease of movement around the teaching and recreation areas.
- The learning environment. It includes the issue of teacher attitudes, teaching methods, communication in the classroom, regular breaks, hearing and listening, deaf children, visual clarity and blind children. For example, teachers need to learn how to listen, be consistent, patient, and respect children's individual learning styles and can help to make classrooms more inclusive by using active, child-centred teaching methods. And necessary support should also be provided for blind children.
- Observation and child assessment. In all learning processes, it is essential the teacher recognises each child as an individual – with a unique set of skills, interests, needs and characteristics. This is particularly important in including disabled children in mainstream education.

- Advice and referral. In some cases the child, parents, and teacher may seek additional advice and support in order to sustain the child's inclusion in mainstream education. Advice may be available from a number of different sources.
- International documentation. It helpful to review these documents, including UN Convention on the Rights of the Child (1989), UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993), the Salamanca Statement and Framework for Action (UNESCO, 1994), and the Dakar Framework for Action (UNESCO, 2000).

2.4.2 UNESCO's Guidelines for Inclusion

UNESCO recognized the lack of guidelines to assist in the important process of making National Plans for Education more inclusive. In do so, UNESCO has set up an Inclusive Education Team to develop these much needed tools and created a manual –Guidelines for Inclusion: Ensuring Access to Education for All". The tool inside is a worksheet which follows checklist questions, intend to identify and analyze your current situation including your strengths (e.g., available resources that currently support inclusion; statement(s) on inclusion in your National/EFA Plan) and needs (e.g., resources that are needed to support inclusion, challenges that need to be overcome; gaps in your Plan or your system related to moving toward inclusion .

This is an easy-to-read document with lots of useful information. The first section gives a theoretical framework on issues of inclusion. The second part focuses on practical changes at the school level. The third part provides tools (Checklist Questions and Planning Matrix) for policymakers and educational planners for hands-on analysis of education plans. Inclusion can be defined as in UNESCO's Guidelines for Inclusion: Ensuring Access to Education for All:

Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and

reducing exclusion within and from education. “It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO, 2005:13).

2.4.3 Index for Inclusion

The Index for inclusion is a resource to support the inclusive development of schools. It is a comprehensive document that can help everyone to find their own next steps in developing their setting. The materials are designed to build on the wealth of knowledge and experience that people have about their practice. It was written by Booth, Ainscow and their colleagues (2000), and published by Centre for Studies on Inclusive Education. It is a set of materials to guide schools through a process of inclusive school development. It is concerned with developing education so that it encourages the learning and participation of all learners. It does not focus on a particular group of learners who are disabled or categorized as having special educational needs, although it is concerned with them too. It encourages a critical examination of all aspects of schools, including approaches to teaching and learning, curricula, and relationships between and amongst teachers and learners. It is about building supportive communities and fostering high achievement for all staff and students.

There are four elements of the Index:

- *Key concepts: to support thinking about inclusive school development.*
- *Review framework: dimensions and sections: to structure the approach to the evaluation and development of the school.*
- *Review materials: indicators and questions: to enable a detailed review of all aspects of a school and help to identify and implement priorities for change.*

- *An inclusive process: to ensure that the process of review, planning for change and putting plans into practice is itself inclusive.*

The Index for inclusion includes three dimensions and sections: creating inclusive cultures, producing inclusive policies, and evolving inclusive practices. When it was published, it became popular in the field of inclusive education, especially in Europe and Australia. Actually, it is an effective way to evaluate teaching strategies. In contrast, it is new and unfamiliar with Chinese schools and teachers. Only a few of researchers do some preliminary introduction to index for inclusion in China, without any implementation. This study used the index as an instrument to examine the inclusion in the process of inclusive education.

In the introduction of Index for Inclusion, it pointed out that schools could use the the Index to:

- *adopt a self-review approach to analyze their cultures, policies and practices and to identify the barriers to learning and participation that may occur within each of these areas.*
- *decide their own priorities for change and to evaluate their progress.*
- *use it as an integral part of existing development policies, encouraging a wide and deep scrutiny of everything that makes up a school's activities.*

The Index takes the social model of disability as its starting point, builds on good practice, and then organizes the Index work around a cycle of activities which guide schools through the stages of preparation, investigation, development and review. This study take Index for Inclusion as the instrument for define the situation of the primary schools in mainland China.

There are three versions of "Index for Inclusion" which is published in 2000, 2002 and 2011, respectively. In this study, Index for Inclusion" (Booth & Ainscow, 2002) was employed. The Index clearly provides a valuable starting point, but as it was

developed in the UK, it is necessary to establish its validity for use in the Chinese context. Deppeler and Harvey (2004) suggests that there is a need, therefore, to ensure its content fits with local "cultures" including the legislation and State and school-level policy legislation. So, In this study, the "Index for Inclusion" was modified to develop a Chinese model to assist in the development of inclusive schools.

2.5 Factors affecting the development of inclusion

Inclusion of children with special educational needs offers so many advantages to everyone involved, but it does not happen automatically. Wolfensohn (2004) believed that the greatest barriers to school attendance of children with disabilities are caused by society, not by particular medical impairments. According to the literature review, there are many social factors affecting the development of inclusion, for example, attitudes and stigma around 'difference' and 'disability', inadequate training and professional development for teachers, and systemic barriers including lack of effective management and support from education authorities. Inclusive school must recognize and respond to the diverse needs of their students, accommodating both different styles of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. (UNESCO, 1994: 11-12). Scruggs and Mastropieri (1996) concluded that the factors are essential for successful inclusion, including time for planning, training, personnel resources, material resources, class size, and consideration of the severity of the disability

According to UNESCO (2005), the changes that take place as a school moves towards becoming more inclusive also involve overcoming some potential obstacles. These include existing attitudes and values, lack of understanding, lack of necessary skills, limited resources, and inappropriate organization. Moreover, UNESCO (2008) notes that there is a long list of barriers that hinder inclusive education, including attitudes, physical barriers, curriculum, teachers, language and communication, socio-economic factors, funding, organization of the education system, and policies as barriers.

In the study, some factors that would affect inclusion were discussed, and this study was focused on attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment. The literatures related to them were reviewed.

2.5.1 Attitudes and values

At the beginning, it is necessary to understand the definition of the concept. In terms of the definition of attitude, it is still controversial. Triandis, Adamopoulos and Brinberg (1984: 21) believe that "an attitude is an idea (cognitive component) charged with emotion (affective component) which predisposes a class of actions (behavioral component) to a particular class of social situations". Noe (2002) argue that attitudes are a combination of beliefs and feelings that predispose a person to behave a certain way. Generally, attitudes are often defined in terms of mood, thought processes, behavioral tendencies and evaluation (Hernandez, Keys & Balcazar, 2000). Cognitive, affective and behavioral evaluations are central to the notion of attitudes.

With regard to inclusive education, attitudes and values play significant roles in developing inclusion, so it is necessary to review the literature of attitudes and values. Voh (1993) pointed out that people with disabilities regularly identify societal attitudes as the most potent and negative stressor in their lives. In Everybody Belongs, Shapiro (2000) discusses how negative myths and stereotypes continue to create ingrained prejudices toward people with disabilities. Massie (2006) believes that attitudes to disability are the major barrier to disabled peoples' full participation...From pity, awkwardness and fear, to low expectations about what disabled people can contribute, stereotypical and negative attitudes hold people back. As long as negative attitudes persist, the full rightful acceptance of people with disabilities is unlikely (Nowicki, 2006). Thus, the recognition of the fact that disabled people are still exposed to prejudices and discrimination and are oppressed by these two, could be the first step towards reducing prejudices (Marks, 1997).

Societal attitudes influence social policy and legislation and there is support for the societal attitudes theory that public attitudes dictate, to a considerable extent social policy (Hewes & Toriello, 1998). Therefore, people with disabilities are under-represented in the public sector, particularly in strategic and management positions. They are under-represented where decisions about policy and service provision are taken (Massie, 2006).

Chinese government claimed to develop inclusion these years, but the discriminated attitudes also happened from time to time. In September of 2013, an event about educational right had caused wide public concern. A student named Gao in Lishui, Zhejiang province of China was forced to drop out of school, because of his appearance with severe facial scar (Xinhua Daily Telegraph, 2013). Gao was suffered horrific burns to his face when he was 11 years old. In September of 2013, the school principle told Gao's family that Gao must leave the school for his "ugly appearance". The head teacher of Gao' class explained that other parents forced the school to make the decision. And then Gao had to drop out of school. Obviously, the school made the decision with discriminated attitude.

In the 2004 Canadian Attitudes Survey (Office of Disability Issues, Canada) there was broad agreement among people with and without disabilities that progress had been made towards including people with disabilities in Canadian society. However, respondents considered that people with disabilities still faced numerous barriers, first and foremost negative attitudes and prejudices of other people and society. In China, even though the policy of learning in regular classroom has been implemented more than 25 years, Liu, Qian and Fu (2013) investigated that 81.2% of children still did not like people with disabilities in two preschools in Beijing. Beckett (2009: 320) pointed out that:

Children are not born with prejudices against people who experience disability, but acquire them from adults, the media, and the general way in which society is organized.

However, children demonstrate internalized cultural preferences or prejudices at very young ages (Connolly, Smith & Kelly, 2002). Actually, research demonstrates that as early as three years of age children can identify people or groups of people they like or dislike on the basis of symbols of conflict or stigma (Connolly et al., 2002). By age six children will make unsolicited prejudiced statements consistent with internalized cultural preferences (Connolly et al., 2002). Thus, it is important to work with young children to foster a culture of inclusion and actively remove discriminations.

Little will change in the lives of children with disabilities until attitudes among communities, professionals, media and governments begin to change (UNICEF, 2013). There are some stereotypes for people with special needs, including students. It is believed that they are superman, overcoming every challenge in their daily life, especially the image of disability in film and other media (Kooled & Schumm, 2009). It is also believed that children's attitudes and choices are significantly shaped by the attitudes of their family and community (Diamond & Huang, 2005; Yan, 2008; Hollingsworth & Buysse, 2009). If the adults seeking to foster a culture of inclusion have not examined their own attitudes and practices, they are likely to perpetuate the cycle of ableism, ultimately preventing the realization of inclusive education. The importance of listening and learning together with children is therefore particularly pertinent (Macartney & Morton, 2011). It also suggests the presence of negative (child and adult) community views about inclusion and a lack of awareness of disabling processes (Beckett, 2009; Finke, McNaughton & Drager, 2009; Mayer, 2009; Wong & Cumming, 2010).

Besides the community influences, the attitudes of teachers and pre-service teachers towards inclusion are critical to the success of inclusive practices (Berlach & Chambers, 2011). Teachers' attitudes towards students with disabilities have a significant impact on the educational experience (Lodge & Lynch, 2004; Genesi, 2000). Hao and Lan (2004) also suggested that, there are a lot of difficulties in the process of inclusive education in China, and the key role is teacher.

And the real key resource for successful inclusion lies inside the teacher's head (O'Brien, 2000). Mason (1995) cited by Lodge et al (2004) argues that schools need to actively engage in challenging pervasive societal attitudes of able-bodyism and able-mindedness. Yan (2008) also pointed out that in order to promote inclusion, understanding the teacher attitudes and values are quite effective. In regular schools, some teachers have considerable reservations about the feasibility of inclusion in reality; they are worried about the attending the regular class for students with SEN. These reservations tend to be related to the types and students with moderate and severe difficulties, the teachers' own beliefs, ability to meet the special educational needs for all, and the insufficient capacity of regular schools to deal with the difficulties of students' learning and participation (Campbell & Gilmore, 2003; Croll & Moses, 2000). The legal mandates declare that children with disabilities may be included in the regular classroom; these mandates do not ensure that they will be accepted or treated fairly by their teachers or peers (Genesi, 2000). In China, someone also believed that it is difficult to include the students with SEN to study in regular classroom (Ni, 2013). According to the report of the Future Role of the Special School (DENI, 2006), most of the teachers of special schools were investigated believed that some students could not be included successfully in the regular teaching system.

Teachers often feel that inclusion will be a challenge or struggle than it actually is in practice. Generally, it could be concluded as follows.

Two concerns are commonly voiced among professionals who express resistance to inclusion. This first is that the needs of children will not be met amid the complex dynamics of a general education setting. The second is that the needs of children with disabilities will require an excessive amount of directed resources that take away from the educational experiences of children without disabilities...neither concern is valid in a thoughtfully structured, well-resourced classroom (Kliewer, 2008: 320).

Pearson, Lo, Chui and Wong (2003) used interviews to examine teachers' attitudes in Hongkong towards inclusive education (n=224). Many teachers agreed with the two positive values of inclusion, namely "realization of equal opportunity" (75.9%) and "a good chance for students to interact" (75.5%), whereas 61.8% responded positively to the item that "inclusion is an educational value to other students". However, almost half of the teachers (48.1%) responded that integrated education was "a painful struggle for special needs students", and 60% indicated that integrated education was "a burden to the school and teachers".

In an Australian study involving six primary and high school classrooms, Carlson, Hemmings, Wurf & Reupert. (2012) found that teacher attitudes were the key to inclusive practice. And they also argue that teacher attitude is the means by which teachers are motivated to establish inclusive teaching practices when certain support systems are in place (Carlson et al, 2012). Many teachers, when faced with the prospect of including a child with disabilities in their class, become less positive and experience anxiety and stress. This, however, can be moderated by access to training, resources and additional supports (Lindsay, 2007). And Lindsay (2007) highlights findings crucial to positive attitudes towards inclusion; these include resources, both physical and human, and support from the head teacher. Carlson et al (2012) also suggest a reciprocal relationship between positive attitudes and inclusive practice, meaning that inclusive attitudes create the conditions for engaging in inclusive practice, which in turn results in attitudes that are more inclusive. Openness to learning through mistakes and ongoing development as a teacher was also found to be critical, along with working collaboratively with parents and other educators.

Additionally, the values of exam-oriented educational system have understandably reduced teachers' enthusiasm to have students with difficulties in learning and participation in their classes (Deng & Manset, 2000; Deng, Poon-Macbrayer & Farnsworth, 2001; Deng & Pei, 2009).

2.5.2 Classroom Management and Class size

In order to develop inclusion, classroom management plays a significant role, and class size must be reasonable. Class size and composition affect the amount of attention an educator can provide to all students in the classroom, in particular, to students with special needs. The larger the total number of students in a classroom coupled with the number and nature of the special needs of students dramatically influences the time an educator can devote to each individual.

For inclusive classes, smaller is better, particularly in lower grades. Reasonable class size makes it possible for each child to receive teacher attention and helps teachers to make Individual educational plan. For the process of inclusion to be successful, both common sense and research suggest that reduced class size is essential. Teachers agree class sizes should be reduced to fewer than 20 students if those with disabilities are to be included (Scruggs & Mastropieri, 1996).

In China, one of the most important challenges for inclusive education is large class sizes. In Chinese major cities, declines in student population as a result of the one-child policy have forced local governments to introduce smaller classes in order to minimise teacher layoffs (Cheng, 2011). But the class size is still too large. Classrooms usually have between 40 and 55 students. Large class sizes have been mentioned as an important barrier to inclusive education and they have been claimed to prevent teachers from using more individualized teaching methods (Deng & Manset, 2000; McCabe, 2003; Xiao, 2007). In 2006, nearly one third of primary school classes in China had over 45 students (Ministry of Education in China, 2007). Typically classes have between 40 and 75 students thus making it extremely difficult to individualize instruction for those students who need it (Lei and Deng, 2007; McCabe, 2003).

According to 2009 educational statistics (Ministry of Education in China, 2010a), 56% of primary school classes in Chinese cities had over 45 students. According to OECD (2012), the average class size in 2010 in Chinese primary schools was 37.4 students

while the OECD average was 21.2 students. Even though the class sizes in China are large on the average, there is considerable variation between different areas and schools.

Large class sizes and a low student-teacher ratio are problems for all children and teachers in some countries. Considering the large class sizes, it may be surprising that the average student-teacher ratios in Chinese schools are relatively low. In 2009, Chinese primary schools had an average of 17.88 students per teacher, and junior secondary schools averaged 15.47 students per teacher (National Bureau of Statistics of China, 2010). In order to understand the class size, it is necessary to know pupil-teacher ratio. Pupil-teacher ratio, generally it is the number of pupils enrolled in primary school divided by the number of primary school teachers. It is necessary to recognize the gap between China and other developed countries which improved the quality of education positively.

16.8

Pupil-teacher ratio. Primary is the number of pupils enrolled in primary school divided by the number of primary school teachers.

(Number)
in 2011

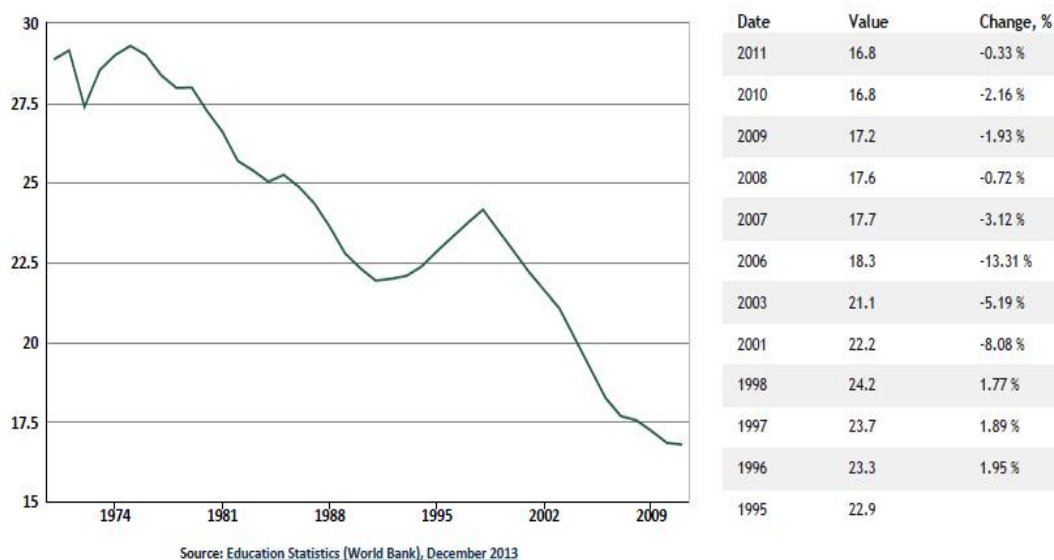


Figure 2.5 Pupil-teacher ratio of Chinese schools

It is clear to find that pupil-teacher ratio of Chinese primary schools is 22.9 in 1995, and it is experienced a decrease, and the ratio in 2011 is 16.8. The class size is still

too large for teacher taking care of every student. In 2012, the pupil-teacher ratio of primary school in China was 18.21 and 12.60 in Spain, according to World Development Indicators (WDI), which is made by UNESCO Institute for Statistics. More specifically, the comparison of pupil-teacher ratio could be shown as follow¹:

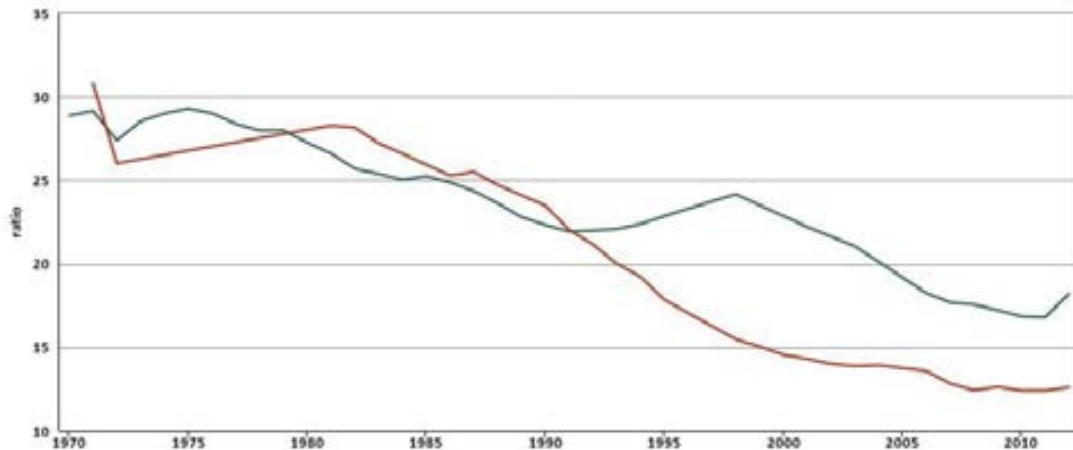


Figure 2.6 Comparison of pupil-teacher ratio of Primary School in China and Spain

It is easy to find that the pupil-teacher ratio of the two countries was lower and lower since 1998, even though Spain's situation is better than China, Spain's pupil-teacher ratio of primary schools has decreased year by year. More importantly, the situation of this study is worse than the statistics above, and the pupil-teacher ratio of primary schools is very high.

Considering the issue of class sizes, Chinese government also took some measures to improve this situation; there is a guideline of class size and number of teachers for primary school and secondary school, which is published by Ministry of Education.

¹ The Source is from World Development Indicators (WDI), April 2014. The red line is Spanish data, and the green one is Chinese data. Data for China do not include data for Hong Kong SAR, China; Macao SAR, China; or Taiwan, China.

School-type	Area	Class Size	Number of Teacher	Number of Staff
Senior Secondary School	Urban	45~50	3	0.6~1
	Suburban	45~50	3	0.5~0.8
	Rural	45~50	3	0.3~0.7
Junior Secondary School	Urban	45~50	2.7	0.6~1
	Suburban	45~50	2.7	0.1~0.4
	Rural	45~50	2.7	0.1
Primary School	Urban	40~45	1.8	0.3~0.6
	Suburban	40~45	1.8	0.1~0.3
	Rural		discretion in determining	

Table 2.8 Guideline of class size and number of teachers per class

In large classes, teachers easily prefer a standardized curriculum and whole-group teaching instead of more individualized methods (McCabe, 2003).

In Canada, the Ministry of Education implemented a "hard cap" on the size of primary class sizes in 2007. The Toronto District School Board submits a report to the Ministry each year to confirm that:

- 90% of primary classes have 20 students or less;
- 100% of primary classes have 23 students or less; and,
- 24 is the average junior/intermediate class size.

There is a significant body of literature to examine the variables of teaching quality. According to the Classroom Environment Study (Anderson, Ryan & Shapiro, 1989) and the study (Weinert, 1997) following aspects of teaching quality in inclusive settings were pointed out and used as the basis for a scientific study on primary school children in Salzburg and Upper Austria, including classroom management. For

classroom management, it refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur (Martin & Sugarman, 1993). Classroom management is "... a means by which teachers demonstrate the rights and responsibilities of members of a school community, particularly those members who are in conflict, be it student and student or teacher and student" (Lewis, 1999: 270). The action taken by the teacher to establish order, engage students, or elicit their cooperation is very important. This phenomenon reiterates the opinion expressed by Doyle (Emmer and Stough, 2001:2) when referring to classroom management as "... the actions and strategies teachers use to solve the problem of order in classrooms". Emmer and Stough (2001:2) elaborate this concept when they state that classroom management is about the "... establishment and maintenance of order, designing effective instruction, dealing with students as a group, responding to the needs of individual student, and effectively handling the discipline and adjustment of individual students".

Research on student-directed management approach, which is rooted in the belief that students have the primary responsibility for controlling their behavior and are capable of controlling their behavior, identify teachers adopting the following classroom management concepts: student ownership, student choice, community, conflict resolution, natural consequences, and restitution (Levin & Nolan, 2000). It is emphasized in the literature that in the classrooms in which approval behaviors are more and disapproval behaviors are less the classroom management is more effective (Polirstok & Gottlieb, 2006; Reinke, Lewis-Palmer & Merrell, 2008).

In conclusion, in order to build inclusive settings, reduced class sizes and/or increased numbers of teachers, and appropriate classroom management are necessary.

2.5.3 School leadership and collaboration

It is important to understand the concept of school leadership¹. This study concentrates on school leadership with the context of inclusive education. At the beginning, the concept of leadership is discussed. Stogdill (1974: 259) concluded that ~~there~~ are almost as many definitions of leadership as there are persons who have attempted to define the concept". Yukl (2002: 4-5) also emphasizes that the definition of leadership is ~~arbitrary~~ and very subjective". Some definitions are more useful than others, but there is no correct definition. A central element of most definitions of leadership is that it involves a process of influence (OECD, 2001). As Yukl (1994:3) notes, leadership influences

...the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization"

And Yukl (2006: 8) defines leadership as ~~the~~ process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives".

Northouse (2010) identified four common themes in the way leadership now tends to be conceived: (1) leadership is a process; (2) leadership involves influence; (3) leadership occurs in a group context; and (4) leadership involves goal attainment. Thus, Northouse (2010: 3) defines leadership as ~~a~~ process whereby an individual influences a group of individuals to achieve a common goal".

More importantly, Kellerman (2004) pointed out that scholars should remind us that leadership is not a moral concept. Leaders are like the rest of us: trustworthy and

¹Depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. For example, This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom. An often-quoted phrase is "managers do things right, while leaders do the right thing".

deceitful, cowardly and brave, greedy and generous. To assume that all leaders are good people is to be willfully blind to the reality of the human condition, and it severely limits our scope for becoming more effective at leadership.

In the previous paragraphs, the definitions of leadership have been discussed, Just as (Bennis & Nanus, 1985) said, leadership is like the Abominable Snowman, whose footprints are everywhere but who is nowhere to be seen. However, a descriptive definition of school leadership could be given as follows:

It is the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims (Dalal and Rani, 2013). And Dalal and Rani (2013) pointed out that School leaders are responsible for educational programs and learning outcomes, the management and professional development of their staff, school finance and property and the relationships between the school and its community. In the next few paragraphs, several other issues related to leadership effects on students, and leadership and inclusion will be discussed.

Although teachers play a vital role in inclusion, administrators, by virtue of their leadership positions are of particularly critical importance in the overall process (Garver-Pinhas & Schmelkin, 1989). A voluminous literature on school effectiveness and improvement from a wide range of countries and school contexts has consistently highlighted the pivotal role of school leadership in making schools more effective (Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007). The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (OECD, 2001; Pont, Nusche & Moorman, 2008).

With regard to the effects of school leadership on student learning, there are different kinds of research that have been conducted on the effects of leadership on students. The vital evidence is the qualitative case study, which has been conducted in teaching institution settings (Gezi, 1990). Leadership has long been believed to be an

important component of effective schools and a powerful influence on student learning (Glasman, 1984; Gezi, 1990; Leithwood, Louis, Anderson & Wahlstrom, 2004).

In terms of large-scale quantitative studies related to school leadership on student learning, Hallinger and Heck (1996, 1998) have reviewed the evidence of quantitative studies in several papers. As school leaders work mainly outside the classroom, their impact on student learning is largely mediated through other people, events and organizational factors such as teachers, classroom practices and school climate (Hallinger and Heck, 1998). According to Creemers and Reezigt (1996), after controlling for student intake factors the leadership explains only three to five percent of the variation in student learning across schools, this is actually about one quarter of the total variation (10%-20%) explained by all school-level variables. Based on the literatures related to leadership, the effects have been consolidated in a number of reviews and meta-analyses. These show that certain leadership practices are associated with measurable improvements in student learning (Marzano, Waters and McNulty, 2005; Robinson, 2007; Waters et al., 2003).

Additionally, school leadership also plays a important role in education reform. A large body of literatures has been reported the top-down versus bottom-up strategies for school improvement and there is widespread agreement that the two need to be combined and synchronized (Fullan, 2001a; Hopkins, 2008; Moos & Huber, 2007). While higher levels of the educational system could provide policy guidelines for schools, their success often depends on the motivations and actions of school leaders (Pont, Nusche & Moorman, 2008). For centrally initiated reforms to become meaningful to all school-level stakeholders, they need to be associated with internal school improvement activities in a coherent way (Stoll, Bolam & Collarbone, 2002). Therefore, school reform is more likely to be successful if school leaders are actively involved in policy development and formulation (Pont, Nusche & Moorman, 2008).

As identified earlier, visionary leadership is essential. Here it explores the relationship between school leadership and inclusive education.

Inclusion is increasingly seen as an important challenge for school principals. Leithwood, Jantzi, and Steinbach (1999) suggest that with continuing diversity, schools will need to thrive on uncertainty, have a greater capacity for collective problem solving, and be able to respond to a wider range of pupils. Fullan (1997: 45) offered 10 guidelines for principals. Guideline number five is, "Embrace diversity and resistance while empowering others. This is part of an effective principal's agenda". Fullan (2001b) describes five mutually reinforcing components necessary for effective leadership in times of change: moral purpose, understanding the change process, relationship building, knowledge creation and sharing, and coherence making.

Sergiovanni (1992) also points to the challenge of student diversity and argues that current approaches to school leadership may well be getting in the way of improvement efforts. He suggests two main reasons for the failure of these approaches: there is a tendency to view leadership as behaviour rather than action, as having to do with persons rather than ideas; the emphasis on bureaucratic, psychological and technical-rational authority has led to the neglect of professional authority.

Lambert (1995) and her colleagues seem to be talking about a similar approach in their discussion of what they call the constructivist leader. They stress the importance of leaders gathering, generating and interpreting information within a school in order to create an inquiring stance. It is defined as "the reciprocal processes that enable participants in an educational community to construct common meanings that lead toward a common purpose about schooling". Leadership involves an interactive process entered into by both students and teachers in their perspective. Consequently, there is a need for shared leadership, with the principal seen as a leader of leaders. Riehl (2000) develops "a comprehensive approach to school administration and diversity", focusing specifically on the work of school principals. She pointed out that school leaders need to attend to three broad types of task: fostering new meanings about diversity; promoting inclusive practices within schools; and building connections between schools and communities. She goes on to consider

how these tasks can be accomplished, exploring how the concept of practice, especially discursive practice, can contribute to a fuller understanding of the work of school principals. This analysis leads the author to offer a positive view of the potential for school principals to engage in inclusive, transformative developments. Riehl (2000:71) concludes: When wedded to a relentless commitment to equity, voice, and social justice, administrators' efforts in the tasks of sense-making, promoting inclusive cultures and practices in schools, and building positive relationships outside of the school may indeed foster a new form of practice'

Generally, with the context of inclusive leadership, they tend to use specialized school and community resources effectively to support and strengthen what happens in the classroom. They develop support teams to assist with academic, social, and medical needs (Evans, Lunt, Wedell & Dyson, 1999; Idol, 1997; Walther-Thomas, Korinek, McLaughlin & Williams, 2000).

Besides, it is important to recognize that in addition to officially registered schools, in some areas, for example in Beijing, it has been reported to have over 200 unregistered schools (China Youth Daily, 2008). The schools are usually set up for the children of migrant families without local hùkǒu (household registration) who are not eligible for free public education. In these schools it is possible to encounter classes of over 60 students (Wen, 2012). However, these unofficial schools are epitome of educational inequality in urban China because of the obstacle to enrollment.

In addition, collaboration and teamwork are also essential aspects of inclusive practice, according to recent research (Lindsay, 2007). Critical to the success of teamwork is time for planning and reflecting together (Hunt, Soto, Maire, & Doering, 2003). Open and regular communication is crucial to effective collaboration between the school, parents, and the wider community and can help foster a shared sense of purpose among all those involved (Russell, 2005). Keeping parents and other stakeholders informed can also help avoid any misunderstandings, particularly when there is a mismatch between the values and aims of the family and that of the school (Norris & Closs, 2003).

It is therefore an important to work positively with parents and the wider community. Methods of distributing information to parents and others can take many forms, including printed material, telephone, newspaper and television advertisements, face-to-face meetings, mobile phone Apps, and the internet.

2.5.4 Teacher education

Teacher education, both pre-service and in-service, is essential to develop the skills necessary to teach successfully in inclusive settings, and it has been also found to lead to more inclusive attitudes (Cagran & Schmidt, 2011; Cologon, 2012; Florian & Linklater, 2010; Forlin, Cedillo, Romero-Contreras, Fletcher & Hernandez, 2010). One of the biggest challenges faced by developing countries is the lack of preparedness of teachers to implement an inclusive approach in schools. If teachers are to become effective inclusive practitioners and understand and meet the needs of all learners, then they must be educated appropriately to undertake this new role (Forlin, Earle, Loreman, & Sharma, 2011; Graziano, 2008).

It is common to find in official documents and texts on teacher development the terms “teacher education” and “teacher training” used as if they are interchangeable (Arthur, Davison & Moss, 2002). Teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher’s professional life throughout regular and sustained periods of in-service training. According to UNESCO (2005a), teacher education addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers. Pre-service training refers to training individuals before they become teachers. This includes training at teacher training colleges and universities. In-service training includes professional development for teachers who are already working in the classroom.

Generally, teacher education includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of

children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2010). Furthermore, Brownell, Ross, Colon and McCallum (2005) identified the following characteristics in general teacher education programmes judged as highly effective. These are: (a) connections between carefully planned coursework and field work so that students connect what they learn with classroom practice; (b) the use of varied strategies by teacher educators to hold themselves accountable for pre-service teacher learning; (c) coursework and field work that emphasise the needs of a diverse student population; (d) teacher education that occurs within a collaborative professional community, that includes pre-service teachers, in-service teachers and teacher educators; (e) a heavy emphasis on subject matter pedagogy that facilitates the development of content specific pedagogy; (f) a clear vision of high quality teaching that is pervasive throughout the programme, and (g) use of active pedagogy (as contrasted with lecture) by teacher educators to promote student reflection that is likely to lead to conceptual change by pre-service teachers.

Lack of teacher training and support has been regarded as a barrier to inclusive education (Brown, Packer & Passmore, 2013; Hehir, 2002; Lan & Yu, 2006), even though some NGOs involved in teacher training about SEN besides schools. Save the Children, which is an international NGO, worked with the China Disabled Persons' Federation to develop and fund a formal teacher-training program run by Beijing Normal University. The first workshop covers the development of special educational needs in China and difficulties in implementing the new curriculum, as well as classroom techniques, teaching observations and sign language study. This has been a positive starting point in the teacher training system for teachers to become fully trained and able to operate in regular schools.

Teacher attitude is the means by which teachers are motivated to establish inclusive teaching practices when certain support systems are in place (Carlson et al, 2012), in order to improve inclusive teaching practices, teacher education is significant. However, some schools and teachers paid little attention to teacher education.

Instead, many schools have become concerned that their academic performance and reputation might be damaged if they were to become too inclusive (Dyson and Millward, 2000). In China, the guiding principle for education in Chinese schools is education must serve the socialist modernization drive and must be combined with productive labor in order to foster builders and successors with all-round development--morally, intellectually, physically and aesthetically--for the socialist cause. Moreover, the key of the principle is to develop the intelligence. The evaluation of the intelligence is exam in Chinese school. So, exam-oriented teaching strategies were used in teaching practices more frequently. Examinations decide the upward mobility of students in the educational system and the society, as exam-oriented education distorts the true nature of education. With this background, the teachers only focus on the exam rather than diversity. Thus, teacher training is closely related to teacher attitudes. Teachers who get training about inclusive education have been found to be more likely to have positive attitudes towards the inclusion of children who experience disability (Cologon, 2012). Based on the importance of attitudes for inclusive education above, educating all teachers as inclusive teachers is a key objective.

Teacher training, both pre-service and in-service, is essential to develop the skills necessary to teach successfully in inclusive settings. And it has been found to lead to more inclusive attitudes (Cagran & Schmidt, 2011; Cologon, 2012; Florian & Linklater, 2010; Forlin, Cedillo, Romero-Contreras, Fletcher & Hernandez, 2010).

Teachers must be both competent and confident in their teaching ability. In fact, research demonstrates it has explored effective approaches to improving attitudes towards and confidence in inclusive education, through teacher training. Just as Mittler (2000) pointed out that ensuring that newly qualified teachers have a basic understanding of inclusive teaching is the best investment that can be made.

However, teacher training is very limited. According to the survey of teachers in regular school (Liu, 2009), only 11.6% of teachers have special education background. Only 37.8% of teachers investigated say that they have received special education

training. Considering the training situation of inclusive education, the result of Olli-Pekka Malinen's (2012) research showed that, 37% teachers did not receive the inclusive education training in the regular school.

Training situation	Percentage
No training	37.0%
Little training	30.4%
Somewhat much training	22.4%
Much training	7.5%
Very much training	1.8%
Missing	0.9%

Table 2.9 Training situation in regular schools (By Olli-Pekka Malinen)

Consequently, lack of training in inclusive education is still a problem, but the Chinese Ministry of Education encouraged developing inclusive education, there were some positive examples of teacher training. For example, Anhui is a province in China with a population of 56 million people. Learning at pre-school was involved children sitting in rows, with teachers directing lengthy lessons that required children to sit still. Success or failure was perceived as the child's responsibility. The system was impressive in that it enabled large numbers of young children to access education—many kindergartens had over 1000 children and teachers were extremely committed and hard working. A pilot programme encouraged the following changes to ensure that children were able to learn actively: regular small-group work; learning through play activities; the use of teaching aids made from local materials; regular teacher training; a whole school approach that required closer co-operation between families, teachers, administrators and the community through the establishment of local committees; and the inclusion of two children with learning disabilities in each class. The results were impressive: the education authority acknowledged that this improved education for all

children; there was a change of attitude by the educational authorities – seeing it not as a cheap option' but as a better option' than segregation; the children with disabilities moved to primary schools and continued to succeed.

In terms of curriculum for teacher education, Naukkarinen (2008) studying the Finnish primary school teacher education curriculum suggests that more effort is needed to integrate inclusive education content. Some of the areas identified as key to development are as follows:

- Staff needs to clarify for themselves the concept of inclusive education with more opportunities for in-service training in inclusive education and more collaboration among all staff.
- The diversity of learners should be introduced from the viewpoint of a primary school teacher and not as pathology or medical-based knowledge that is separate from a teacher's daily work. Language use also has to be changed from the medical to the social model (Saloviita, 2005).
- As the majority of initial teacher education (ITE) students come from a non-inclusive educational background, it is crucial to reduce / remove this experience-based barrier' to adopting the ideas of inclusive education.
- Teachers of education, multicultural studies and teaching practice should plan and teach more together; the solving of problems could bind together the central topics of the curriculum.

Additionally, Mittler (2000) suggests that ensuring newly qualified teachers have a basic understanding of inclusive teaching is the best investment that can be made. International and European studies have also identified adequate teacher training (in initial teacher training and through in-service) as an essential prerequisite for inclusion (EADSNE, 2003; OECD, 2005).

2.5.5 Physical environment

The physical environment is defined as the section of the human environment that has

physical factors, for instance soil, water supply and climate. The term can also be defined as the material surroundings of a process, system or organism.

With regards to school system, WHO (2004) believes that the physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards. For example, in the United States, several federal efforts to improve school environments have been implemented. In 1997, President Clinton created the Task Force on Environmental Health Risks and Safety Risks to Children. On April 18, 2003, President Bush signed an executive order to extend the work of the task force through 2005. Cochaired by the administrator of the Environmental Protection Agency and the secretary of the Department of Health and Human Services, the task force is charged with identifying and developing federal strategies to protect children from environmental health threats.

In order to provide a inclusive school, the physical environment needs to be safe and accessible to all students, including those with physical and sensory disabilities. The school also needs to be structured in such a way as to minimize the effects of individual learning differences on achievement. Many of the issues relating to the design and layout of the physical environment can only be addressed at the planning stage for school buildings and are more of a concern for educational authorities, builders and designers (NCSE, 2008).

Providing safe physical access to the school building, classrooms and facilities is essential to ensure all students can physically gain access to the educational environment and be included in all appropriate activities alongside their peers (NCSE, 2008). This is especially relevant for students with physical disabilities and adequate access must be provided as required, including the provision of ramps and lifts, and adapted toilets.

Chapter 3 Methodology

3.1 Introduction

Methodology is a body of knowledge that enables researchers to explain and analyze methods—indicating their limitations and resources, identifying their presuppositions and consequences, and relating their potentialities to research advances (Miller 1983). Moreover, it underpins the types of questions that can be addressed and the nature of the evidence that is generated (Clark, Lotto and Astuto 1984). Therefore, the issue of research methodology is important to any study. Appropriation between research paradigm, type of data, and collection methods has significant implications upon the research findings.

It is significant to understand the relationship among philosophies, approaches, strategies and so on. Saunders, Lewis & Thornhill (2007: 132) portray the research process as an onion where assumptions must be made at each individual stage of research approach, referred to as layers of the onion (Figure 3.1)

The research onion shows the clear mind, and it is proposed by Saunders, Lewis & Thornhill (2007) is an excellent representation of the research design principles that will be applied in this research. It refers to the research process as an onion. Within this onion the second layer refers to the subject of research approach that flows from research philosophy. It is believed that layer of the research onion highlights a basic but important choice all researchers face when designing their research: whether to use a quantitative method or methods, a qualitative method or methods, or a mixture of both? The following diagram depicts very clear distinction among various research paradigms and approaches.

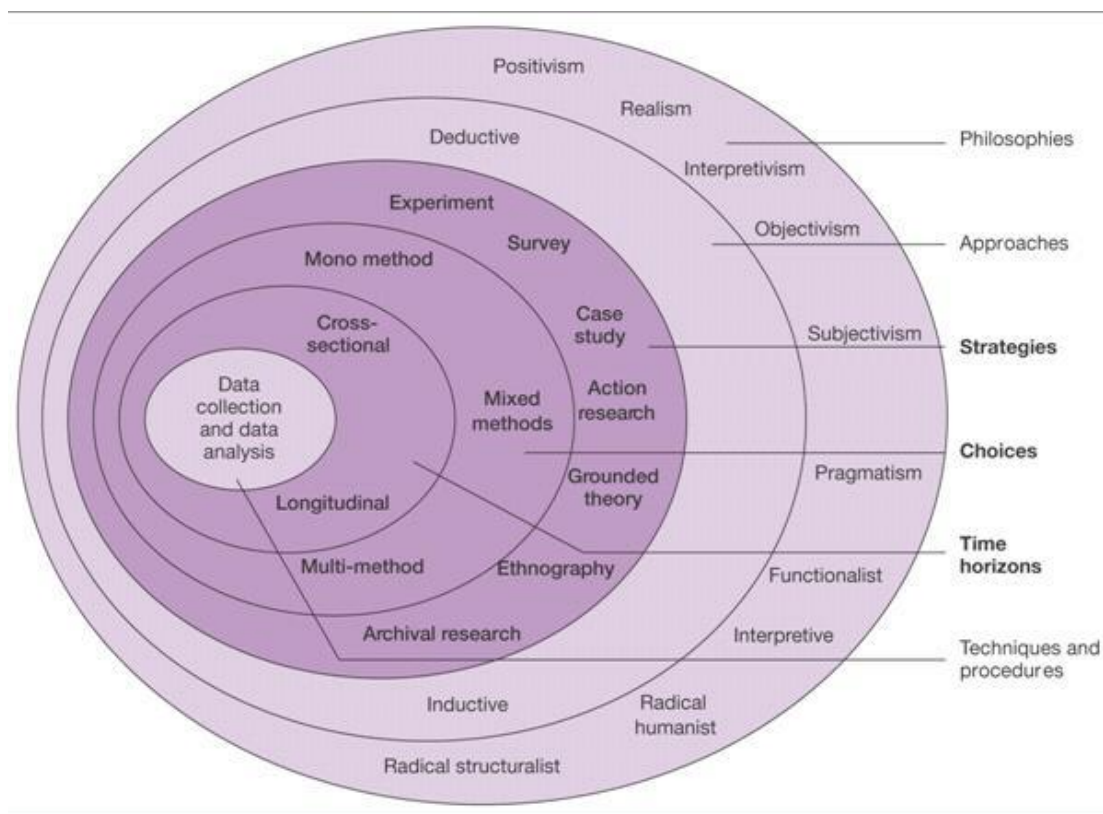


Figure 3.1 The Research Onion

The Figure 3.1 illustrates different layers and approaches that are available and must be consistently employed when conducting a research. In accordance with the research onion, prior data collection and analysis techniques can be determined; considerations on several issues must be completed. The following sections explain research approaches, strategies, and time horizon of the present study.

In this chapter, information is provided about how the research method, cases and instruments were used. The methodology provides different stages that needed to be covered for conducting the necessary primary information search. More specifically, it discusses the methodology and research design used in the study, including strategies, instruments, data collection and data analysis, while proceeding to discuss the processes involved in the study. The research design for this case study is collecting data through qualitative methods with interviews and focus group discussions, and quantitative methods with questionnaires. The methods of data collection and analysis were employed to address the research questions that would

be developed to guide the study. The justification for each of the data collection methods used in the study was discussed. It also included several sections and introduced selection of cases and the participants involved in the present study. Then it discussed the methods of data collection, including three instruments: questionnaires, interviews, and focus group discussions. And it also described the procedure throughout the study. Furthermore, SPSS and MAXQDA were conducted to analyze the quantitative data and qualitative data respectively.

At last, in order to ensure trustworthiness of the research, appropriate criteria for qualitative research were discussed, and triangulation were suggested and then employed.

3.2 Research Questions and Objectives

3.2.1 Research Questions

The present study aims to investigate the barriers to inclusion of the case primary schools (one rural and one urban school) in the process of inclusive education in mainland China. In an attempt to understand the more details about inclusive education of the schools, the research question posed to guide the study:

What are the barriers to inclusion for students with special educational needs in the regular primary schools of mainland China?

In order to examine the barriers to inclusion of the school, sub-questions could be listed as follows in several levels.

What are the barriers to inclusion regarding to attitudes and values?

What are the barriers to inclusion regarding to classroom management and class size?

What are the barriers to inclusion regarding to school leadership and collaboration?

What are the barriers to inclusion regarding to teacher education?

What are the barriers to inclusion regarding to physical environment?

3.2.2 Research Objectives

The main purpose is to promote educational diversity and equity to meet special educational needs for all in the process of inclusive education in the regular primary schools of Chinese socio-cultural context.

The specific objectives aim to understand the barrier to inclusion in two case regular primary schools of mainland China in the process of inclusive education.

- To examine the barriers to inclusion on the dimension of attitudes and values
- To know the barriers to inclusion on the dimension of classroom management and class size
- To understand the barriers to inclusion on the dimension of school leadership and collaboration
- To evaluate the barriers to inclusion on the dimension of teacher education
- To examine the barriers to inclusion on the dimension of physical environment

3.3 Justification of methodology

To address the questions of the study, the research philosophy is firstly discussed, and then the research approach is explored, after that, the case study is selected in the research.

3.3.1 Research Philosophy

A research philosophy is a belief about the way data about a phenomenon should be collected and analyzed and interpreted (Levin, 1988). Moreover, it is significant with particular reference to research methodology (Easterby-Smith; Thorpe and Lowe, 1993). It can help the researcher refine and specify the research methods to be used in a study. That is, to clarify the overall research strategy to be used, and then, knowledge of research philosophy will enable and assist the researcher to evaluate different methodologies and methods and avoid inappropriate use and unnecessary work by identifying the limitations of particular approaches at an early stage and In

addition, it may help the researcher to be creative and innovative in either selection or adaptation of methods (Easterby-Smith; Thorpe and Lowe, 1993).

It is necessary to begin the research process by defining the philosophy of the research. And it describes the theory of research and development of knowledge in a particular field through the explanation of assumptions that highlight the research approaches (Maylor & Blackmon, 2005). The adoption of the research philosophy is influenced by practical considerations, but the main influence is the particular view of relationship among knowledge and its developmental procedure (Saunders et al., 2007). It was also mentioned that there were three major ways of thinking about research philosophy: epistemology, ontology and axiology (Saunders et al., 2007).

Two major research philosophies have been identified in the Western tradition of science, namely positivism and interpretivism (Galliers, 1991). However, someone believed that there are three different perspectives regarding epistemology, which are positivism, realism, and interpretivism (Saunders et al., 2007).

The choice of research philosophy will therefore influence the development of the research. In order to get the required data in an efficient manner, there was a need to choose the research philosophy with utmost care and prudence. And although each research philosophy has its strengths and weaknesses, this study chose interpretivism as a philosophy to guide the study, understanding the barriers to inclusive education deeply in two primary schools. It is predicated upon the view that a strategy is required that respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action. Interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructionism, phenomenology and hermeneutics; approaches that reject the objectivist view that meaning resides within the world independently of consciousness" (Collins, 2010: 38). In this study, it focuses on meaning and employ multiple instruments in order to reflect different aspects of the barriers to inclusion.

3.3.2 Research Approach

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. For the empirical approach, Saunders, et al. (2007) believed that it is categorized into deduction and induction. Others thought that it could be divided into qualitative studies, quantitative studies and mixed studies.

A. Deductive and Inductive studies

The choice between the deductive or inductive research paradigm has been discussed by a number of authors (Cavaye, 1996; Hussey & Hussey, 1997; Perry, 2001).

Hussey and Hussey (1997: 19) defined deductive research as:

–a study in which a conceptual and theoretical structure is developed which is then tested by empirical observation; thus particular instances are deducted from general influences.”

For Inductive research, it is developed from the observation of empirical reality; thus general inferences are induced from particular instances, which is the reverse of the deductive method since it involves moving from individual observation to statements of general patterns or laws,” (Hussey & Hussey, 1997:13).

Additionally, the possibility of using both inductive and deductive approaches in the same case study has been discussed by Perry (2001). He describes a continuum from pure induction (theory-building) to pure deduction (theory-testing). He advocates taking a middle-ground of a balance between the two, striking the position of what he calls “theory confirming/disconfirming” approach. The study used inductive research to allow for a critical in-depth analysis of barriers to inclusive education by making use of an process of data analysis.

B. Qualitative and Quantitative studies

Another choice was whether to adopt a quantitative or qualitative approach, or some

mix of the two. Myers (1997) distinguished between qualitative and quantitative research methods: Quantitative research methods were originally developed in the natural sciences to study natural phenomena. Examples of quantitative methods now well accepted in the social sciences include survey methods, laboratory experiments, formal methods (e.g. econometrics) and numerical methods such as mathematical modelling.

Qualitative studies were developed in the social sciences to enable researchers to study social and cultural phenomena” (Myers, 1997:241-242)

Examples of qualitative methods are action research, case study research and ethnography. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher’s impressions and reactions,”

Hussey and Hussey’s views (1997) who defined qualitative research as a subjective approach which includes examining and reflecting on perceptions in order to gain understanding of social and human activities. According to the research of Morrison (2002), Bogdan and Biklen (2007) about the features of qualitative research, the main characteristics of qualitative research can be summarized as follows, however, not all qualitative research exhibits all the features to an equal degree (Bogdan & Biklen, 2007). The main characteristics includes naturalistic inquiry, intersubjectivity, inductive and descriptive.

In this study, qualitative studies were employed. The selection of a qualitative approach also fits well with Hussey and Hussey’s views above. The guiding rule for selecting methodology is the appropriateness of the methodology to research questions (Gall, Gall, & Borg, 2007). Guided by the research questions and the characteristics of qualitative research, this study follows qualitative research with interpretivism. The objective of the study is to understand the barriers to inclusion in the two case regular primary school. More specifically, the study explores the barriers

to inclusion through the dimension of attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment. In this case, the descriptive and naturalistic features of qualitative research match the purpose of the study. A qualitative study has been advocated. In the next part, the rationale for using a case study methodology is outlined.

3.3.3 Research Strategies: Case Study

The strategies as indicated in the research onion (Saunders et al., 2009) are: experiment, survey, case study, action research, grounded theory, ethnography and archival research. Saunders et al. (2007) stated that research strategy is important as it will help to answer particular research questions and meet research objectives, and that the choice of research strategy will be guided by the research questions and objectives, the extent of existing knowledge, the limit of time and other resources available. In this study, the case study strategy is most suitable and consistent with the research objectives. In particular, case studies are deemed appropriate when the research wishes to focus on understanding individual participants within a complex, real-life social context (Merriam, 1998; Stake, 2006, Yin, 1994, 2003).

The research strategy used in the study are based on qualitative research design, specifically the case study. Yin (2003) notes that case study refers to a comprehensive research strategy with an all-encompassing method, which includes the logic of design, data collection techniques, and specific approaches to data analysis. The case study process is used in a number of research areas, but perhaps most notably in the social sciences. There has been considerable analysis and discussion of the case study process (Gillham 2000; Gomm, Hammersly, and Foster 2000; Yin 2002 & Yin, 2003). Yin (1989: 22-23) said,

–The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result.”

The execution of this study was conducted based on the guidelines supplied by Myers (1997) who suggested the case study method will involve at least four stages of work, including determining the present situation, gathering information about background to the present situation, gathering more specific data and presenting an analysis of findings and recommendations for action.

Yin (2002) proposes five important components of case studies: a study's questions, its propositions (if any), its unit(s) of analysis, the logic linking the data to the propositions, and the criteria for interpreting the findings. Yin (1993) has identified some specific types of case studies: exploratory, explanatory, and descriptive.

To address the questions of the study, an exploratory case study was undertaken. In an exploratory case study, the collection of data occurs before theories or specific research questions are formulated: it is followed up by analysis of data and leads to more systemic case studies. The first stage in this type of case study is to define the issues to be researched. The causal case study will look for cause-and-effect relationships, and search for explanatory theories of the phenomena. This situation offers the most suitable conditions for adopting the case study as the research strategy of choice (Yin, 1993). The descriptive case study will require a theory to guide the collection of data and this theory should be openly stated in advance and be the subject of review and debate and later serve as the design for the descriptive case study. The more thoughtful the theory, the better the descriptive case study will be used to conduct this research (Yin, 1993). Case studies can also be single or multiple according to their numbers. Case studies can be embedded as well as holistic. An embedded case study is one in which there is more than one sub-unit, whilst in a holistic case study a global programme of organisation is contemplated (Yin, 1994).

Additionally, it was in line with the advice of Yin (1994: 38), who suggests that the use of only one case can be justified if at least one of the following criteria is met:

- *The case is a critical one for confirming, challenging or extending a theory, because it is the only one that meets all the conditions.*

- *The case is rare or extreme and finding other cases is highly unlikely*
- *The revelatory case provides unusual access for academic research.*

It is necessary to discuss the reason for adopting a two-case study. Burns (2000) notes the major strength of the case study approach is the use of multiple sources. And the use of multiple sources has very clear advantages over single case studies, such as providing more compelling evidence and adding to the general robustness of the study (Yin, 2003). Moreover, the contexts of the two cases are different in this study, one is in rural area and another is in urban area. In such circumstances, the generalizability of the findings can be expanded to the wider community (Yin, 2003), because the existence of the urban-rural dualistic structure leads to the dualistic characteristics of educational system in mainland China.

The objective of the current study was to holistically know the barrier to inclusion in the two case schools, therefore, it was necessary to obtain more information about the barriers. Just as Burns (2000) mentioned above, two-case studies or multi-case studies can reveal more adequate findings than merely a single case study. So, in this study, two case regular primary schools of mainland China were selected. It is difficult to generalise the barriers to inclusion which is universal suitable, because the barriers in different school may be different.

3.4 Research design

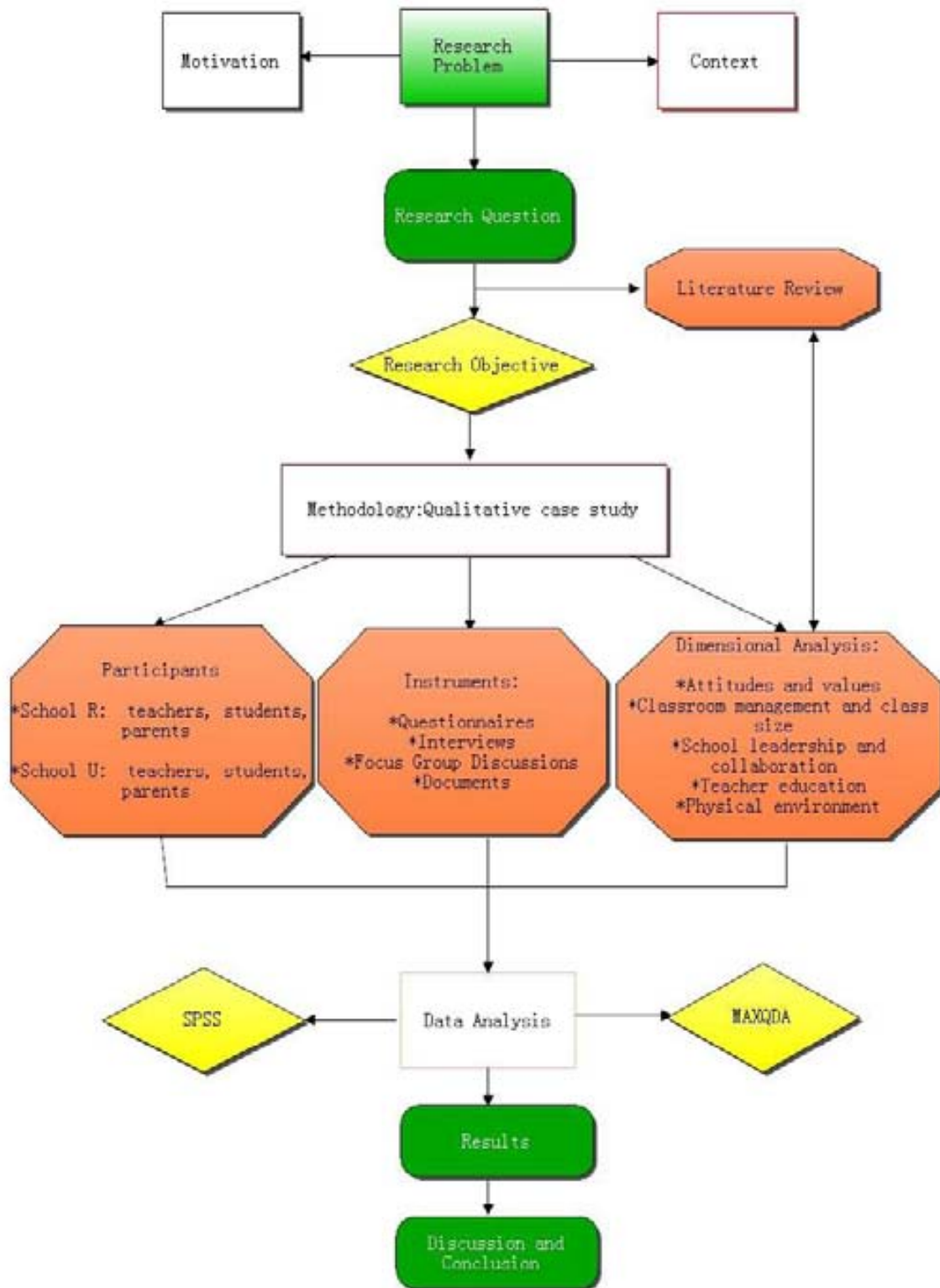


Figure 3.2 Research Design

3.5 Participants

With the some guidelines above, the study chose two primary schools as cases. Both of them are located in Southwest China. According to the development of situation in economics, society and education, primary schools in China could be divided into two categories: urban schools and rural schools. So, it selected one urban school which is named school R, and the other is school U in rural area. Both school R and school U are located in school District K¹.

Under the circumstance of current educational reform, District K takes an active role in exploring educational reform initiatives to promote educational development. The two schools stand for different levels of school: urban school and rural school, and school U is a key primary school in this district. One is at a higher level in academic achievement of students, and the other at a lower level of it, respectively. In China, the urban-rural dualistic structure and dualistic characteristics of educational system are exist. Due to the fact that these participants cover different levels of schools, they may well represent the general education in mainland China, particularly the current state of inclusive education.

Another reason for selecting primary schools in this district is for convenience. The researcher has some contact with a research institute that is in charge of training the primary school teachers and offering professional support for teachers in District K. It helped the researcher access the schools and select the participating teachers and students.

Generally, there are three of the most common sampling methods used in qualitative research: purposive sampling, quota sampling, and snowball sampling. Purposive sampling techniques have also been referred to as non-probability sampling or purposeful sampling or qualitative sampling.“ In order to select schools for the case study, purposeful sampling techniques were used. For case study, non-probability sampling is more often applied (Merriam, 1998). Purposive sampling techniques

¹ District K is located in Southwest China.

involve selecting certain units or cases based on a specific purpose rather than randomly“ (Tashakkori & Teddlie, 2003). It is also believed that the usual form of non-probability sampling is termed “purposive, purposeful or criterion-based sampling” (Burns, 2000). So, in this study, it selects the schools for four reasons, including the socio-economic environment; school principal and district permission; school interested in improving inclusive practice; and convenience sampling.

In terms of the number of students and teachers of the two case schools, there are 1492 students and 61 teachers in urban school, and 249 students and 16 teachers in rural school. The participants in the study were made up of 785 students¹ in urban school, 128 students in rural school, the teachers and school principal who are interested in the current study, and all of the parents.

Additionally, a consent form and the information sheet about the study were given to each participant². More details about the participants of the study would be described in next two chapters.

3.6 Data Collection and Procedures

In the process of collecting the data, multiple instruments were employed. In order to check the results, triangulation were used to collect the data through different methods and different kind of data to answer one research question in the case study. Triangulation is the term given to the use of other qualitative methods, literature and experimentation to evaluate research findings. And the advantage of triangulation is that it can produce a more complete, holistic, and contextual portrait of the object under study.

Ghuri and Grønhaug (2002) also pointed out that in the case study, it is particularly important as we need to check and validate the information we receive from various sources and examine it from different angles. Essentially, triangulation is used to reduce the likelihood of misinterpretation. Therefore, employing various procedures

¹ Considering the age of the students, students from Grade 4 to Grade 6 were selected to participate the investigation.

² See Appendix

could increase the understanding and explanation. It helps us clarify meaning by identifying different ways the phenomenon is seen (Denzin, 1989; Flick, 1992). In this case study, the data is collected through questionnaire, interview, focus group discussion and documents as Figure 3.3.

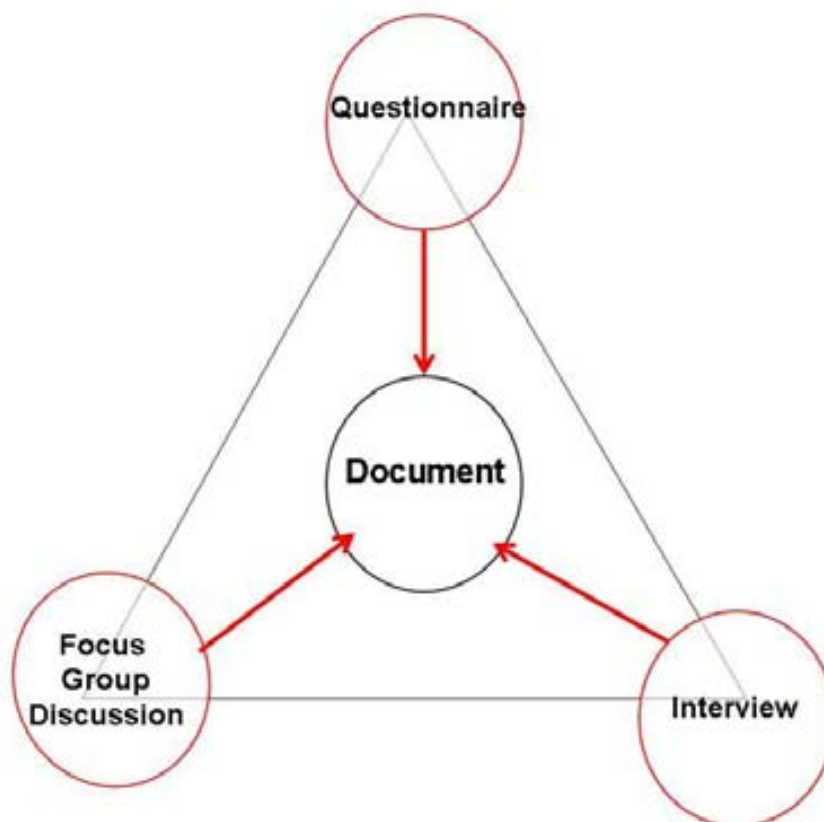


Figure 3.3 Triangulation of Instruments

Before formal investigation, gaining entry is necessary. Permission to conduct the study was gained verbally from the Board of education of the government. Then the researcher sent a letter to Board of education¹ of District K to gain the permission to access the two regular primary schools. Then the researcher could access each school to make a workable research plan with all of the participants. The main purpose was to establish preliminary contact with each school and gain their interests in the current study. The principals of the two schools selected for the case were approached to determine whether they were willing to allow their teachers to

¹See Appendix A.

participate in the study. A letter seeking permission for the study is contained is necessary.

Once permission was obtained from the principals, and the investigation is agreed, a meeting was held with the teachers who involved in the study in each school. In this meeting, an overview of the research was presented to the teachers. Request for participation in the study was strictly on a volunteer basis. Dates and times were scheduled with each volunteer participant for the interview. Participants were requested to sign consent forms¹ granting permission to use the confidential results from the measure. Meanwhile, participant information for research project² was given to the participants.

3.6.1 Questionnaires

The questionnaires³ are based on Index for inclusion. Besides closed questions, there are also some open-ended questions in the questionnaire to get more in-depth information on the subject matter.

At the beginning, an introduction was given to all teachers and school principle. It talked about the overview of inclusive education, the inclusion in the international perspective, the relationship between inclusive education and LRC in China, and some other information about Index for inclusion. After that, the questionnaires were passed to the participants. In the Index for inclusion, the questionnaires were passed by groups, but in this study the questionnaires were passed by individuals; one participant should finish one questionnaire. When passing the questionnaires, written instructions in the instruments were repeated orally, including the purpose of the questionnaire, responding honestly, the confidentiality of their personal data, and the way of responding to the questions. Participants were also reminded to check if they have missing answers before handing in the questionnaire. After collecting all the questionnaires, the researcher expressed heartfelt thanks.

¹See Appendix B.

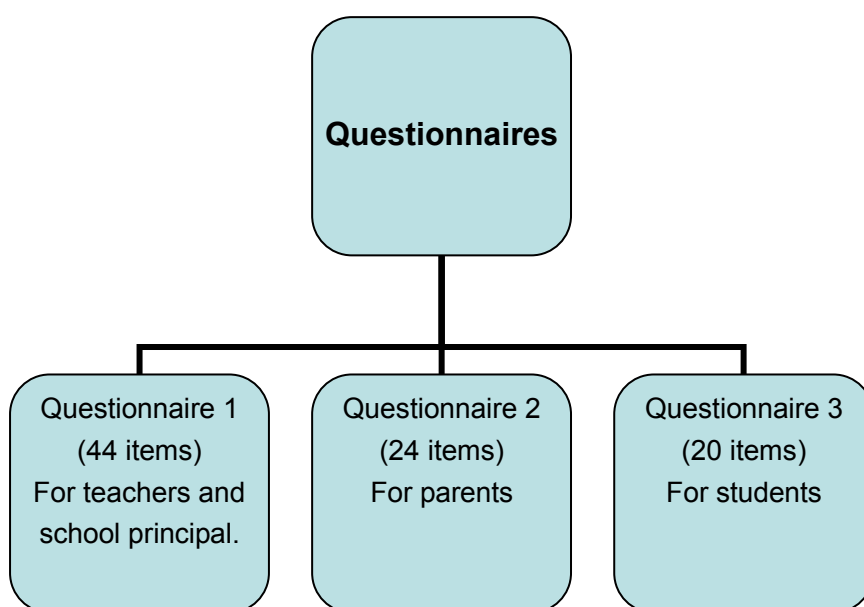
²See Appendix C.

³See appendix D, E, F.

The questionnaires are based on the indicators of the Index for Inclusion and linked across all participating groups (teachers, school principal, parents and students from Grades 4 to 6), were employed to collect data to gain a reasonable understanding of the cultures, policies and practices at the primary schools. The three kinds of questionnaires were translated into Chinese (the language of instruction at the schools and native languages in China). In the Index for Inclusion, the questionnaires are used three-point Likert scale and need more information.

The questionnaires of this study delete “need more information” and record responses to items using a four-point Likert scale from 1, 2, 3, and 4. Because four-point Likert scale has no middle option, and it is perceived as forcing to take a stand. So, the participants have to show their opinions. The “need more information” was deleted because China is in primary stage regarding to inclusion; the research knows that the participants need more information.

The four-point Likert scale includes 1 (definitely agree); 2 (Slightly Agree); 3 (Slightly Disagree) and 4 (Definitely Disagree). In this study, mean responses calculated from 1 (definitely agree) to 4 (Definitely Disagree) with a higher response indicating less agreement with an item. Questionnaires ranged from 20 items for students, 24 items for parents, and 44 items for the teachers and school principal.



The open-ended questions were added to the end of closed-ended questions of the three questionnaires.

Type of Questionnaires	Open-ended questions
Questionnaire 1	List the Priorities for development
Questionnaire 2	What three changes would you like to see at the school?
Questionnaire 3	The three things I like best about my school are.....

Table 3.1 Open-ended questions of questionnaires

The open-ended questions asked the three groups of participants to name three things that they liked about the primary school and three things that they would like to change about the school. These questions generated a surprising wealth of data about the school and enrich the data generated by the closed-ended data considerably. The open-ended questions were specifically designed to determine the participants' perceptions of the primary school with regard to the assets on the one hand, and possible barriers to learning and participation of all students on the other.

Questionnaire 1

It includes three dimensions: Creating inclusive cultures, producing inclusive policies, evolving inclusive practices. The questionnaires were passed to teachers and school principal. And it developed the questionnaire 1 and added some items in the first part, and it aims to know the personal and professional information of the participants. It includes age groups, grade and subject to teach, working years in the school, degree, experience with SEN, gender. Additionally, the study wants to know if he/she got some training experience of SEN. And are there some students with SEN in his/her classroom? In addition, what types of SEN?

Questionnaire 2

It is for parents. It also includes three parts: cultures, policies and practices. The first

section of Questionnaire 2 is personal and professional information of parents. It includes age, profession of parents, the grade of student, and if he/she have got the experience of children with special educational needs.

Questionnaire 3

It is for the students from Grade 4 to Grade 6 in the primary schools. There are six grades in Chinese primary school, and the ages of students are from 6 to 12 approximately. Considering the age of the students, I selected all of the students from Grade 4 to Grade 6 to participate the investigation.

While completing the questionnaire survey, families, teachers and school principal were invited to participate in a follow-up interview.

3.6.2 Interview

These interview sessions were conducted to supplement findings from the questionnaire survey. Efforts were made to ensure that each of the interviews would be conducted under the same conditions.

Interviewing requires flexibility and the explicit acknowledgement that the interviewee is the expert on his or her own perspectives, beliefs and activities or experiences. Good interviews can produce rich data filled with participants' own words that reveal important perspectives (Bogdan and Biklen, 2007). This study interviewed the 2 teachers per grade, 1 school principal, 2 parents per grade¹, and recording with their permission. Besides the personal information and professional information, the interview questions also include three dimensions: culture, policy and practice. Although the individual interviews were conducted in this study at times purposeful, by appointment in order not to disrupt the informants' working schedules, and were conducted by means of an interview schedule that will be compiled before the interview. These deviations from the interview schedule most often lead to the construction of a richer database. Bogdan and Biklen (2007) concur that even when an interview schedule is employed, a qualitative interview offers the researcher

¹See Appendix G, Appendix H, Appendix I

considerable leeway to follow a range of topics and gives the informant a chance to influence the content of the interview. Interviews were based on Index for Inclusion process, and it was categorized and conducted in this study varied in the degree to which they were structured.

In the process of the data collection, note taking, tape recording and transcription were used in the information gathering process for this study. Notes recorded after each interview initiated the analysis procedure that had the purpose of identifying emerging themes. Listening to the tape recording and reading of the verbatim transcriptions continued the process of analysis. Lists of themes and sub themes were generated from the transcripts and detailed comparisons were made in relation to the other participants' response. The taped interviews were transcribed verbatim into written transcripts.

Some interviews, although relatively open-ended, were focused on particular topics and guided by some general questions. When the interview became even more open-ended the teachers played a stronger role in constructing the data. Bogdan and Biklen (2007) call this type of interview a guided conversation.

3.6.3 Focus Group Discussion

Focus Group Discussion is different from group interview. Group interviewing involves interviewing a number of people at the same time, the emphasis being on questions and responses between the researcher and participants. It is focused on the collection and analysis of qualitative data from focus group interviews. As stated by McMillan and Schumacher (2010) focus group interviews involve a small, homogeneous group gathered to obtain a better understanding of a problem or an assessment of a problem, concern, new product program, or idea. They added that by creating a social environment in which group members are stimulated by one another's perceptions and ideas, the researcher can increase the quality and richness of data through a more efficient strategy than one-on-one interviewing. The focus group interview usually consists of six to twelve people depending on the objectives of the research

(Stewart & Shamdasani, 1990). Usually, the focus group interview was taken about 30 minutes to 90 minutes (McMillan & Schumacher, 2010).

The focus group discussion was used for each school, in an attempt to get a great deal of information during a focus group discussion. In order to understand the barriers to inclusion, this study invited two parents, two students and two teachers to participate the focus group discussion for each school through the dimension of culture, policy and practice. In the spirit of the more recent emphasis on collaborative and dialogical approaches in critical my ethnography (Horner, 2004; Lofty, 2004) and in role as interventionist, data was generated, among others, through collaborative group discussions with the coordinating team during the phase of the Index for Inclusion process, as well as in collaboration with the majority of the staff members during later stages of the process. According to Carspecken (1996), researcher-facilitated group discussions stimulate the production of dialogical data, which is a distinctive type of data. Participants are given a voice in the research process through group discussions that invite them to talk about their feelings and life and, in the context of this study about their workplace experiences. They are listened to, taken seriously and supported in the exploration of their practice. The researcher would like to be the role of a facilitator and constructed a supportive and safe environment that could allow the participants to explore issues with their own vocabulary, metaphors, and ideas (Carspecken, 1996).

The following questions are for the focus group discussions. It displays the questions asked of the focus group as follows. These questions are just the guideline of their discussion.

1. *What do you think of inclusive education in the perspective of values and attitude?*
2. *What do you think of the policy of education for all, including the students with special educational needs? (For example, learning in regular classroom and China's Ratification of the Convention on the Rights of Persons with Disabilities)*
3. *What would act as barriers to changing classroom practice to be able to address*

the special educational needs of learners more meaningfully? (For example, school access, collaboration, class size and training)?

4. Could you give suggestions to meet the diversity of students with special educational needs?

One focus group discussion was conducted for each school. All focus group participants were survey participants who self-selected to be part of the focus groups. The focus group consisted of six people (2+2+2) who wished to participate in this study, including two students who are willing share their thoughts and opinions, one parent of student with special educational needs, one parent of student without special educational needs and two teachers who have taught students with special educational needs in their regular classroom.

The researcher arranged to meet the focus group members at times and in locations that were convenient to the members of the group. Each member was contacted by telephone, and confirmed one day prior to the scheduled focus group. The focus group was audio-taped for approximately 60 minutes. Each participant was given an informed consent. Informed consents were collected from each focus group participant. Prior to the tape recording, the researcher asked the members of each focus group if they had any questions and if they understood the content of the informed consent. All participants understood; no participants withdrew after the tape recorders commenced taping. All participants and researcher's first language was Chinese.

3.6.4 Documents

To collect official documents from the Ministry of Education, schools and teachers, lesson plans and teaching materials were provided by the school. According to Bogdan and Biklen (2007), documents can be used to thicken the description of the phenomenon under investigation, but it is important to note that the documents should be used in a manner that is naturalistic, inductive and true to the meaning construction for those who produce or use them. It is important to understand the context in which

data has been produced, for without a deep understanding of the context, documents may not have much potential.

Schools such as the two case primary schools produce documents for specific kinds of consumption, which can lead to a profusion of written communication and files. These official documents may include minutes from meetings, newsletters, policy documents, students' records and news releases, amongst others. Official documents can be used for internal and/or external communication. Internal documents could circulate within a school system and follow the hierarchical course, from the central office to teachers and staff. Documents produce for external communication can be, amongst others, yearbooks, notes sent to the parents via the students, public statements of philosophy indicating the vision, mission and creed of the school, newsletters. Usually, it is easy for the researcher to access external and even internal documents, depending on the school as site of research (Bogdan & Biklen, 2007). More exactly, this study collected official documents from the Ministry of Education, schools and teachers, lesson plans and teaching materials were provided by the school.

3.7 Data Analysis

Creswell (2003) successfully presented how to deal with data analysis and representation. Creswell explained effective three analysis strategies in 3 steps (p. 148):

Step1: *Data analysis in qualitative research consists of preparing and organization the data*

Step2: *Reducing the data into themes through a process of coding and condensing the codes*

Step3: *Representing the data in figures, tables, or a discussion.*

Once the data were transcribed, the analysis process consisted of reading through the data to obtain a general sense of the information and to reflect on its overall

meaning (Creswell, 2003). Inductive analysis with open coding contributed to the data analysis process. Data were analyzed and a detailed description of the setting and individual with an analysis of the themes and issues evolved (Stake, 1995; Wolcott, 1994). Qualitative data analysis is the coding process of bringing order, structure, and interpretation of the collected data. Holliday (2007) explains the process through which the researcher journeys from data collection to writing up the findings in several steps. The corpus of raw data already takes the researcher at least one step away from the lived experiences of the participants and can be seen as the first act of interpretation, despite the fact that the data is still unworked by the researcher (Holliday, 2007). The data analysis completed within-case before a cross-case analysis and it was undertaken to determine the main themes from the data. From the data generated by the open-ended questions, it will be possible to gain more insight from different perspectives into the complexities, assets and problems of the school and the local community in which primary school are situated. Data analysis aimed to find the answers to the research question:

What are the barriers to inclusion for students with special educational needs in the regular primary schools?

Taking into account the dimension, the study was analyzed through culture, policy and practice. More specifically, it analyzed the data through attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment.

In terms of analyze the three questionnaires, data analyses were performed on SPSS (Statistical Package for the Social Science) version 19.0. For the data of interviews and focus group discussion, MAXQDA were employed. Initial descriptive statistics were conducted to describe the sample. Further descriptive statistics were employed to describe and compare the responses of the questionnaires (Likert-Type scale) with those from the qualitative instrument. Before responses from the Likert-Type scale could be analyzed, all items that were negatively phrased were reversed in this instrument so that they could flow towards the same direction. Furthermore, the rating

scale was also reversed, for example, “definitely agree” was changed to 1, “slightly agree” to 2, “slightly disagree” to 3 and “definitely disagree” to 4. With this reversal, any score below 2 is thus considered to be a positive response whereas a score above 2 is considered to be a negative response.

The qualitative analyses of data were conducted in the study. In order to increase the validity and reliability of the results, data was analyzed by reading and rereading of the guided interview, assigning codes to portions of the data and identifying emerging themes (Maxwell, 1992). Focus group discussion and interviews were used to collect the qualitative data. Then, they were analyzed by MAXQDA. And data analysis was implemented in February 2012—August 2013 through SPSS and MAXQDA. It contributed to the needs analysis phase and informs the next phases.

In order to get further results of data, it analyzes the data through five dimensions of attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment for all instruments to develop the data analysis.

Dimension	Description
Attitudes and values	Attitudes related to collaboration and participation; discrimination; equity
Classroom management and class size	Teaching strategies; class size; students involvement in learning
School leadership and collaboration	Collaboration and participation; management; discipline; support
Teacher education	Pre-service training; in-service training
Physical environment	accessibility

Table 3.2 Dimensions of data analysis

Cases	Participants				Dimensions for analyzing
		Questionnaire	Interview	Focus Group	
Rural school	teachers	15	6	2	1. attitudes and values 2. classroom management and class size 3. school leadership and collaboration 4. teacher education 5. Physical environment
	parents	249	12	2	
	students	128	0	2	
Urban school	teachers	65	12	2	
	parents	692	12	2	
	students	785	0	2	

Table 3.3 Participants and Dimensional Analysis

3.8 Ethical Considerations

Ethical issues hold the potential to arise in studies that involve an empirical inquiry with humans, specifically with informant rights. Issues of concern center around several areas of inquiry that include maintaining confidentiality, avoiding informant deceit, and warning informants of research procedures and informant rights. Risks for participants could potentially outweigh the benefits of participating in the study. Additionally, the researcher may feel tempted to share personal experiences and information with informants, which could minimize the bracketing that is essential in presenting the meaning of the participants' experiences (Creswell, 2007).

The present study employed the following methods to maintain ethical standards. Confidentiality, the purpose of the study, specific procedures, and informant rights were outlined in detail to informants using an informed consent. Informants were given the opportunity to opt out of the study at any time without penalty and were warned about instances where confidentiality would have to be broken due to the ethical standards of the primary research and role as a mandatory reporter. The

primary researcher did not express personal experiences and information to the informants, maintaining the bracketing outlined throughout the explanation of methodology.

In each activity, including questionnaires, interviews and focus group discussions, was explained the purpose of the activities, how the collecting data would be used and distributed, and sought the participant's permission before the discussions started.

All participants were told that they could terminate the questionnaires, interviews and focus group discussions any time they wished, or refuse to answer any questions. All participants were conducted in Chinese but some required interpretation from the regional dialect into Mandarin. This study ensured that the way we asked the questions was appropriate for participants' age and sensitive to their disabilities. No participants received financial or other compensation in return for communicating with us.

Finally, the results were written to illustrate a composite picture of the informants' experiences without using informant names in order to protect informant confidentiality. It was also careful to protect all participants' identities and have replaced their real names with anonymous in the study.

Chapter 4 Case Study One: Rural Primary School

4.1 Overview

This chapter is to present the findings related to the rural primary school case—school R. It introduces the school R in context, and findings from the questionnaires. Then it provides an analysis of the qualitative data gathered, including interviews, and focus group discussion. At last, the summary of the chapter is provided.

4.2 School R in context

This section includes the school history, human resources, the external community, school and organizational structure.

4.2.1 School history

School R is a regular school which is situated in the rural area, located in District K of Southwestern China. It was built in 1950s. Before 1950s, it was a temple. At the beginning, there was only one class with combined instruction. With the limited conditions in 1950s, combined instruction was used frequently. A class of combined instruction is composed of students from two or more grades who are grouped with one teacher for instruction. In the late 1960s, China experienced Cultural Revolution Campaigns that last ten years. As students, teachers and people from all walks of life were busy participating in the Cultural Revolution, including the students and teachers in School R. Almost everything was shut down in the country. Schools were closed so that teachers and students had to concentrate on “destroying the four olds”: old culture, old ideology, old customs, and old habits. All forms of the old--old textbooks, literature, music, movies, plays, and Chinese paintings were banned in schools. The Cultural Revolution Campaigns destroyed the education deeply at last. After 1978, it returned to normal situation, and there were 8 classes at school R. With the economic and social development, the educational quality of school R was improved step by step from 1978 to present. However, the educational quality of school R is not as good as urban school, because of the location and educational investment. In 2006, it is

free for 9-year-compulsory education. A meal was provided for all of the students because of nutrition plan on 9-year-compulsory education students in China. Among 375 primary schools in District K, school R is a typical primary school in rural area.

4.2.2 Human resources

In the school, there are 16 teachers. And it is a small sized school by Chinese standards¹. And 16 teachers work in this school with different subjects.

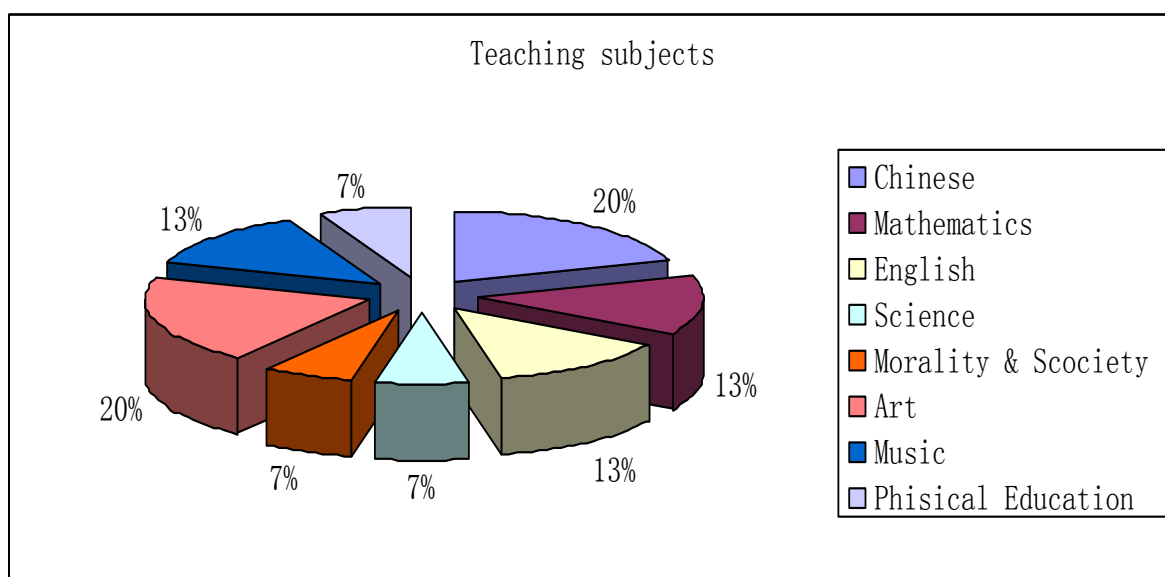


Figure 4.1 Teaching subjects of the rural school

According to the chart, there are 8 subjects in this school. More specifically, 3 teachers for Chinese, 2 teachers for Mathematics, 2 teachers for English, 1 teacher for science, 1 teacher for Morality & Society, 3 teachers for Arts, 2 teachers for Music and 1 for Physical education.

¹According to the regulations of local government, the class size should below 45 students.

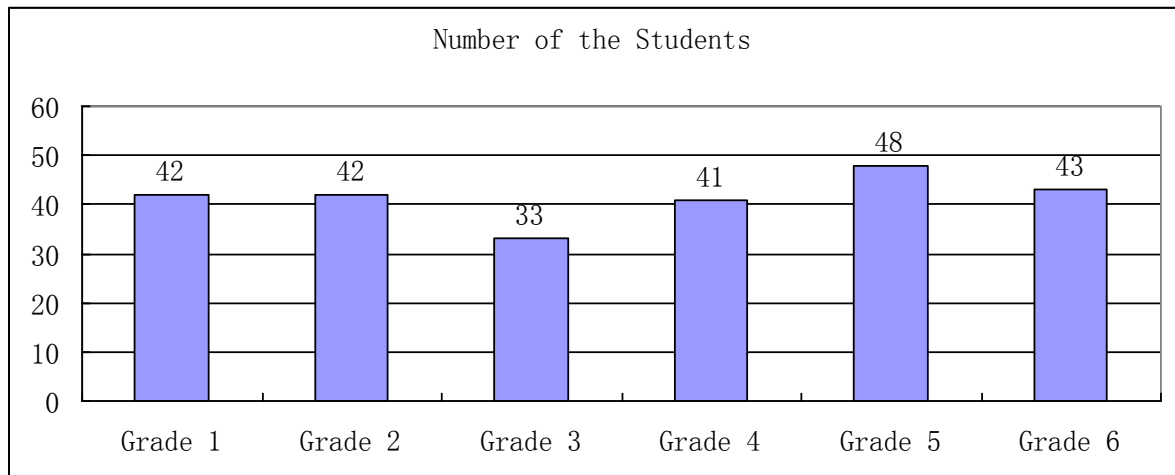


Figure 4.2 Number of students during the 2012-2013 academic year in school R

There are 249 students in the school. The class size is about 40. All students at the school speak Chongqing accent as their home language although the language of instruction is standard Chinese. The number of the students is presented in Figure 4.2. Most of the parents of the learners in this school work in the developed area that is far from their hometown. The issue of left behind children¹ also happened in this primary school. According to the statistics of the school, 187 left behind children in this school, and the percentage is up to 75%. In addition, there are some students with learning difficulties and mild disabilities. In 2011-2012 academic year, there were 2 students with physical disabilities.

4.2.3 School Plan

School R is a small sized primary school in District K. There are one playground, one four-floor school building and one teacher's dormitory.

¹Following the increasing number of migrant workers, their children have been a new special social group in China. They are labeled as „left-behind children“ which means that they are left by their parents who have to become migrant workers and work in urban areas far away from their homes to earn living and have to stay in the rural areas.

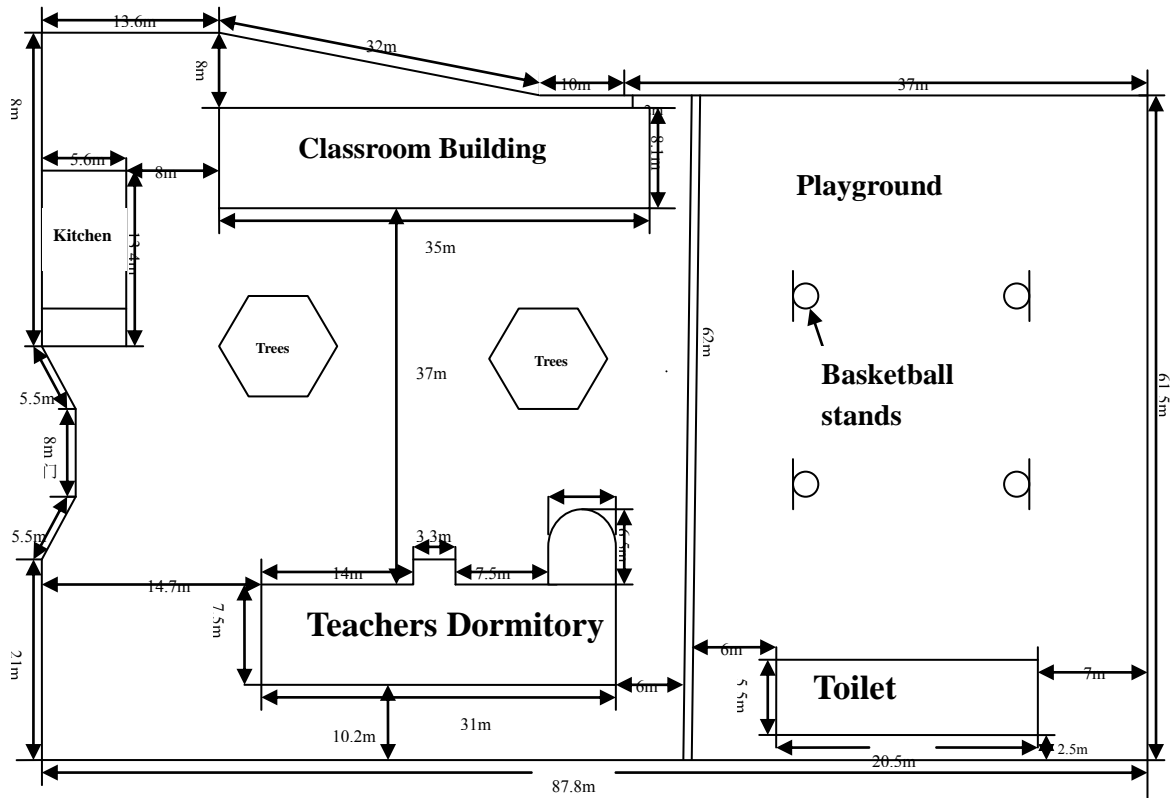


Figure 4.3 School plan



Figure 4.4 Playground of School R

Yet, the school physical environment is impressive because it is highest and the most beautiful building through looking around this area. Each classroom was equipped with modern multi-media facilities and some function rooms (including a computer room, scientific lab) were equipped with modern schooling appliances. The walls inside and outside each classroom and the wall along the stairs of classroom areas were decorated by the drawings and paintings of students themselves.



Figure 4.5 Classroom of School R

The physical environment demonstrated that it is the typical school in Chinese rural area. The guiding principle for education in the school is “Education must serve the socialist modernization drive and must be combined with productive labor in order to foster builders and successors with all-round development--morally, intellectually, physically and aesthetically--for the socialist cause”.

4.2.4 The organizational structure of school R

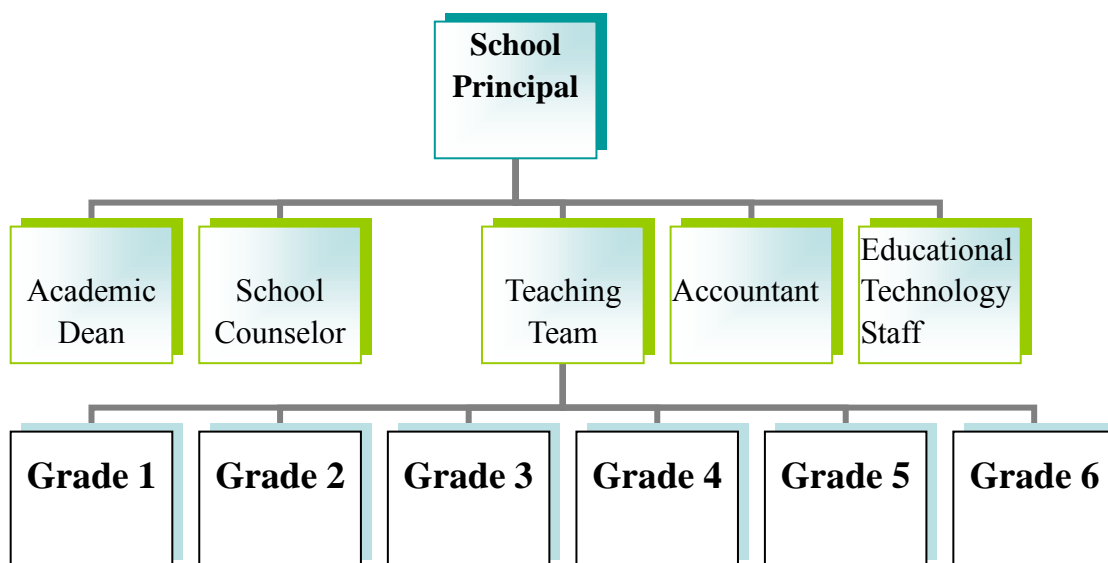


Figure 4.6 Organizational structure

School Principal: is the most senior teacher, leader and manager of the school. The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and several others. He graduated from Southwest University, after that he taught mathematics in a secondary school. And he was appointed the school principal by the board of education of District K since 2011. A teacher-meeting is held by the school principal every week.

Academic Dean: is the second most senior teacher in the school, who is in charge of academic issue, for example, student test scores statistics, course arrangement and so on. He was appointed the academic dean by the school principal since 2011.

School Counselor: aims to help students solve personal or emotional problems, such as anxiety and depression. Generally, school counselor is trained in Western-developed cognitive methods including behavior modification, and object relations. Qi-gong (deep breathing), acupuncture, and music therapy were also used sometimes.

Teaching Team: it is consisted of 16 teachers with different subjects. In total, there are eight subjects in this school, including Chinese, mathematics, English, science,

morality and society, arts, music and physical education.

Accountant: a person who is a practitioner of accountancy or accounting, which is the measurement, disclosure or provision of assurance about financial information that helps school principal make decisions about allocating resources.

Educational Technology Staff: a person who provides support for technologies that support and enhances the teaching and learning experience and assists school with the distance learning management system and other web 2.0 tools and platforms such as blogs and wikis; with the document management and collaboration system; with multimedia projects, and classroom capture; and with course design that makes effective use of a variety of technologies.

4.2.5 The external community

The primary school situated in T village¹, Z town² that have 89 square kilometers in District K. It is one of the two primary schools in Z town. Z town was divided into 16 villages, which have a population of 61,108 persons in 2012. It is located in the west of District K, and the distance to the centre of District K is 46 km.

Children travel by foot to school, without school bus. Some of the children live in places inaccessible by car. The furthest distance travelled on foot is approximately 10 km from an area across a big mountain. Because of the distance, the older pupils sometimes carry the younger ones on their backs, especially when they cross the river or go through the mountain.

4.3 Findings from questionnaires

The questionnaires are based on the indicators of the Index for Inclusion and linked across all participating groups (students from Grades 4 and 6, parents³, teachers⁴), were employed to collect data to gain a reasonable understanding of inclusive

¹ It is a village in District K. A pseudonym was employed in this study.

² It is a town in District K. A pseudonym was employed in this study.

³ The term 'parent' encompasses a range of people, including natural parents, adoptive or foster parents, guardians, extended family, careers and caregivers. Here „parent“ will be used to cover all categories of such relationships.

⁴ All the teachers that volunteered to participate in the study except a teacher went to get married.

situation of the school. The three kinds of questionnaires were translated into Chinese (the language of instruction at the schools and native languages in China). The questionnaires record responses to items using a four-point Likert scale from 1 (definitely agree); 2 (slightly agree); 3 (slightly disagree); and 4 (definitely disagree). In this study, mean responses were calculated from 1 (definitely agree) to 4 (definitely disagree) with a higher response indicating less agreement with an item. Questionnaires were ranged from 20 items for students, 24 items for parents, and 44 items for the teachers and school principal.

The open-ended questions were added to the closed-ended questions of the three questionnaires. The open-ended questions asked the teachers to list the priorities for development, the parents to name and three things that they would like to change about the school and the students to list three things that they liked and disliked about the primary school. These questions generated a surprising wealth of data about the school and enrich the data generated by the closed-ended data considerably. The two open-ended questions were specifically designed to determine the informants' perceptions of the primary school with regard to the assets on the one hand, and possible barriers to learning and participation of all students on the other.

4.3.1 Reliability of the Questionnaires

Internal consistency is a measure based on the correlations between different items on the same test (or the same subscale on a larger test). It measures whether several items that propose to measure the same general construct produce similar scores. The consistency of the items was checked with the help of total items correlation coefficient method. It was found that all the correlation coefficient were highly significant implying that all the items were consistent or reliable. Internal consistency is usually measured with Cronbach's alpha (α). In this study, Cronbach's alpha was employed to examine the reliability of the questionnaires.

Type of Questionnaire		Cronbach Alpha	Total N of cases	N of Items
Teacher Questionnaires	General	0.778	15	44
	Culture subscales	0.792	15	13
	Policy subscales	0.748	15	15
	Practice subscales	0.784	15	16
Parent Questionnaires	General	0.751	194	24
	Culture subscales	0.660	194	9
	Policy subscales	0.642	194	6
	Practice subscales	0.620	194	9
Student Questionnaires	General	0.725	128	20

Table 4.1 Value of Cronbach Alpha of Questionnaires in School R

As shown in Table 4.2, the value of General Cronbach Alpha of questionnaires was found to be more than 0.70, which is higher than the value recommended¹, and implying high degree of internal consistency in response to the questionnaire.

Generally, it is useful to consider every dimension's Cronbach alpha result if it has one more dimension. Sometimes the general Cronbach alpha score of whole scale may be more than 0.70 but in terms of dimensions it may be lower than 0.70.

4.3.2 Results from the Teacher Questionnaires

This section shows the results of teacher questionnaires, including the findings of open-ended questions, the biographical information of the teacher group and the descriptive statistics in the dimensions of culture, policy and practice.

¹ Based on the criterion of Darren George and Paul Mallery, a reliable scale should have the value of Cronbach Alpha as 0.70 or more, otherwise the lower value of the Cronbach Alpha would indicate that the scale is less reliable, for example, poor or unacceptable..

Generally, the teacher questionnaires show that for 14 of the 44 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels (definitely agree/slightly agree). The overall mean of all respondents on all the items of teacher questionnaire was 2.333, and the variance is 0.466. This mean indicates an situation of inclusion that falls between response numbers 2 and 3, that is between “slightly agree” or “slightly disagree”, but leans heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale. A response mean that lent towards 3 would be closer to “slightly disagree”. Lower scores indicate more inclusive situation in this study.

According to the responses of open-ended questions of teacher questionnaires, teachers generally believed that several aspects should be improved, including attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment. The results could be summarized as follows.

Priorities for development	Number of response
Teacher Education	13
Physical environment (traffic condition, toilets, canteen)	14
Classroom management and class size	11
School leadership and collaboration (with local community and family)	11
Attitudes and Values (pay attention to the left behind children ¹)	8
Others (salary, vacation)	8

Table 4.2 Summary of open-ended Questions of Teacher Questionnaires in School R

4.3.2.1 Biographical information of the teacher group

There were 15 teachers to participate the investigation, including 8 female and 7 males. All of them said they did not get the in-service training of SEN and had no

¹Following the increasing number of migrant workers, their children have been a new special social group in China. They are labeled as „left-behind children” which means that they are left by their parents who have to become migrant workers and work in urban areas far away from their homes to earn living and have to stay in the rural areas. The parents migrated to the big cities for work; their young children stay with grandparents, great-grandparents or any other relatives who can shelter and feed them. At the age of 10 or so, when the youngsters are considered old enough, many move into packed boardinghouses attached to their public schools.

experience of family members with SEN. And 6 of them are head teachers¹.

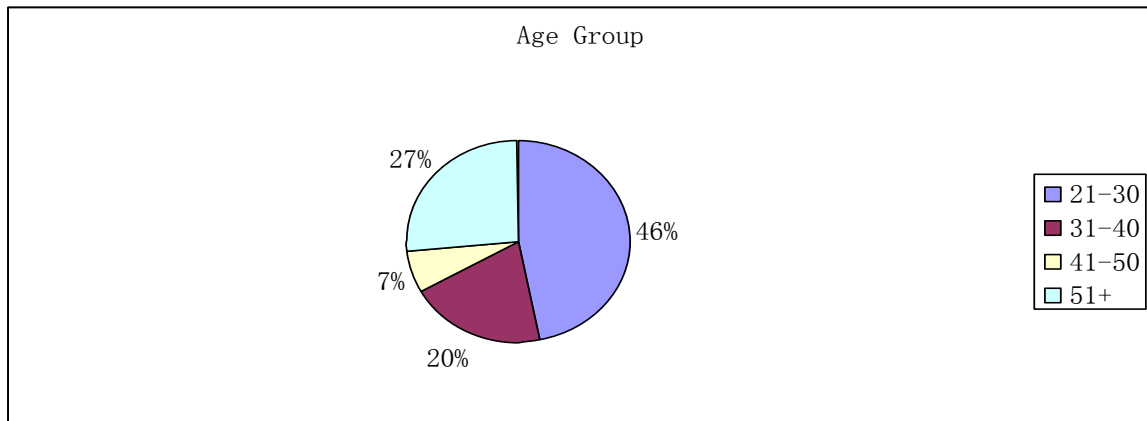


Figure 4.7 Age group of school R

As we can see, most of them belong to the group of 21-30 years old. Only 7% of teachers are in the age group of 41-50.

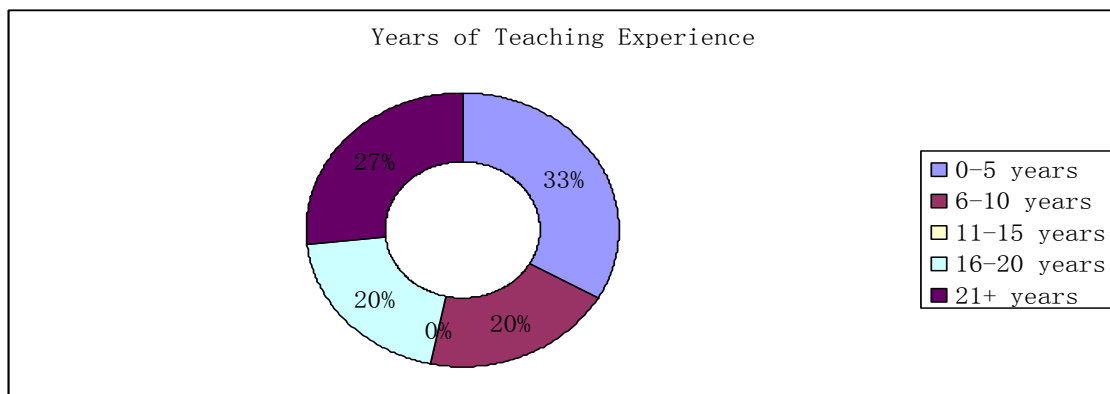


Figure 4.8 Years of Teaching Experience

Here, figure 4.9 shows 33% of teachers are in the group of 0-5 years teaching experience.

¹Someone who is in charge of a class.

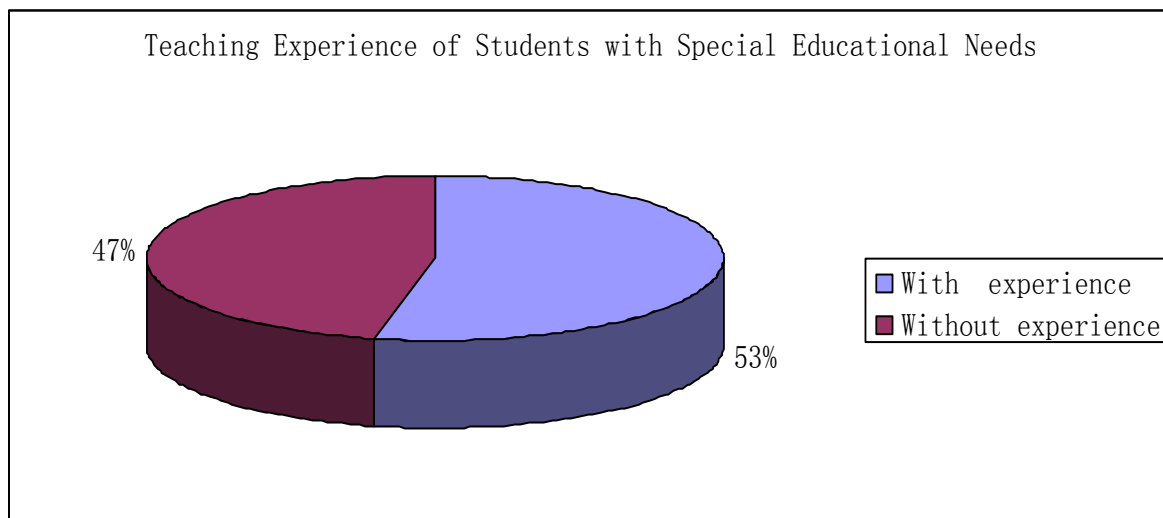


Figure 4.10 Teaching Experiences of Students with Special Educational Needs

According to the figure 4.9, only 53% of the teachers had the teaching experience with SEN.

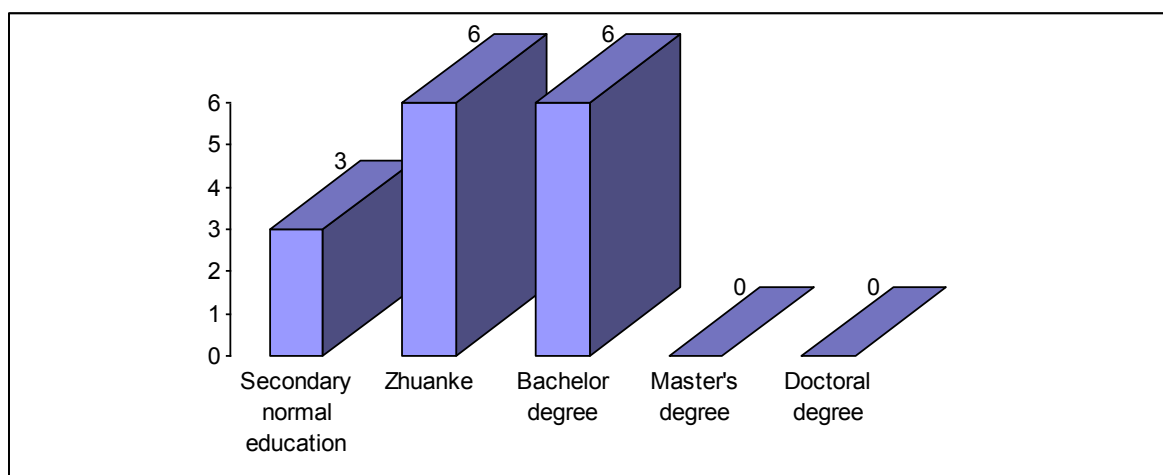


Figure 4.11 Educational attainments of participated teachers

This is the typical structure of educational attainment in Chinese primary schools. Most of teachers got the Zhuanke¹ and Bachelor degree. There are some regulations of Teachers Law of the People's Republic of China, in order to obtain qualifications for teachers, and corresponding records of formal schooling are required as follows:

(1) to obtain qualifications for a teacher in a

¹Zhuanke refers to higher education program with two or three years study. Zhuanke graduates may enter part-time bridging programs leading to a Bachelor's degree.

kindergarten, one shall be a graduate of an infant normal school or upwards;

(2) to obtain qualifications for a teacher in a primary school, one shall be a graduate of a secondary normal school or upwards;

(3) to obtain qualifications for a teacher in a junior middle school, or a teacher for general knowledge courses and specialized courses in a primary vocational school, one shall be a graduate of a specialized higher normal school, or other colleges or universities with two or three years' schooling or upwards;

4.3.2.2 Dimension of Culture: teachers' perspective

The overall mean of all respondents on the items related to culture of teacher questionnaires was 2.149, and the variance is 0.303. This mean indicates an situation of inclusion related to culture in teachers' perspective that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale.

In the teachers' perspective of culture, an item based summary is presented in Table 4.3. It shows that for 11 of the 13 items there is a higher response rate within the two agreement levels (Definitely Agree/ Slightly Agree) than the disagreement levels (Slightly Disagree/ Definitely Disagree). All of the participants agreed with item a10, a13, it means students are equally valued. And it indicates that the school strives to minimize all forms of discrimination.

However, participants largely disagreed with items that related to local communities involved in the school, staff, governors, students and parents share a philosophy of inclusion, and there was a partnership between staff and parents.

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
a1 Everyone is made to feel welcome.	2(13.3)	9(60)	4(26.7)	0	2.13
a2 Students help each other.	6(40)	7(46.7)	2(13.3)	0	1.73
a3 Staff collaborates with each other.	1(6.7)	10(66.7)	4(26.7)	0	2.20
a4 Staff and students treat one another with respect.	7(46.7)	5(33.3)	3(20)	0	1.73
a5 There is a partnership between staff and parents.	0	3(20)	10(66.7)	2(13.3)	2.93
a6 Staff and governors work well together.	0	8(53.3)	6(40)	1(6.7)	2.53
a7 All local communities are involved in the school.	0	3(20)	10(66.7)	2(13.3)	2.93
a8 There are high expectations for all students.	1(6.7)	8(53.3)	5(33.3)	1(6.7)	2.40
a9 Staff, governors, students and parents share a philosophy of inclusion.	0	5(33.3)	6(40)	4(26.7)	2.93
a10 Students are equally valued.	7(46.7)	8(53.3)	0	0	1.53
a11 Staff and students treat one another as human beings as well as occupants of a 'role'.	5(33.3)	9(60)	1(6.7)	0	1.73
a12 Staff seeks to remove barriers to learning and participation in all aspects of the school.	8(53.3)	5(33.3)	2(13.3)	0	1.60
a13 The school strives to minimize all forms of discrimination.	7(46.7)	8(53.3)	0	0	1.53

Table 4.3 Frequency, percentage and mean: Culture of teachers' perspective

Item a5, a7, and a9 show the less inclusive situation, 80% of the teachers thought that not all local communities were involved in the school, 80% of the teachers did not believe there was a partnership between staff and parents; 66.7 % of the teachers pointed out that staff, governors, students and parents did not share a philosophy of inclusion. Therefore, it indicates the less inclusive situation related to the values and attitudes of the teacher, school principle and local communities, and it shows less inclusive situation related to the school leadership and collaboration.

4.3.2.3 Dimension of Policy: teachers' perspective

The overall mean of all respondents on the items related to policy of teacher questionnaires was 2.049, and the variance is 0.235. This mean indicates an situation of inclusion related to policy in teachers' perspective that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale.

Table 4.4 shows the frequency and percentage of policy in teachers' perspective, and 12 of the 15 items there is a higher response rate within the two agreement levels (Definitely Agree/ Slightly Agree) than the disagreement levels (Slightly Disagree/ Definitely Disagree).

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
b1. Staff appointments and promotions are fair.	3(20)	8(53.3)	4(26.7)	0	2.17
b2. All new staffs are helped to settle into the school.	3(20)	11(73.3)	1(6.7)	0	1.87
b3. The school seeks to admit all students from its locality.	1(6.7)	7(46.7)	7(46.7)	0	2.40
b4. The school makes its buildings physically accessible to all people.	11(73.3)	4(26.7)	0	0	1.27
b5. All new students are helped to settle into the school.	2(13.3)	10(66.7)	3(20.0)	0	2.07
b6. The school arranges teaching groups so that all students are valued.	2(13.3)	10(66.7)	3(20.0)	0	2.07
b7. All forms of support are co-ordinated.	0	4(26.7)	8(53.3)	3(20.0)	2.93
b8. Staff development activities help staff to respond to student diversity.	0	4(26.7)	8(53.3)	3(20.0)	2.93

b9. <u>S</u> pecial educational needs' policies are inclusion policies.	9(60.0)	6(40.0)	0	0	1.40
b10. The Regulations on the Education of People with Disabilities in China is used to reduce the barriers to learning and participation of all students.	6(40.0)	9(60.0)	0	0	1.60
b11. Support for those learning English as an additional language is co-ordinated with learning support.	8(53.3)	5(33.3)	1(6.7)	1(6.7)	1.67
b12. Pastoral and behaviour support policies are linked to curriculum development and learning support policies.	3(20.0)	9(60.0)	3(20.0)	0	2.00
b13. Pressures for disciplinary exclusion are decreased.	4 (26.7)	6(40.0)	5(33.3)	0	2.07
b14. Barriers to attendance are reduced.	3(20)	10(66.7)	2(13.3)	0	1.93
b15. Bullying is minimized.	2 (13.3)	4 (26.7)	9(60.0)	0	2.47

Table 4.4 Frequency, percentage and mean: Policy of teachers' perspective

According to the table 4.4, all participants agree with b4, b9 and b10. It indicates that the school makes its buildings physically accessible to all people, Special educational needs' policies are inclusion policies. It also means in this school, the Regulations on the Education of People with Disabilities in China are used to reduce the barriers to learning and participation of all students. However, most of participants largely disagreed with item b7, b8 and b15. Not all forms of support were co-ordinated. And there were limited staff development activities to help staff to respond to student diversity. The mean and percentage of Item b15 also shows that bullying is not minimized in school R.

In summary, Item b7, b8, and b15 show the less inclusive situation, 73.3 % of the

teachers thought that not all forms of support were co-ordinated, 73.3 % of the teachers believed there were limited staff development activities to help staff to respond to student diversity; 60 % of the teachers pointed out that bullying is not minimized. Therefore, it indicates the less inclusive related the school leadership and collaboration, and teacher education

4.3.2.4 Dimension of Practice: teachers' perspective

The overall mean of all respondents on the items related to practice of teacher questionnaires was 2.475, and the variance is 0.115. This mean indicates an situation of inclusion related to policy in teachers' perspective that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale.

Table 4.9 shows that for 8 of the 16 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels, c1, c2, c4, c6, c7, c8, c13, c15. In comparison, most of them agree with other items, for example, students learn collaboratively, and they take part in activities outside the classroom.

Items	Definitely	Slightly	Slightly	Definitely	Mean
	Agree (%)	Agree (%)	Disagree (%)	Disagree (%)	
c1. Teaching is planned with the learning of all students in mind.	1(6.7)	3(20)	9(60)	2(13.3)	2.80
c2. Lessons encourage the participation of all students.	1(6.7)	4(26.7)	8(53.3)	2(13.3)	2.73
c3. Lessons develop an understanding of difference.	5(33.3)	8(53.3)	2(13.3)	0	1.80
c4. Students are actively involved in their own learning.	1(6.7)	6(40)	7(46.7)	1(6.7)	2.53
c5. Students learn collaboratively.	4(26.7)	5(33.3)	6(40)	0	2.13
c6. Assessment contributes to the achievements of all students.	0	5(33.3)	8(53.3)	2(13.3)	2.80
c7. Classroom discipline is based on mutual respect.	2(13.3)	2(13.3)	10(66.7)	1(6.7)	2.67
c8. Teachers plan, teach and review in partnership.	1(6.7)	6(40)	8(53.3)	0	2.47
c9. Teaching assistants support the learning and participation of all students.	3(20)	5(33.3)	7(46.7)	0	2.27
c10. Homework contributes to the learning of all.	2(13.3)	6(40)	6(40)	1(6.7)	2.40
c11. All students take part in activities outside the classroom.	2(13.3)	8(53.3)	5(33.3)	0	2.20
c12. Student difference is used as a resource for teaching and learning.	2(13.3)	6(40)	7(46.7)	0	2.33
c13. Staff expertise is fully utilized.	1(6.7)	4(26.7)	8(53.3)	2(13.3)	2.73
c14. Staffs develop resources to support learning and participation.	1(6.7)	10(66.7)	4(26.7)	0	2.20
c15. Community resources are known and drawn upon.	0	1(6.7)	10(66.7)	4(26.7)	3.20
c16. School resources are distributed fairly so that they support inclusion.	2(13.3)	6(40)	7(46.7)	0	2.33

Table 4.5 Frequency, percentage and mean: Practice of teachers' perspective

Table 4.5 also presents the mean about the responses of the teachers. As discussed in this chapter, a response of mean below 2.5 indicates more inclusive situation on the part of the participant whereas a score above 2.5 is considered to be less inclusive

situation. Based on Table 4.6 which assesses practice in teachers' perspective, the response shows less inclusive situation through indicate item c1, c2, c4, c6, c7, c13, c15.

In terms of c8, 53.3 % of participants disagreed with the item. However, the mean of the item is 2.47 between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale.

In summary, item c1, c2, c4, c6, c7, c13 and c15 shows the less inclusive situation, 73.3 % of the teachers disagree with that teaching is planned with the learning of all students in mind; 66.6% of the teachers did not believe lessons encourage the participation of all students; 53.4% of the teachers disagree with that students are actively involved in their own learning, and 66.6% of the teachers did not believe assessment contributes to the achievements of all students. Based on what has been mentioned above, it reflects the barriers to classroom management.

Moreover, 73.4 % of the teachers disagree with that classroom discipline is based on mutual respect. So it reflects less inclusive in classroom management.

Finally, 66.6 % of the teachers did not believe staff expertise was fully utilized, and 93.4% of the teachers disagree with that community resources are known and drawn upon. Therefore, it reflects less inclusive in school leadership and collaboration.

4.3.2.5 Comparing Means of teacher questionnaires in School R

According to the responses of teacher questionnaires, all of the teachers said there were no family member with special needs, and no in-service training. Then, an analysis of variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education among different age groups, different educational attainment, different years of teaching experience, and different subjects of teachers. And an analysis of independent-samples t-test was conducted to examine whether there was a significant difference in commitment towards inclusive education between different genders, different training experience, and teaching experience with and without special educational needs. It found that

most of variables were not significant statistically, only teaching subjects were significant ($P=0.027<0.05$), and age groups in practice level was significant ($P=0.007<0.05$). More details were listed as follows.

Age Groups	21-30	31-40	41-50	51+	<i>F</i>	<i>p</i>
General	2.24	2.04	2.50	2.28	1.605	0.244
Culture	2.17	2.15	1.92	2.15	0.124	0.944
Policy	2.02	2.02	2.46	2.00	0.618	0.618
Practice	2.50	1.97	3.00	2.65	6.825	0.007

Table 4.7 Analysis of Variance of inclusion by different age groups in school R

Educational attainment	Secondary	Zhuanke	Bachelor	<i>F</i>	<i>p</i>
General	2.36	2.23	2.17	0.823	0.462
Culture	2.25	2.00	2.24	0.886	0.438
Policy	2.06	2.16	1.92	0.958	0.411
Practice	2.72	2.47	2.34	1.210	0.332

Table 4.8 Analysis of Variance of inclusion by different educational level in school R

Teaching experience	0-5 Years	6-10 Years	16-20 Years	+21 Years	<i>F</i>	<i>p</i>
General	2.27	2.28	2.04	2.28	1.002	0.428
Culture	2.10	2.20	2.15	2.15	0.039	0.989
Policy	2.06	2.11	2.02	2.00	0.071	0.974
Practice	2.60	2.52	1.97	2.65	4.271	0.031

Table 4.9 Analysis of Variance of inclusion by different years of teaching experiences in school R

<i>Teaching subjects</i>	<i>F</i>	<i>p</i>
General	4.535	0.027
Culture	0.437	0.836
Policy	2.525	0.113
Practice	2.317	0.135

Table 4.10 Analysis of Variance of inclusion by different teaching subjects in school R

Gender	Female	Male	<i>t</i>	<i>p</i>
General	2.27	2.18	0.880	0.395
Culture	2.14	2.15	-0.051	0.960
Policy	2.08	2.00	0.453	0.658
Practice	2.57	2.36	1.119	0.283

Table 4.11 Independent t-test on the difference in inclusion between males and females in School R

Teaching Experience	With SEN	Without SEN	<i>t</i>	<i>p</i>
General	2.27	2.18	0.822	0.426
Culture	2.18	2.10	0.389	0.704
Policy	2.07	2.01	0.342	0.738
Practice	2.53	2.40	0.733	0.476

Table 4.12 Independent t-test on the difference in teaching experience with and without SEN

Based on what has been mentioned above, some variables are significant statistically, including teaching subjects ($P=0.027<0.05$), and age groups in practice level ($P=0.007<0.05$). Furthermore, the mean of practice level on age groups of 31-40 and the morality and society teacher indicate more inclusive situation. However, it is necessary to consider the small sample, and there are only 15 teachers to respond the questionnaires, so it can just represent this primary school.

4.3.3 Results from the Parent Questionnaires

The parent questionnaires also include three parts: culture, policy and practice. The first section of the questionnaire is the personal information of students. It includes the grade of student. There are 24 items of this questionnaire, and it records responses to items using a four-point Likert scale from 1 (definitely agree); 2 (slightly agree); 3 (slightly disagree); and 4 (definitely disagree). Mean responses were calculated from 1 (definitely agree) to 4 (definitely disagree) with a higher response indicating less agreement with an item.

In the rural primary school, there are 249 students, which are from Grade 1 to Grade 6. And there is one class per grade. In this case, this study passed the 249 questionnaires for all of the parents, and 194 were valid questionnaires.

Grade	Number of Questionnaires Distributed	Number of Questionnaires returned	Valid questionnaires	Invalid questionnaires
1	42	38	30	8
2	42	38	21	17
3	33	27	23	4
4	41	38	37	1
5	48	43	42	1
6	43	42	41	1

Table 4.13 Parent Questionnaires responses

Of the 226 returned questionnaires 32 were deemed invalid and were not included in the SPSS analysis (N=194). Of the 32 invalid questionnaires, 18 were removed from the study due to the exclusion criteria: blank, not finished, same options in all. The rest were used to analyze the open-ended questions.

The overall mean of all respondents on all the items of the questionnaires was 2.372, and the variance 0.203. This mean indicates an situation of inclusion that falls between response numbers 2 and 3 that is between “slightly agree” or “slightly disagree”, but leans heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale. A response mean that lent towards 3 would be closer to “slightly disagree”. Lower scores indicate more favorable views towards inclusive

education.

According to the open-ended questions of parent questionnaires, the results could be summarized as follows.

What three changes would you like to see at the school?		No. of responses
Teacher Education	Improve teaching strategies and help every student when someone needs help.	85
Physical environment	condition of toilets	72
	condition of library room	37
	teachers' accommodation	26
	repairing basketball stands	52
	rugged and muddy roads around the school	51
School leadership and collaboration	waste Management	27
	nutritious meals ¹ should be diversified	45
	stop the bullying at school	64
Attitudes and values	Students call others by unkind names.	49
Classroom management	respect students without corporal punishment	46

Table 4.14 Summary of Open-ended Questions of Parent Questionnaires in School R

4.3.3.1 Dimension of Culture: parents' perspective

The table shows that for 8 of the 9 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels.

These are item a1, a3, a4, a5, a6, a7, a8 and a9. The summary of frequency,

¹Compulsory education student nutrition improvement plan: To implement the "Long-term Education Reform and Development Plan (2010-2020)" and to better the health of rural students of the poverty-stricken areas, particularly students with financial difficulties, the central government decided to start the student nutrition education program of rural compulsory education schools from the fall 2011 semester in China.

percentage and mean is presented as follows.

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
a1 Everyone is made to feel welcome at this school.	7 (3.6)	84 (43.3)	90 (46.4)	13 (6.7)	2.56
a2 Students help each other.	45 (23.2)	110 (56.7)	33 (17.0)	6 (3.1)	2.00
a3 Staff work well with each other.	17 (8.8)	55 (28.4)	111 (57.2)	11 (5.7)	2.60
a4 Staff and students treat one another with respect.	13 (6.7)	63 (32.5)	112 (57.7)	6 (3.1)	2.57
a5 Parents feel involved in the school.	21 (10.8)	51 (26.3)	98 (50.5)	24 (12.4)	2.64
a6 Staff and governors work well together.	0	11 (5.7)	164(84.5)	19(9.8)	3.04
a7 Teachers do not favour one group of children and young people over another.	11 (5.7)	47 (24.2)	131 (67.5)	5 (2.6)	2.67
a8 Teachers try to help all students to do their best.	3 (1.5)	46 (23.7)	128 (66.0)	17 (8.8)	2.82
a9 Teachers think all students are equally important.	13 (6.7)	70 (36.1)	109 (56.2)	2 (1.0)	2.52

Table 4.15 Frequency, percentage and mean: culture of parents' perspective

The mean of the items related to culture in parents' perspective is 2.603, and the variance 0.077. The mean is between "slightly agree" and "slightly disagree", but leans heavily towards 3, which pertains to the response "slightly disagree" on the questionnaire scale. More details of mean scores of the items are presented in Table 4.14. It supported results of frequency and percentage. The mean of item a1, a3, a4, a5, a6, a7, a8 and a9 indicate slightly disagree. However, the result of item a2 shows that students help each other. The mean of this item is 2.00, which means "slightly agree".

Most of the parents disagree with the item a1, a3, a4, a5, a6, a7, a8 and a9. It

indicates that most of them did not believe that everyone was made to feel welcome at this school. Moreover, it shows that they did not think staff works well with each other, and staff and governors work well together. And the parents did not feel involved in the school. It indicates that there is less collaboration at schools among teachers, parents, school principal and other staff. The frequency of Item a4 also deduced that it is lack of respect between staff and students. And the results also indicates that teachers favour one group of children and young people over another and teachers did not try to help all students to do their best. In contrast, there is a higher response rate within the two agreement levels with item a2, and 155 of 194 participants pointed out that students helped each other.

In summary, item a1, a4, and a9 show the less inclusive situation related to attitudes and values, and a3, a5 and a6 show the barriers to inclusion in school leadership and collaboration. Moreover, a7 and a8 show the less inclusive situation in classroom management. Additionally, the necessity to improve the teacher education, physical environment, school leadership and collaboration, and attitudes and values were also emphasized in the responses of open-ended questions.

4.3.3.2 Dimension of Policy: parents' perspective

In terms of policy, parents showed the different view with teachers in this study. There are six items to understand the dimension of policy in parents' perspective.

Items	Definitely	Slightly	Slightly	Definitely	Mean
	Agree (%)	Agree (%)	Disagree (%)	Disagree (%)	
b1 The school makes it easy for children and young people with impairments to come to this school.	2(1.0)	75(38.7)	91(46.9)	26(13.4)	2.73
b2 When you first join this school you are helped to feel settled.	22(11.3)	65(33.5)	101(52.1)	6(3.1)	2.47
b3 Teachers like teaching all their classes.	18(9.3)	94(48.5)	66(34.0)	16(8.2)	2.41
b4 The teachers try to sort out difficulties over behaviour without wanting children to leave the school.	0	90(46.4)	93(47.9)	11(5.7)	2.59
b5 The teachers work hard to make the school a good place to come to.	12(6.2)	96(49.5)	75(38.7)	11(5.7)	2.44
b6 Everything possible is done to stop bullying.	6(3.1)	44(22.7)	105(54.1)	39(20.1)	2.91

Table 4.16 Frequency, percentage and mean: policy of parents' perspective

Generally, the mean of the items related to policy in parents' perspective is 2.592, and the variance is 0.038. The mean is between "slightly agree" and "slightly disagree", but leans heavily towards 3, which pertains to the response "slightly disagree" on the questionnaire scale.

Table 4.15 shows that for 3 of the 6 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels. These are item b1, b4 and b6. The participants disagree with the item b1 (117 of 194), b4 (104 of 194), item b6 (144 of 194). It means they did not think the school made it easy for children and young people with impairments to come to this school, and the teachers tried to sort out difficulties over behaviour without wanting children to leave the school. They also disagreed with that everything possible was done to stop bullying.

In contrast, there is a higher response rate within the three agreement levels with item

b2, b3, b5. The mean are 2.47, 2.41 and 2.44, respectively which is between “slightly agree” and “slightly disagree”, but the items lean heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale. It shows that when they first join this school they were helped to feel settled. And teachers liked teaching all their classes, and they worked hard to make the school a good place to come to.

In summary, item b1, b4 and b6 show the less inclusive situation related to physical environment, classroom management and school leadership and collaboration, respectively.

4.3.3.3 Dimension of Practice: parents' perspective

In terms of practice, parents showed the different view with teachers in this study. There are nine items to understand the dimension of policy in parents' perspective.

Generally, the mean of the items related to practice in parents' perspective is 1.994 and the variance is 0.225. The mean of the items lean heavily towards 2 that pertains to the response “slightly agree” on the questionnaire scale.

Items	Definitely	Slightly	Slightly	Definitely	Mean
	Agree (%)	Agree (%)	Disagree (%)	Disagree (%)	
c1. Teachers try to make the lessons easy to understand for everyone.	137 (70.6)	49 (25.3)	5 (2.6)	3 (1.5)	2.47
c2. Students are taught to appreciate people who have different backgrounds to their own.	73(37.6)	70(36.1)	28(14.4)	23(11.9)	2.51
c3. Students generally know what will be taught next in lessons.	104(53.6)	42(21.6)	27(13.9)	21(10.8)	1.83
c4. In lessons teachers expect students to help each other.	147(75.8)	29(14.9)	13(6.7)	5(2.6)	1.39
c5. In most lessons students and teachers behave well towards each other.	112(57.7)	61(31.4)	18(9.3)	3(1.5)	2.06
c6. Teachers help everyone who has difficulties with lessons.	49(25.3)	68(35.1)	72(37.1)	5(2.6)	2.48
c7. Teaching assistants work with anyone who needs help.	134(69.1)	39(20.1)	17(8.8)	4(2.1)	1.44
c8. Homework helps with learning and is properly explained.	122(62.9)	58(29.9)	12(6.2)	2(1.0)	1.46
c9 .Activities are arranged outside of lessons which interest everyone.	50(25.8)	78(40.2)	38(19.6)	28(14.4)	2.30

Table 4.17 Frequency and percentage: practice of parents' perspective

According to table 4.16, it shows that there is a higher response rate within the two agreement levels (definitely agree/slightly agree) than the disagreement levels. Even though the mean of the 9 items related to practice in parents' perspective is 1.994 that pertains to the response –slightly agree” on the questionnaire scale, the mean of the item c2 shows the disagreement level.

Additionally, the item c1, c5, c6 and c9 show the slight agreement. It indicates slight agreement that:

In most lessons, students and teachers behave well towards each other.

Teachers help everyone who has difficulties with lessons.

Activities are arranged outside of lessons that interest everyone.

In summary, according to the mean of item c2, it shows the less inclusive situation related to classroom management.

4.3.3.4 Comparing means of parent questionnaires in school R

According to the responses of parent questionnaires, an Analysis of Variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education in different grades. More details were listed as follows.

Grade	Grade 1 (n=30)	Grade 2 (n=20)	Grade 3 (n=23)	Grade 4 (n=28)	Grade 5 (n=42)	Grade 6 (n=41)	<i>F</i>	<i>p</i>
General	2.43	2.30	2.29	2.34	2.37	2.41	1.104	0.360
Culture	2.66	2.56	2.58	2.60	2.56	2.62	0.390	0.855
Policy	2.68	2.59	2.49	2.54	2.59	2.61	0.680	0.639
Practice	2.04	1.86	1.87	1.95	2.04	2.07	1.395	0.228

Table 4.18 Analysis of Variance of inclusion by parents of different grades

It found that there was no significant statistically among different grades of parents ($P=0.360>0.05$). However, it is necessary to consider the small sample, so it can just represent the situation of this primary school.

4.3.4 Results from the Student Questionnaires

In primary schools, the ages of students are from six to thirteen approximately. Considering the age of the students, all of the students from Grade 4 to Grade 6 were selected to participate in the investigation.

Grades	Number of Questionnaires Distributed	Number of Questionnaires returned	Valid questionnaires	Invalid questionnaires
Grade 4	41	40	39	1
Grade 5	48	47	47	0
Grade 6	43	42	42	0

Table 4.19 Student Questionnaires responses

The Questionnaire for students could be divided into two parts. Part 1 is the personal information, including gender and grade. Part 2 is the items. There are 20 items for Questionnaires of students from Grade 4 to Grade 6. And 4 response options (answer choices) for each item, including YES, yes, no, NO. Instead of using definitely agree, slightly agree, slightly disagree and definitely disagree, the scale of YES, yes, no, and NO were used. The reason is that it is easier to understand the scale for primary pupils.

Of the one hundred and twenty-nine collected questionnaires, only 1 was eliminated because of too many missing answers. Response rates were very high. Of the one hundred and twenty-nine returned questionnaires were deemed invalid and 1 was not included in the SPSS analysis (N = 128).

Altogether, one hundred and twenty-eight valid questionnaires were adopted for data analysis. Responses to items were later coded numerically when entered into SPSS. According to the items of the Questionnaire (in Chinese version), two of them are negative items: item 10 and item 11. Negatively worded items were subsequently reverse-coded using SPSS recode.

The two open-ended questions were specifically designed to determine the students' perceptions of the rural primary school with regard to the assets on the one hand, and possible barriers to learning and participation of all students on the other. The responses were thus coded accordingly. Based on the students' questionnaires, the theme of open-ended questions could be listed as follows Table 4.19.

Affordances	Number	Constraints	Number
Things I like best about my school	of students	Things I don't really like about my school	of students
•Drinking milk, eating eggs everyday ¹	13	•Drinking milk, eating eggs everyday※	12
•natural environment(flower, grass, Osmanthus trees, Ficusvirens)	27	•School grounds and buildings are not well maintained	16
•story books in the library, new desks, sports equipment(table tennis, basketball, badminton), computer classroom, the pattern of the curtains in the classroom	43	•Broadcast Gymnastics	11
		• toilets are dirty	10
		•Cleaning the toilets &classroom	16
		• No school bus	17
		• crowded Corridor	5
		• things are stolen	6
• My work and photos are put on the walls for other people to see			
•Subjets: Maths, Music, Art, Chinese, English, PE	26	•corporal punishment by teachers	4
•experiment of Science curriculum	7	•The teacher always use the dictation to learn new word in the class.	3
			5
•interaction with teachers in the classroom	9	•too much homework	3
		• examination	
•Help teachers and classmates when they need help	32	•Snacking or chatting when having the class	8
•Play games with others	37	•Students are bullied in the playground	53
•Work with my classmates	22	•Plagiarism job	9
		• Someone littering	16
		•Someone shouted in the classroom	14
		• Someone laugh at others	24
		•Someone call others by unkind names.	31

Table 4.20 Summary of Open-ended Questions of Student Questionnaires in School R

Besides the open-ended questions, the summary of closed-questions of questionnaire 3 is presented in Table 4.20 as follows.

¹Compulsory education student nutrition improvement plan: To implement the "Long-term Education Reform and Development Plan (2010-2020)" and to better the health of rural students of the poverty-stricken areas, particularly students with financial difficulties, the central government decided to start the student nutrition education program of rural compulsory education schools from the fall 2011 semester in China.

Items	Definitely	Slightly	Slightly	Definitely	Mean
	Agree (%)	Agree (%)	Disagree (%)	Disagree (%)	
1. Sometimes I do class work in pairs with a friend.	70 (54.7)	47 (36.7)	5 (3.9)	6 (4.7)	1.59
2. Sometimes my class is divided into groups for work.	104 (81.3)	23 (18.0)	0	1 (0.8)	1.20
3. I help my friends with their work when they get stuck.	71 (55.5)	54 (42.2)	2 (1.6)	1 (0.8)	1.48
4. My friends help me with my work when I get stuck.	72 (56.3)	32 (25.0)	16 (12.5)	8 (6.3)	1.69
5. My work is put on the walls for other people to see.	12 (9.4)	24 (18.8)	38 (29.7)	54 (42.2)	3.05
6. My teacher likes to listen to my ideas.	1 (0.8)	26 (20.3)	80 (62.5)	21 (16.4)	2.95
7. My teacher likes to help me with my work.	72 (56.3)	47 (36.7)	4 (3.1)	5 (3.9)	1.55
8. I like to help my teacher when she or he has jobs that need doing.	57 (44.5)	63 (49.2)	6 (4.7)	2 (1.6)	1.63
9. I think our classroom rules are fair.	45 (35.2)	64 (50.0)	17 (13.3)	2 (1.6)	1.81
10. Some of the children in my class do not call others by unkind names.	0	18 (14.1)	72 (56.3)	38 (29.7)	3.16
11. I am not bullied in the playground.	2 (1.6)	12(9.4)	90 (70.3)	24(18.8)	3.06
12. When I feel unhappy at school there is always an adult to look after me.	0	22 (17.2)	91 (71.1)	15 (11.7)	2.95
13. When children in my class quarrel, the teacher sorts it out fairly.	76 (59.4)	45(35.2)	3 (2.3)	4 (3.1)	1.49
14. I think setting targets for the term helps my work to improve.	77 (60.2)	43(33.6)	6 (4.7)	2 (1.6)	1.48
15. Sometimes my teacher lets me choose what work to do.	13 (10.2)	51(39.8)	23 (18.0)	41 (32.0)	2.72
16. I feel pleased with myself when I have done a good piece of work.	63 (49.2)	57(44.5)	6 (4.7)	2 (1.6)	1.59

17. When I have homework I usually understand what I am supposed to do.	40 (31.3)	71 (55.5)	13 (10.2)	4 (3.1)	1.85
18. My teacher likes me to tell her or him about what I do at home.	1 (0.8)	21(16.4)	80 (62.5)	26 (20.3)	3.02
19. My family thinks this is a good school.	1 (0.8)	39 (30.5)	85 (66.4)	3 (2.3)	2.70
20. If I am away from school my class teacher asks me where I have been.	80 (62.5)	45 (35.2)	1 (0.8)	2 (1.6)	1.41

Table 4.21 Frequency and percentage: Student questionnaires

The overall mean of all respondents on all the statements of the students' questionnaires were 2.118, and the variance was 0.513. This mean indicates an situation of inclusion that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale. A response mean that lent towards 3 would be closer to "slightly disagree". Lower scores indicate more favorable views towards inclusive education. However, no agreement or disagreement level is fully attested to (100%) by participants.

According to Table 4.18, the mean of item 5, 6, 10, 11, 12, 15, 18 and 19 are more than 2.7. Significantly, the mean of Item 5, 10, 11 and 18 is more than 3, and it is between "slightly disagree" or "definitely disagree", but leans heavily towards 3, which pertains to the response "slightly disagree". It shows the less inclusive situation and indicates that they disagree with listed views:

My work is put on the walls for other people to see.

My teacher likes to listen to my ideas.

Some of the children in my class do not call others by unkind names.

I am not bullied in the playground.

When I feel unhappy at school there is always an adult to look after me.

Sometimes my teacher lets me choose what work to do.

My teacher likes me to tell her or him about what I do at home.

My family thinks this is a good school.

More importantly, 64 of 128 students disagreed with item 15 (Sometimes my teacher lets me choose what work to do) and the other 50% agreed with the item. In this case, the mean score of item 15 is very significant. The mean of the item is 2.72 which are between “slightly agree” and “slightly disagree”, but leans heavily towards 3, which pertains to the response “slightly disagree” on the questionnaire scale.

Interestingly, most of participants agreed item 7:

My teacher likes to help me with my work.

However, according to the frequency and percentage of item 6, most of the participants disagreed that:

My teacher likes to listen to my ideas.

It seems contradictory, but it is significant. On one hand, the teacher likes to help students with their work. On the other hand, the teachers do not like to listen to students' ideas. It reflects the teacher-centered paradigms in the classroom.

In summary, according to the mean of item 5, 6, 10, 11, 12, 15, 18 and 19, it shows the less inclusive situation related to attitudes and values, classroom management, and school leadership and collaboration. Additionally, the necessity to improve the physical environment, school leadership and collaboration, and classroom management were also emphasized in the responses of open-ended questions.

In order to understand the responses of student questionnaires, an analysis of variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education among different grades. And an analysis of independent-samples t-test was conducted to examine whether there was a significant difference in commitment towards inclusive education between different

genders.

Grade	Grade 4 (n=39)	Grade 5 (n=47)	Grade 6 (n=42)	<i>F</i>	<i>p</i>
General	2.02	2.15	2.16	2.968	0.055

Table 4.22 Analysis of Variance of inclusion by students of different grades

Gender	Female (n=59)	Male (n=69)	<i>t</i>	<i>p</i>
General	2.06	2.16	-2.161	0.033

Table 4.23 T-test of inclusion by students of different genders

It found that there was no significant among different grades ($P=0.055>0.05$), but it was significant between different genders ($p=0.033<0.05$), furthermore, the female students were more inclusive. However, it is necessary to consider the small sample, so it can just represent the situation of this primary school.

4.4 Findings from Interviews

This part aims to understand the current state of inclusive education through the interviews in the perspective of parents, teachers and school principal. In the process of the data collection, note taking, tape recording and transcription were used in the information gathering process for this study. Notes recorded after each interview initiated the analysis procedure that had the purpose of identifying emerging themes. Listening to the tape recording and reading of the verbatim transcriptions continued the process of analysis. Lists of themes and sub themes were generated from the transcripts and detailed comparisons were made in relation to the other participants' response. The taped interviews were transcribed verbatim into written transcripts. MAXQDA was used to do the qualitative data analysis. With complete transcripts of 13 interviews in rural school, including 6 teachers, 6 parents and 1 school principal.

It was particularly useful in coding the data so that, for any question asked in the interviews, a transcript was produced for each participant's response. This made it

easier to get answers for each question from among the participants and the different groups they belonged to.

4.4.1 Results from the Teacher Interviews

Individual interviews were conducted with the teachers in rural primary school. And one teacher from each grade, so six teachers who taught grade 1 to grade 6 were participated in it.

4.4.1.1 Personal and professional information

Demographic Factors	Respondent Subgroups	Total	Percentage
N=6			
Gender	Males	3	17
	Females	3	83
Age	20-30	4	80
	31-40	2	20
Qualifications	Zhuanke ¹	2	20
	Undergraduates	4	80
Teaching experience	0-5	4	80
	16-20	1	20
Previous teaching experience of students with SEN	Yes	5	83
	No	1	17
Family member with Special Needs	Yes	0	0
	No	6	100
Close friend with a Special Needs	Yes	1	17
	No	5	83
Pre-service training about inclusion	Yes	6	100
	No	0	0
In-service training about inclusion	Yes	0	0
	No	6	100

Table 4.24 Demographics of Interview Participants in school R

The 6 participants work as teachers during 0.5-16 years, most of them have been working in this school since graduating from university. And 4 of them got the Bachelor's degree, and the other got the Zhuanke. According to Teachers Law of the Peoples Republic of China, the State shall institute a system of qualifications for

¹Zhuanke refers to higher education program with two or three years study. Zhuanke graduates may enter part-time bridging programs leading to a Bachelor's degree.

teachers, and only the person who possesses the qualification of teacher, can be engaged in teaching in different schools and educational institutions. More specifically, to obtain qualifications for a teacher in a primary school, one shall be a graduate of a secondary normal school or upwards. So, all of the participants fulfill the qualification.

Concerning the types of students with SEN of their previous teaching experience, intellectual disability, learning difficulty, and physical impairment were responding.

4.4.1.2 Teacher Interview Results: Attitudes and Values

In terms of values and attitudes, some of the participants believe that there is a philosophy regarding to diversity and inclusion of students, however, there is some discrimination in the class.

A teacher in the primary school said:

Everyone is different, just as a Chinese proverb says: On different occasions, a chi may appear short while a cun may appear long, which means everyone has his/her strong and weak points, and everybody has his/her shortcomings and merits (RT02: 3-5).

And the other also shared a similar philosophy, he said:

Everyone is equal, schools and teachers have the obligation to provide the quality education, and meet the diversity of children's special educational needs. Nowadays the discrimination among students was reduced because of the function of education. 2500 years ago, Confucius said "因材施教." I learned this philosophy when I was in the university and got the pre-service training. I quite agree with it. When I was in primary school, one of my classmates with intellectual disabilities, he is discriminated and bullying by some students, someone even took away his living expenses from it (RT01: 4-13).

With respect to school reception, all teachers pointed out that it is important to make everyone feel welcome, and they try to do it. At the beginning of the semester, the entrance education and ceremony of the new school year were conducted for all

students; the teachers believed that successful performance of it would positively guide and encourage students to develop in a healthy way.

Usually, the entrance education lasts two study hours, all students learn the Code of Primary Student Conduct to involve in school environment. (RT05: 10-12)

Generally, their thoughts of the interviewees are based on Chinese traditional philosophy. Considering the expectations for the students, teachers hoped all students have a brighter future, but they also believed that it is difficult in reality. For example, four of six teachers hoped all students could get impressive educational attainments, and the other two said students with blind would be limited to be massage therapist in the future.

However, it is difficult for students with SEN to learn and participate in regular schools, because there are many barriers in the school and society. Concerning the parents of students with and without SEN, the teacher found that all parents hope their children to receive education, compulsory education, even higher education. In addition, there are some differences between them.

Generally, there are low expectations in academic attainments for students with SEN in the perspective of the families. The parents of students with SEN are much more worried about their kids in the fields of school education nowadays and employment in the future. And they do not contact the teacher frequently; maybe inferiority (RT04:18-22).

Similarly, the teachers indicated that parents of children with intellectual disabilities had low expectations.

On the other hand, there is no difference between the parents of students with SEN (such as the parents of students with hearing impairments, visual impairments and language barriers) and without SEN (RT06:23-27).

When it comes to collaborative attitude, a teacher said:

We have meeting every week, all teachers and school principal attend it. We could discuss about the problems timely in the meeting (RT02:13-15).

In addition, there was also a collaborative attitude among students, and most of the students could help each other.

In my class, I set all students with different groups, and the students with high academic achievement helps the students who is the member of the same group, with learning difficulties frequently. It not only builds the peer relationships, but also promotes their learning (RT02:16-20).

4.4.1.3 Teacher Interview Results: Class management and class size

Concerning her teaching practice, different objectives were set for the students in class.

If the students achieve their own objectives, the students are successful. This is based on yincaishijiao in Chinese traditional philosophy. So I also set different objectives for them (RT03:4-5).

Teacher also indicated that:

I set my class with different exercises for homework in order to meet the diversity. (RT06:5).

I set different objectives for the students in class. If the students achieve their own objectives, they will be successful. Thus, if there is a student with SEN, she will continue to use this strategy, and then conduct Individualized Education Program positively. (RT05:30-33)

The teachers encourage the students to learn collaboratively, and it is the key content of new curriculum standards¹ in the process of curriculum reform.

¹ The new curriculum is designed to reduce teacher-centered instruction in favor of student-centered learning characterized by active learners creatively solving problems, challenging existing knowledge, and participating in lively discussion.

Usually I use cooperative learning in the class, I set students with different groups, and then the students with high academic achievement helps the students who is the member of the same group, with learning difficulties (RT04:23-26).

Additionally, class evaluation is a regular activity in our school, and we can discuss the teaching strategies or lesson plans, it is an effective way to our teaching, because of the rational evaluation standards (RT03:13-15).

In terms of meeting diversity for the students, a teacher (T02) said she integrated class teaching, group teaching and individual teaching with various kinds of forms in order to meet the special needs. However, a teacher pointed out the barrier and the cause:

The biggest barrier is exam-oriented teaching strategies, and fundamental cause is the examination oriented education system (RT04:27).

Class size is believed to be another essential problem.

Based on the syllabus, I use the same educational plan for all students in the class because the class size is too large, even though individualizing children's learning is valuable. According to Individualized Education Program in our school, I give tutorial after class for students with learning difficulties (RT05:26-29).

4.4.1.4 Teacher Interview Results: School leadership and collaboration

The teachers believed that the involvement and participation of teachers is important to inclusion. But the school seldom contacts and invites the local community to involve in the school. The community is lack of interest of school activities. One of the teachers thought that the reason could be the management, especially the administrative affiliation.

A few years ago, the government of township is the authority of the primary school. In this case, the local community participated in

school activities with high motivation, because the government of township made efforts. However, some time later, the authority of the primary school changed into the board of education, and then the board of education affiliated many schools with many affairs. Accordingly, the board of education did not have enough time to build the relationship between local communities and the schools (RT06:28-35).

Due to administrative affiliation, the school is not easy to request the government of township and other communities to participate in the school activities.

In the process of interview, the teachers listed some policies, such as Learning in Regular Classroom (LRC), Compulsory Education Law of the People's Republic of China, Law on the Protection of Person with Disabilities, Regulations of Education of People with Disabilities. As a primary school, it also has the obligation to implement these policies, and all students are part of school.

Additionally, the school set the workshop of moral education to give support for left-behind children¹. This workshop pays close attention to their emotional problems, because the parents work away from their children. This support belongs to psychological intervention. In addition, there is an Individualized Education Program (IEP) in the school, which is just for students with learning difficulties. Furthermore, the head teacher gives them tutorial after class every day.

However, how does school form a class and what class do the students with SEN attend?

Nowadays there are some students with learning difficulties in our school. Generally, one class could accept 1 or 2 students with SEN, which is the basic rule. Then our school can only accept the students with mild disorders, because there is no support service for students with moderate or severe disabilities. If

¹Following the increasing number of migrant workers, their children have been a new special social group in China. They are labeled as „left-behind children“ which means that they are left by their parents who have to become migrant workers and work in urban areas far away from their homes to earn living and have to stay in the rural areas.

someone with moderate or severe disability wants to attend our school, we will advise him/her to go to special school or special class in other regular school. I think there is urban-rural gap in education. In developed areas, such as Beijing and Shanghai, it is possible to accept the students with moderate or severe disabilities owing to their resources classroom (RT04:28-36).

In general, the teachers believe that inclusion go together with school leadership and collaboration. The school principle could make rules to provide resources to facilitate teaching and learning in the fields of policy and practice. For example, public place provides the accesses for wheelchairs and hearing aids for students with hearing disorders.

Nowadays, our school is implementing the Individualized Education Program (IEP) for students with learning difficulties (RT01:22-23).

Others argue that the school was lack of leadership.

The Individualized Education Program (IEP) is just for students with learning difficulties. There are no accesses for wheelchairs, no audiphones for students with hearing disorders, and no support service for Autism Spectrum Disorders (RT02:21-23).

The school usually does not collaborate with the community. Considering using the resources related to SEN, there are only a few resources for the students in order to meet diversity of SEN.

In the school, there is an Individualized Education Program (IEP) for the students with learning difficulties. More specifically, the head teacher gives tutorial after class every day. But there is no resource for students with other SEN except learning difficulties (RT01:18-21).

In terms of encouragement of attending the regular class, there is no special class in the regular primary school.

Unfortunately, there is no specific resource in undeveloped area, including our

school. All students attend regular class in the school, and there is no special class. Largely, our school accepts all students except the student who cannot care for himself/herself (RT03:21-24).

Based what has been mentioned above, the school accepts all students in policy, but it accepts students except the student who cannot care for himself/herself in practice. In other words, it just only accepts the students with mild disorders rather than the students with moderate or severe disabilities.

4.4.1.5 Teacher Interview Results: Teacher Education

Even though all of the teachers said that they did not get in-service training, some of them got pre-service training. The training helped them meet diversity, after that they believed that multi level teaching strategies, peer-assisted Learning, individualized education program and multiple evaluation of learning are helpful for students with special educational needs, and they said they would try their best to meet the diversity of special educational needs. Therefore, it is necessary to provide teacher education for them. Both pre-service and in-service teacher training are essential in the process of inclusive education. The teachers do feel that they need more training about special educational needs.

At the beginning of the every semester, the school places the students with SEN to the class, and then holds a meeting to introduce the students with SEN for teachers, and then the teachers know the students with SEN. However, the teachers do not know how to meet the SEN of students (RT06: 36-39).

Moreover, the problem is the school and the teachers can only focused on the students with learning difficulties. They cannot meet the other types of special educational needs because of limited training to inclusion

Usually I just pay attention to the students with learning difficulty, because It is hard to meet the diversity of other types of SEN, I do not got training of SEN or inclusion (RT06:6-7).

All teachers said that there is no formal training about special educational needs for in-service teachers.

I have learned the curriculum named Special Education when I was a undergraduate student. That is pre-service teacher training. In the curriculum, it introduced the special education, integration and inclusion. And the LRC took as a basic rule about students with SEN (RT02:23-26).

In contrast, a teacher did not learn this curriculum, and he pointed out:

When I was a college student, there is no curriculum named Special Education. In addition, there is no in-service teacher training when I work here (RT03:25-26).

With regard to most frequent problem of inclusion in regular classrooms, 6 teachers pointed out that is training. A teacher indicates that:

Learning in regular classroom is no problem for students with mild disorders. However, it is difficult for students with moderate or severe disabilities. There is no teachers who graduated from the university in special education, and the in-service teacher did not got training. Thus, lack of training is the remarkable problem in regular classroom (RT01:24-27).

All of teachers hoped to get training, and they believed that they would change the teaching strategies after training, if there were students with SEN.

Using peer-assisted learning strategy is an effective way to meet diversity. In my class, I set all students with different groups, and the students with high academic achievement helps the students who is the member of the same group, with learning difficulties (RT04: 37-40).

4.4.1.6 Teacher Interview Results: Physical Environment

There are still some barriers of the building, it is necessary to make the building physically accessible for all people. Firstly, there is no accesses for wheelchairs, it is

not inclusive and bring some barriers for students with physical disability.

Nowadays there is no student with physical disability. However, according to barrier-free environment construction regulations¹, public places, including schools, hospitals should be accessible for all (RT05: 34-36).

Another limitation is the road to the school, this primary school located in rural area with numerous mountains, and there is no school bus for students. In this case, it is difficult to get to school every day for the students, especially the students with physical disability because of the road.

This section of the road is narrow, and it is just a muddy track. It is hard and dangerous to attend to school for children, especially the junior students. The school is worried about their safety. In 2012, the school asked the students to go together rather than go alone in the muddy track (RT01:28-31).

4.4.2 Results from the School Principal interview

In this section, individual interview was conducted with the school principal in rural primary school.

¹ It is a regulation that is published in 2012 in China.

4.4.2.1 Personal and professional information

Demographic Factors	Respondent Subgroups
Gender	Male
Age	31-40
Qualifications	Undergraduates
Teaching Experience	16-20
Previous teaching experience of students with SEN	Yes
Family Member with Special Needs	No
Close Friend with a Special Needs	Yes
Pre-service Training focusing on the Education of Students with SEN	Yes
In-service Training focusing on the Education of Students with SEN	No

Table 4.25 Demographics of School Principal in school R

The school principal work as a teacher for 18 years, and he has been working in this school since 2011. Concerning the types of students with SEN of his previous teaching experience, intellectual disability and physical impairment were responding. He believed that inclusive education was the advanced stage of LRC to meet the special needs for all of the students. However,

I am aware of the limitations of students with SEN. In fact, it is hard to support some students with physical disabilities to attend the regular primary school. There is no school bus and other support services.

Implementing inclusion go together with equality in education. It is has been said that –equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally. As a school principal in countryside, he insisted that admission for all students was no problem, but giving quality education was difficult in practice, because of the attitudes, training and large class size.

4.4.2.2 School principal Interview Results: Attitudes and Values

In terms of attitudes and values, he believed that there is a philosophy regarding to diversity and inclusion of students.

Our school has implemented the "Primary day-to-day code of conduct¹" which is based on "Regulations for primary school pupils" issued by ministry of education since 2004, It is the basic requirement of behavior for primary students in daily life. In article 4 of this document, it is required that students should treat people equally; do not bully or laugh at others. It asked the students to respect for people with disabilities.

However, there was still some discrimination in the school sometimes.

We will try our best to reduce the existed barriers and discriminations in our school.

When it comes to the expectations for all students, he also emphasizes that:

I hope everyone would have a bright future. We have responsibility to educate all of the students to develop their knowledge and abilities. The most important issue of the reform of new curriculum that is in a process is the student-centered approach, and it aims to help students develop a "can-do" attitude. Moreover, it encourages the teachers to meet the diversity for all students.

He also pointed out that it is hard to meet the diversity for students with SEN, because there are many barriers in the natural and social environment.

With respect to the attitudes related to school reception, the school principal pointed out that the school tried to make everyone feel welcome. All children who will be 6 years old by August 31 of any given year must attend school that year.

¹This document was amended by ministry of education, and issued on March 25,2004.

Concerning the parents of students with and without SEN, he found that parents give the positive attitude to support their children to receive education, including pre-education, primary, secondary education, and even higher education. When it comes to the differences between the family with and without SEN, he differs with other teachers on this point.

I think there is no significant difference between them. All of the parents share the similar expectations for the students in our school.

In terms of collaboration, there is an attitude towards collaboration of teachers.

We hold a meeting for teachers every week, and we usually discuss some issues to promote collaboration, for example, barriers to learning, and Individualized Education Program (IEP) for the students with learning difficulties.

4.4.2.3 School principal Interview Results: Class management and class size

In terms of the frequent problem of students with SEN in regular classrooms, he pointed out that the main barrier to inclusion is large class size.

The class size is big, so it is very difficult to meet the diversity for all of the students, even though we try our best to use different teaching strategies. The class is separated into several smaller groups to promote group learning and peer-assisted learning.

Additionally, he pointed out that:

The teaching strategies should be improved to meet the SEN for all students.

4.4.2.4 School principal Interview Results: Leadership and collaboration

The school principal believed that the participation of families and communities can impact the quality of education positively. However, the school rarely contacted the local community and parents effectively, and the community is not involved in the

school. It is a significant problem of leadership.

They have no interests in participating school activities, even though the school contact local communities and try to build relationship with parents by telephone and parent meeting.

Because of administrative affiliation, our school is not possible to require the government of township and other communities to participate in school activities.

The school rarely collaborates with the community outside school. Considering using the resources related to SEN, there are few resources for the students in order to meet diversity of SEN.

According to the law of compulsory education, every child between the ages of 6 and 15 must attend school.

Additionally, the entrance education of the new school year was conducted for all students. It is an effective way to guide the students to involve the campus.

However, how does school form a class and what class do the students with SEN attend?

At present, there are 5 students with learning difficulties in our school. Generally, one class could accept 1 or 2 students with SEN, which is the basic rule. But we can only accept the students with mild disorders because of limited teacher training. In contrast, students with moderate or severe disabilities would be asked to attend special schools.

Generally, most of the students could help each other.

In my daily observation, I found that the students from Grade 4 to Grade 6 could help each other effectively. However, the students from Grade 1 to Grade 3 are difficult to collaborate with others. A

main barrier to collaboration for the students from Grade 1 to Grade 3 may be the difficulty in perception; they are too young to collaborate with each other.

4.4.2.5 School principal Interview Results: Teacher Education

In terms of meeting diversity for the students, training is necessary. When got training, integrating teaching strategies, group teaching strategies and individual teaching strategies were required by the school in order to meet the special educational needs.

Actually, both pre-service and in-service teacher training are essential in the process of inclusive education.

I got the pre-service teacher training about SEN several years ago, but there is no in-service training about SEN.

In the school level, I usually introduce the situation of student with SEN for all teachers. I think teacher education is very useful and necessary.

He also pointed out that getting more training about inclusion or SEN can meet the diversity effectively. However,

There is no in-service training about inclusion. This is a big barrier for us to promote inclusion. We do not know how to deal with it.

4.4.2.6 School principal Interview Results: Physical Environment

The school did not make the building accessible physically for all.

The infrastructure in our school should be strengthened. Now it is not accessible for all, there are still some barriers for the building, for instance, wheelchair access. In 2012, Barrier-free environment construction regulations was published in China, it advocated public places, including schools, hospitals should be accessible for all.

4.4.3 Results from the Parent Interviews

Parents play a crucial role in this process of inclusion. In this section, individual interviews were conducted for the parents in rural primary school, and twelve parents participated in the interview.

4.4.3.1 Personal and professional information

Demographic Factors	Respondent Subgroups	Total
	N=12	
Gender	Males	7
	Females	5
Number of children	1	10
	2	2
	3	0
	4+	0
Profession ¹	Managers	0
	Professionals	0
	Technicians and associate professionals	1
	Clerical support workers	0
	Service and sales workers	1
	Skilled agricultural, forestry and fishery workers	8
	Craft and related trades workers	0
	Plant and machine operators, and assemblers	0
	Elementary occupations	2
Armed forces occupations	0	
Child with SEN in your family	Yes	2
	No	10
Experience with child with SEN out of your family	Yes	8
	No	4
If yes, does he get school education?	Yes	3
	No	5

Table 4.26 Demographics of Parent Interview Participants

As it has been shown above, most of the parents are skilled agricultural, forestry and fishery workers. In terms of age of children, all of them aged 6 to 13. According to the

¹The classification of the profession is based on the International Standard Classification of Occupations (ISCO) which is one of the main international classifications for which International Labour Organization (ILO) is responsible.

Compulsory Education Law of People's Republic of China, it states that:

All children who have reached the age of six shall enroll in school and receive compulsory education for the prescribed number of years, regardless of sex, nationality or race. In areas where that are not possible, the beginning of schooling may be postponed to the age of seven (Article 5).

4.4.3.2 Parents Interview Results: Attitudes and Values

In terms of attitudes and values, eight of twelve parents thought that not all teachers believe all students were equally important.

Sometimes my child told me that some teachers favored one group of children and young people over another rather than treating all students equally important (RP02:10-13).

Seven of twelve participants believed that the child with SEN felt discriminated against in the school. Moreover, four of them insisted that there was some discrimination by teachers.

A teacher used corporal punishments to my child, just because my child with learning difficulties did not finish his own homework. He felt discriminated at school. (RP01: 19-20).

With regard to children with SEN study in regular classroom, all of the participants believed regular classroom is better than special school and special classroom.

Peer assisted learning is very important for the students. In regular classroom, peer assisted learning could be come true. Therefore, I like regular classroom rather than special school and special classroom (RP03: 22-25).

With regard to the attitudes of school reception, three of twelve parents believed that the school tried to make everyone feel welcome.

I think there are no barriers to the attitudes of school reception because of Compulsory Education Law of People's Republic of China. (RP04: 5-6).

Others argued that even though the law asked the school to accept all students with positive attitude, it is still difficult in this school.

There is a child with intellectual disability in our village. She was 6 years old and wanted to attend school last year, but the teacher asked her to attend school this year. However, this year she is still refused to attend the regular school, and she is told that there is no enough resource in regular school. At last, she had to attend to special school (RP11: 31-35).

All of the parents hope their children to attend school. With regard to school reception, there is no difference between the family of students within and without SEN.

Collaborative attitude plays an important role in the process of inclusion. Three of twelve parents believed there was collaboration among teachers, school principle and other staffs; however, others argued that there was no collaborative culture.

In the school, most of the teachers aim to help students get good academic performance with high marks in the exams, rather than collaborating with each other in the school(RP04:11-13).

Talking about the attitudes and values of parents, one participant said that:

I rarely talk about the students with SEN to my child. I am not interested in it. Because the school aims to improve the academic performance and get high marks rather than including all students to promote the quality of education (RP05: 27-30).

4.4.3.3 Parents Interview Results: Classroom management and class size

Classroom management and class size is a significant role in the process of inclusion. In classroom teaching practice, group learning was employed.

Generally, my child said, –all students study in one class group. And group learning is encouraged by teachers”. It is an effective way to help students within and without SEN to know each other and improve the quality of education (RP07: 8-11).

Seven of twelve parents believed that large class size was the barriers to meet the diversity of all students.

When a teacher has too many children in a class, it becomes difficult for the teacher to get to know each student on a personal basis (RP06: 19-21).

In this case, learning difficulties or special needs are less likely to be identified because teachers do not have the time to focus on the individual needs of each child.

Students who could benefit from additional challenges may also suffer, because teachers with large class sizes are less likely to notice exceptional learning abilities (RP08: 21-23).

Large class size lends itself to discipline problems because teachers are not able to establish the consistency needed to promote good classroom management.

As teachers struggle to handle individual student needs, it becomes very difficult to control a large class. Discipline becomes ineffective, more sporadic and inconsistent (RP09:32-34).

Two of them also emphasized that because of large class size, teachers may suffer from feelings of ineffectiveness in dealing with fights between children or other disciplinary problems.

As it has been mentioned above, large class size is the barrier to inclusion in parents' perspectives.

4.4.3.4 Parents Interview Results: School Leadership and collaboration

School leadership provides a motivating force for change towards models of good

practice in inclusive education. Leadership is participatory and distributed across all members of the school community including the board of management, principal, teachers, in-school management and special needs teams, parents/guardians and pupils

Eleven of twelve participants said their children always in the same group. Some parents states that:

Some school policy is effective and helpful for students with SEN.

For example, IEP is very helpful for my child, he is a student with learning difficulty (RP07: 31-33)

In terms of criterion to form a class, usually there is one student with SEN in one class, sometimes two students with SEN at most.

Generally, there is one student with SEN in one class in the school in the policy level (RP10: 28-29).

But in practice, the student with has no choice to choose class to attend, because the rural school is very small, only one class per grade (RP12: 30-32).

Largely, the school contacts the parents by sending SMS and telephone sometimes. Moreover, parents attend the parent meeting one time per semester.

For example, student safety is very important. To emphasize the campus security, the school always asks me to collaborate with the school to guarantee the safety of students (RP01: 38-40).

In terms of participation, seven of twelve participants thought not all teachers and staffs are involved in promoting inclusion.

Family engagement goes together with school leadership. Moreover, eight of twelve parents believed they were not involved in the school.

I have never been asked to attend school activities except for

parent meeting one time per semester (RP02: 15-16).

I do not think all teachers and staffs are involved in making the school more inclusive (RP03: 36-37).

Additionally, lack of resources is also a problem in school level.

The head teacher gives tutorial after class every day. However, there is no resource for students with other SEN except learning difficulties (RP08: 30-32).

4.4.3.5 Parents Interview Results: Teacher Education

The teachers are hard to diversify the special educational needs, because of limited training in the rural school and there is no trained teacher to meet the special educational needs.

In the school, the only support by teachers is Individualized Education Program (IEP) which is for students with learning difficulties, so training is very necessary for all teachers to improve the quality of education (RP06: 39-41).

All of participant believed that it was important to learn knowledge about SEN for families.

There is no doubt it is very important to know some knowledge about SEN for us. It helps us know how to respond to SEN. If the school or teachers could give us some training, it would be better (RP02: 36-37).

Almost all of participants said that they did not get any in-service training about inclusion. Only two of twelve participants thought that the school and teachers knew the knowledge and respond to the students with SEN.

With regard to educational strategies, most of participants said that some teachers tried to help students who have difficulty with lessons, but it was not effective.

I think the teachers treated my son the same as other students. Some teachers would take the initiative to ask him if he understood the lessons, but that is not frequent (RP12: 42-44).

Some teachers help my child improve her study, but it is not effective, I think the reason is lack of effective teacher training to meet SEN of students(RP11: 46-48).

4.4.3.6 Parents Interview Results: Physical Environment

In the rural primary school, the infrastructure is very limited. It is necessary to step up the development of infrastructure construction for all people.

There is no wheelchair access in the school, I think it is hard to attend the school for students with physical disabilities (RP05: 48-49).

School bus is necessary for rural students. Most of their families are far from the school. But it is impossible for rural students. It is just beautiful wishes (RP10: 51-52).

Two of twelve parents I interviewed who had tried to enroll their child in regular schools were denied admission by the regular school. One father talked about his experience, which happened two years ago. He said that he had two children, and the elder one had limited vision with amblyopia. After finishing pre-education, one regular school refused his elder child, and then he had to turn to another regular school for help, the school accepted him at last on the condition that signing a disclaimer agreement about the student's safety in the school.

At the beginning, it was so difficult to attend regular primary school. One school refused my child to attend it and ask him to go to special school because of physical environment. I felt too helpless and disappointed as a father. And then I tried going to another regular primary school, the school principle was afraid of

the responsibilities at first, I insist on asking them to enroll my child, the school accept him at last on the condition that signing a disclaimer agreement about his safety in the school(RP01: 56-62).

4.5 Findings from Focus Group Discussion

The following questions are for the focus group discussions. It displays the questions asked of the focus group as follows. These questions are just the guideline of their discussion.

- 1. What do you think of inclusive education in the perspective of values and attitude?*
- 2. What do you think of the policy of education for all, including the students with special educational needs? (For example, learning in regular classroom and China's Ratification of the Convention on the Rights of Persons with Disabilities)*
- 3. What would act as barriers to changing classroom practice to be able to address the special educational needs of learners more meaningfully? (For example, school access, support, collaboration, class size and training)?*
- 4. Could you give suggestions to meet the diversity of students with special educational needs?*

In terms of focus group discussion, MAXQDA also used to analyze the data. A transcript was produced for focus group discussion. And the similar code system as interview was used to analyze the data of focus group discussion.

4.5.1 The Participants' Demographics

The focus group consisted of 6 people (2+2+2) who wished to participate in this study, including two students who are willing share their thoughts and opinions, two parents of students with special educational needs and two teachers who have taught students with special educational needs in their regular classroom.

The researcher arranged to meet the focus group members at times and in locations that were convenient to the members of the group. Each member was contacted by

telephone and confirmed one day prior to the scheduled focus group. The focus group was audio-taped for approximately 60 minutes. Each participant was given an informed consent. Informed consents were collected from each focus group participant. Prior to the tape recording, the researcher asked the members of each focus group if they had any questions and if they understood the content of the informed consent. All participants understood; no participants withdrew after the tape recorders commenced taping. All participants and researcher's first language was Chinese. The demographic of each member of focus group are listed below.

Category group	Age	Gender	Experience with SEN
teachers			
TA	29	Male	Yes
TB	35	Female	Yes
Parents			
PA	42	Male	Yes
PB	36	Female	Yes
Students			
SA	11	Male	No
SB	12	Female	Yes

Table 4.27 Focus Group Demographics in school R

The transcribed focus group discussion form part of the primary data of the study. As the themes from the data corresponded, it was decided to combine the findings as follows.

4.5.2 Responses from Focus Group

Similarly, reporting the findings of the focus group also through the dimensions of attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment.

- **Attitudes and values**

Culture builds the identity of a nation and represents a nation as a whole. And Values and attitude play significant role in the field of culture. In Chinese society, there are still some forms of discrimination nowadays, including in schools. The students and

teachers with special needs are discriminated sometimes. And school bullying still exist nowadays. In China, traditional attitudes influenced by a mixture of Confucianism, Buddhism and Taoism, continue to influence people's attitudes towards people with special educational needs. Although Confucius advocated No child left behind, individualized in ancient times, the traditional culture of Confucianism, Buddhism and Taoism were destroyed seriously due to historical reasons.

Some movements destroyed traditional culture seriously. For example, the movement of Down with Confucius and His Sons¹ in 1919, the campaign to Destroy the Four Old sin 1960s and 1970s², and the Criticize Lin (Biao), Criticize Confucius Campaign in the 1970s³. (TA: 2-5)

After Cultural Revolution in China, the traditional culture of Confucianism, Buddhism and Taoism began to be recovery. However, Chinese traditional culture is still in the recovery phase. In this case, the forms of discrimination in school still exist (TB: 6-10).

Someone believed that Karma is a being that metes out rewards and punishments.

¹During the period of the May 4th Movement in 1919, Confucianism was blamed by new intellectuals for impeding China's modernization. "Down with Confucius and Sons" was prevalent popular slogans at the time.

²The Four Olds were Old Customs, Old Culture, Old Habits, and Old Ideas. One of the stated goals of the Cultural Revolution in the People's Republic of China was to bring an end to the Four Olds. The campaign to destroy the Four Olds began in Beijing on August 1966, shortly after the launch of the Cultural Revolution. The term "four olds" first appeared on June 1, 1966, in People's Daily editorial, "Sweep Away All Monsters and Demons", where the Old Things were described as anti-proletarian, "have poisoned the minds of the people for thousands of years". However, which customs, cultures, habits, and ideas specifically constituted the "Four Olds" were never clearly defined.

³It also called also called the Anti-Lin Biao, Anti-Confucius campaign. It was a political propaganda campaign started by Mao Zedong and his wife, Jiang Qing. It lasted from 1973 until the end of the Cultural Revolution, in 1976. The campaign produced detailed Maoist interpretations of Chinese history.

The events that occurred during the "Criticize Lin, Criticize Confucius" campaign were "complex and often confusing", but can be identified as occurring through four main phases.

The first phase of the campaign began after the 1st Plenary Session of the 10th CCP Central Committee, in 1973. Following this session, Mao encouraged public discussions focused on criticizing Confucius and Confucianism, and on interpreting aspects of historical Chinese society within a Maoist theoretical perspective. These initial debates focused on interpreting the issues of slavery, feudalism, and the relationship between Confucianism and Legalism according to the social theories published by Mao and Karl Marx. The Criticize Lin, Criticize Confucius campaign was used as a political tool by the Gang of Four, but it did produce a genuine attempt to interpret historical Chinese society within the context of Mao's political theories.

Actually, they misunderstand the idea of karma, and then discrimination happened.

Some people said that persons with disabilities have done something that hurt someone in the past life, so they are disabled now (PB: 12-13).

Disability has traditionally been viewed as a punishment for the disabled person's parental or past-life sins (SB: 14-15).

In fact, Karma as a word means nothing more than -action.” We only have to look around us to see that every action has a reaction. That’s one of the most beautiful things about the world: how balanced it is.

In addition, family shame and rejection is also a problem. Many people with disabilities and their families have been subject to stigmatization, family shame and rejection. This affects 260 million people who are family members of people with disabilities in China, which accounts for 19.98% of the country’s population¹.

Additionally, some students call others by unkind names.

Some of my classmates call others soubriquet (SB: 31).

Yes, it is true. For example, a few students in my class call the student with learning difficulties by unkind name-Idiot. (TB: 32-33).

In terms of students with SEN, some people still believed that the students with SEN should go to special school, and placing students with SEN in special school showed the perspective of medical model.

I think they could go to hospital firstly, after that they should go to special school, because the medical and support service is better than regular school (PA: 34-35).

I do not agree with you. That is segregation. It is not good for

¹Disability in China, Facts and Progress, March 2011 Retrieved from <http://www.cdpf.org.cn/english/>

students to involve in society after graduation (PB: 36-37).

• **Class management and class size**

In the process of teaching and learning, teachers pointed out that one of the significant barriers is about classroom management and class size. Because of this barrier, the teachers were difficult to educate for all, including the students with SEN. In the responses of focus group, corporal punishments in the classroom were talked more frequently.

According to the Index for Inclusion, classroom management is one of the significant factors to evolve inclusive practices. However, corporal punishments still exist in the classrooms.

My parents asked the teachers to give me the corporal punishments if I do not follow the teachers' requirements. (SA: 16-17)

Even though laws in China forbid corporal punishments in schools, there are cases of teachers hurting students. Moreover, parents continue to spank children at homes sometimes. The researcher played a video, named corporal punishment in Chinese school, which is from the website of YOUTUBE, to the participants.

The phenomenon of corporal punishment is normal in the classroom, but I do not like it (SB: 18).

I hope the teachers use corporal punishments, because my child did not finish his own homework sometimes. (PA: 19-20).

There is an old saying in China, ~~the~~ strict teacher has the outstanding disciple—(A: 21-22)

However, the laws forbid it. (TB: 23)

While many see corporal punishment as a breach of children's rights, others argue that it is an effective disciplinary tool. However, corporal punishment is banned in the

educational systems of China. Corporal punishment is prohibited in schools, kindergartens and nurseries.

Actually, the Compulsory Education Law 1986 states: ~~It~~ shall be forbidden to inflict physical punishment on students.” (TA: 24-25)

Yes, according to the Teachers’ Law 1994, teachers ~~imposing~~ corporal punishment on students and refusing to mend their way after being criticized” are subject to administrative sanctions or dismissal and ~~if~~ the circumstances are serious enough to constitute a crime, shall be investigated for criminal responsibility according to law”. (TB: 26-30)

Besides the teachers mentioned above, the Law on the Prevention of Juvenile Delinquency 1999 prohibits corporal punishment in work-study schools for children found to have perpetrated serious misbehavior (article 36):

... Families and schools shall show concern for and take good care of the juveniles who study in work-study schools and respect their personality and dignity, and may not impose physical punishment on, maltreat, or discriminate against them....”

The prohibition is confirmed in article 21 of the Law on the Protection of Minors 2006. Corporal punishment in schools is still very much alive in many parts of China. While many see corporal punishment as a breach of children’s rights, others argue that it is an effective disciplinary tool. Two independent incidents that took place in Jiangxi province and Zhejiang province caught media attention in January, 2013. Collective kneeling in a school playground in Jiangxi province¹ and police investigate the

¹ On the evening of January 23, an internet user in Yudu county of Jiangxi posted a picture of a class of students kneeling in a playground. In the picture, several dozen middle school students were kneeling in front of a male teacher, with chins on their chests. Many netizens criticised the teacher for the inappropriate form of punishment. “Can anyone tell me, what did these students do to deserve this?” commented a user. Ironically, some students from the school reportedly wrote notes to plead for their teacher after he was suspended. One wrote that the teacher “is the pride of our hearts” while another wished him “Good luck!”. The teacher posted a letter of apology on Weibo in which he admitted being “impatient” and asked for “a second chance” from his students and the public. More details, <http://finance.people.com.cn/n/2013/0128/c66323-20349063.html>

suspicious death of a student in Zhejiang province¹, respectively.



Figure 4.11 Secondary school students kneel in a playground

In terms of class size, generally speaking, classrooms usually have between 40 and 55 students. The class size is still too large for teacher taking care of all students.

The class size is big, so for me it is hard to help the students with SEN through IEP. I can only help the students with learning difficulties after class (TA: 46-47).

In my class, it is crowded (SB: 48).

I believe so. It is impossible to correct homework for me, because of the big class size (TB: 51-52).

In terms of the policy of learning in regular classroom, it should improve the quality of education rather than just placement. The participants believed that one of the limited factors is large class size.

It is good for students with SEN to enroll regular school, but it is not effective. According to the large class size, students can only sit in the classroom rather than learn there. (TA: 56-58).

Just sit there, it means muddle along with the class. (PB: 62).

¹In Yueqing, near Wenzhou, a high school student fell to his death 20 minutes after an argument with a teacher who suspected him of cheating in an examination. Later on the same day, a Weibo post that accused the teacher of “murdering the student by pushing him off the building” went viral. Many of those who joined the discussion disagreed with the accusation, believing that the student committed suicide. At last, the policemen found that the student committed suicide, and bring us deep thinking about punishment. More details,<http://www.chinanews.com/sh/2013/01-25/4522456.shtml>

• **School leadership and collaboration**

Collaborative partnership is the ideal relationship among communities, schools and parents. In this school, it is difficult to build the partnership.

Schools, families and communities should involve in the school in order to improve the quality of education. (TA: 38-39)

In my class, more than 30% students are left behind children. Some parents do not contact their children frequently (SA: 40-41).

The local community has no contact with the school and it is not involved in the school. In my class, there are some left behind children, few parents of left behind children contact me by email or telephone. So, I felt that school is lonely and segregation rather than collaboration. (TB: 42-45).

Chinese government is obligated by international law and national policy, for example, learning in regular classroom, China's Ratification of the CRPD, to ensure that all children have access to the regular schools regardless of special educational needs, including students with disabilities. However, there are still some problems about leadership.

Since 1988, five 5-year National Working Programs on Disability have been implemented or are under implementation. The Chinese Government's 12th Five year National Program on Disabilities, for the period 2011-2015, highlights the need and commitment to continue to improve the conditions and access to support for people with disabilities in China. However, little accommodation is provided in regular schools for students with SEN at all stages of education in the case school.

Few teachers take the initiative to provide them with reasonable accommodation and, in some cases, teachers neglected them (PB: 66-67).

The problem is the leadership (TB: 68).

There is no clear policy on “reasonable accommodation” in regular schools, so it is very difficult to define and implement the policy (TD: 69-70).

A parent agreed with this point.

It is difficult to attend regular school for students with moderate and severe disabilities. My neighbor’s child was 6 years old with intellectual disabilities last year, but she was rejected to admission by the teacher, because the teacher said the child could come next year. And then she was refused to admission this year again, and asked to attend the special school which is far from their home (PA: 71-76).

Teachers find that the burden of supporting students with SEN rests entirely on their shoulders, as they are provided with little support to ensure reasonable accommodations in the classrooms. There is no staff support to assist the teachers through the policy.

There is no support teacher for students with SEN. So I can only give the support to students with learning difficulties. (TB: 77-78).

To realize the right to inclusive education, the CRPD requires states to ensure “reasonable accommodation.” To realize the right to inclusive education, the CRPD requires states to ensure “reasonable accommodation.” As defined by the CRPD, reasonable accommodation means “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden...to ensure to people with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.”¹ Even through China’s Ratification of the CRPD was signed; there is no definition of “reasonable accommodation” in Chinese laws and other policies.

Additionally, low enrolment and high dropout exist.

¹CRPD, art. 2.

There are still many children with disabilities not in school, especially in undeveloped areas where the enrollment rate is no more than 60% and dropout rate is very high (PA:79-81).

Yes, one of my friends is blind, and he dropped out of school 2 years ago. (SA: 82).

The Convention on the Rights of Persons with Disabilities (CRPD) requires State party that “employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille,” prohibits discrimination in employment, and requires that employers provide reasonable accommodations in the workplace.¹ This point is related to the school leadership.

A parent talked about the experience of her sister with physical disability.

My sister is physical disability. She graduated from the university and got a Bachelor degree preceding year. And then she passed teacher recruitment exam, but she was failed in physical examination. She was considered as disqualifying health conditions “inability to move upper or lower limbs.” (PA: 84-87).

The teacher also showed the similar opinions.

My friend had the similar experience. He failed in physical examination, because corrected vision of less than 5.0 in both eyes (TA: 78).

And there is no school policy to support service except the IEP for students with learning difficulties after class. To implement the policy of Learning in Regular Classroom is no problem for students with mild disorders, however, it is very difficult to involve in students with moderate or severe disabilities.

Generally, students with moderate or severe disabilities attend to special school (TB: 89-90).

¹CRPD, arts 24(4), 27(a) and (i).

There is limited support service, students with moderate or severe disabilities are impossible to attend regular school (PB: 95-96)

•Teacher Education

It is necessary to provide training about inclusive education for teachers and school principle to enable them to support students with SEN.

I have learned the curriculum of special education in university which is pre-service teacher training. This curriculum introduced the principles of special education, integration and inclusion. However, generally there is no training of SEN for in-service teachers, training of students with learning difficulties sometimes. (TA: 101-104).

I do not know how to use different strategies to meet the diversity challenge by lack of training about inclusion and special educational needs (TB: 106-107).

The similar situation is also reported by Ministry of Education of China, only 11.6% regular school teachers have special education background. Only 37.8% regular school teachers investigated say that they have received special education training, 62.2% say they have not¹.

With the context of effective teacher training, strategies are significant to improve the quality of education. In this school, the teaching strategies are not multiple enough to meet diversity.

We should use different strategies to meet diversity of students with SEN. In my class, I use effective way to improve it, including peer-assisted learning strategy and learn collaboratively. But I do not know how to use the strategies more effectively. Maybe

¹Inclusive Education of China and Resource Classroom in Regular School, derived from http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub_d/d-279/d-279_11.pdf

getting training is a good choice (TA: 108-109).

Talking about others with moderate or severe needs, it is difficult (TB: 110).

• Physical environment

In education, it more specifically means steps that –allow students to get an equal education by limiting as much as possible the effects of their disabilities on their performance.” There is no school bus in this school. And the road is very muddy outside school.

My home is far from the school, it is not convenient for me to go to school. I heard that in there are school buses in big cities. I envy those students who study in big cities, such as Beijing, Shanghai, Guangzhou (SA: 115-117).

Wheelchair Access is also not available.

Our school lack of Barrier-free access, for example, elevator and wheelchair access. If a student with physical disabilities, it would be inconvenient (SB: 119-120).

A teacher argued that:

It is true that there is no barrier-free access. It is hard for students in wheelchairs. According to the budget of the school, it is impossible to purchase the elevator, but we can arrange the class of students in wheelchairs on the ground floor (TB: 122-124).

4.6 Summary of Findings in school R

This study investigated the school R through the instruments of questionnaires, interviews, focus group discussion, and documents were employed as a supplementary instrument. It analyzed the data through the dimensions of attitudes and values, classroom management and class size, school leadership and

collaboration, teacher education, and physical environment. It found that there are some barriers to inclusion in the school.

• **Attitudes and values**

When it comes to attitudes and values, some teachers and school principle showed the positive attitudes in interviews.

Everyone is equal (RT01: 4-13), and everyone has his/her strong and weak points, and everybody has his/her shortcomings and merits (RT02: 3-5).

However, the responses of questionnaires showed the less inclusive situation in some aspects, for example, 66.7 % of the teachers pointed out that staff, governors, students and parents did not share a philosophy of inclusion. According to the responses of open-ended questions, it is noteworthy that eight of fifteen teachers emphasized the school and local communities that should pay more attention to the attitudes of left behind children. And it is especially concerned with awareness-raising events such as the “Voluntary Service Launched for Left behind Children” and the “Clinic services for children left behind” programme that depict left behind children as helpless and dependent human beings segregated from the rest of society.

Moreover, 46 of 194 parents hope the teacher respect students without corporal punishment and seven parents of twelve interviewees believe that the child with SEN feel discriminated against in the school. And four of them insisted that there was some discrimination by teachers. In addition, they show the less inclusive situation of closed questions related to attitudes and values, for example, most of the parents disagreed that: staff and students treat one another with respect, everyone was made to feel welcome at this school, and teachers thought all students were equally important.

Sometimes my child told me that some teachers favored one group of children and young people over another rather than treating all students equally important (RP02:10-13).

Disability has traditionally been viewed as a punishment for the disabled person's parental or past-life sins (SB: 14-15).

More importantly, some parents argued that even though the law asked the school to accept all students with positive attitude, it is still difficult in this school.

There is a child with intellectual disability in our village. She was 6 years old and wanted to attend school last year, but the teacher asked her to attend school this year. However, this year she is still refused to attend the regular school, and she is told that there is no enough resource in regular school. At last, she had to attend to special school (RP11: 31-35).

Similarly, most of students disagreed with the items: “the teacher likes to listen to students’ ideas and likes them to tell her or him about what they do at home”. Furthermore, 68.7 % of students responded that their families think this is not a good school. It indicates the less inclusive related to attitudes.

In China, although Confucius advocated No child left behind, individualized in ancient times, but the traditional culture of Confucianism, Buddhism and Taoism were destroyed seriously due to historical reasons. In the focus group discussion, some teachers pointed out that Cultural Revolution was main factor to destroy the traditional and inclusive culture and intensify the negative attitudes to the students with special educational needs.

• **Classroom management and class size**

Considering the classroom management, 73.3 % of the teachers disagreed that teaching is planned with the learning of all students in mind; 66.6% of the teachers did not believe lessons encourage the participation of all students; 53.4% of the teachers disagreed that students are actively involved in their own learning, 66.6% of the teachers did not believe assessment contributes to the achievements of all students, and 73.4 % of the teachers disagreed that classroom discipline is based on mutual respect. Based on what have been mentioned above, it reflects the barrier to

classroom management in teachers' perspective. The teachers pointed out the barrier in classroom management through interviews.

The biggest barrier is exam-oriented teaching strategies, and fundamental cause is the examination oriented education system (RT04:27).

The school principle also pointed out –“The teaching strategies should be improved to meet the SEN for all students”.

In parents' perspective, they showed the similar views. The parents believed prejudice was existed in classrooms, and they disagreed that: most of the teachers favor one group of children and young people over another and do not to help all students to do their best. They also disagree with that: the teachers try to sort out difficulties over behavior without wanting children to leave the school; teachers work hard to make the school a good place to come to; and students are taught to appreciate people who have different backgrounds to their own.

According to the responses of the questionnaires, 11 of 15 teachers, 221 of 696 parents, and 298 of 785 students pointed out the barriers to classroom management and class size in the open-end questions. Similarly, most of students pointed out that their work were not put on the walls for other people to see, and my teacher rarely let them choose what work to do. It's worth noting that some students were punished by teachers through corporal punishment in the classroom. It is also indicates the less inclusive related to classroom management.

In terms of class size, generally, the class size is large, it is difficult to meet the special educational needs for all students, for example, 11 of 15 teachers and 7 of 12 parents responded in the open-ended questions that the class size is too large. And it should improve the quality of education rather than just placement.

Just sit there, it means muddle along with the class. (PB: 62).

Additionally, the responses of focus group showed that corporal punishments and

large class size were the challenges to inclusion.

• **School leadership and collaboration**

According to the responses of questionnaires, lots of teachers, parents and students pointed out the barriers to school leadership and collaboration.

Talking about school leadership and collaboration, the school was interested in safety management, and the school principle said the school sometimes asked the parents to collaborate with the school to guarantee the safety of students. However, 80% of the teachers thought that not all local communities were involved in the school, 80% of the teachers did not believe there was a partnership between staff and parents. Not all forms of support were co-ordinated. And it shows that bullying is not minimized in school R. In addition, 66.6% of the teachers did not believe staff expertise is fully utilized and 93.4 % of the teachers disagree with that community resources are known and drawn upon. Some participants argued that the school was lack of leadership.

The Individualized Education Program (IEP) is just for students with learning difficulties. There are no accesses for wheelchairs, no audiphones for students with hearing disorders, and no support service for Autism Spectrum Disorders (RT02:21-23).

In parents' perspective, it shows that they did not think staff works well with each other, and staff and governors work well together. And the parents did not feel involved in the school. Moreover, 74.2% of parents disagreed with that everything possible had done to stop bullying. Additionally, lack of resources is also a problem in school level.

The head teacher gives tutorial after class every day. However, there is no resource for students with other SEN except learning difficulties (RP08: 30-32).

The responses of school principle interviews show that the school rarely contacted the local community and parents effectively, and the community is not involved in the school. It is a significant barrier to school leadership and collaboration.

They have no interests in participating school activities, even though the school contact local communities and try to build relationship with parents by telephone and parent meeting.

Because of administrative affiliation, our school is not possible to require the government of township and other communities to participate in school activities.

Similarly, in students' perspective, they disagreed that: "some of the children in my class do not call others by unkind names; I am not bullied in the playground; and when I feel unhappy at school there is always an adult to look after me".

According to the responses of focus group, it was also emphasized the barrier to collaborative partnership among communities, schools and parents. CRPD requires states to ensure "reasonable accommodation", but this school cannot provide it.

There is no support teacher for students with SEN. So I can only give the support to students with learning difficulties. (TB: 77-78).

Additionally, it is noteworthy that some students with SEN were still refused to attend the school, and low enrolment and high dropout exist.

One of my friends is blind, and he dropped out of school 2 years ago. (SA:82).

There is no school policy to support service except the IEP for students with learning difficulties after class. So,

Students with moderate or severe disabilities attend to special school (TB: 89-90).

•Teacher education

According to the responses of the open-ended questions, 13 of 15 teachers, 85 of 194 parents and students pointed out the barriers to teacher education. Moreover, the parents concluded the change should be made, especially improving teaching strategies

and help every student when someone needs help.

And 80% of teachers believed that there were limited staff development activities to help staff to respond to student diversity.

Actually, both pre-service and in-service teacher training are essential in the process of inclusive education. Concerning the teacher education, all the teacher said they did not get in-service training, only a small number of teacher got pre-service training. The teachers do feel that they need more training about special educational needs. With regard to most frequent barrier to inclusion in regular classrooms, 6 teachers pointed out that is training. The school principle also indicated that:

I got the pre-service teacher training about SEN several years ago, but there is no in-service training about SEN.

And 85 of 194 parents wish to improve teaching strategies and help every student when someone needs help, and it indicates the training is necessary to be improved. Moreover, the problem is the school and the teachers can only focused on the students with learning difficulties. They cannot meet the other types of special educational needs because of limited training to inclusion

Usually I just pay attention to the students with learning difficulty, because It is hard to meet the diversity of other types of SEN, I do not got training of SEN or inclusion (RT06:6-7).

The parents also emphasized the importance of training.

In the school, the only support by teachers is Individualized Education Program (IEP) which is for students with learning difficulties, so training is very necessary for all teachers to improve the quality of education (RP06: 39-41).

In addition, the parents hoped the teachers could give them some training.

There is no doubt it is very important to know some knowledge about SEN for us. It helps us know how to respond to SEN. If the

school or teachers could give us some training, it would be better (RP02: 36-37).

In the focus group, they also emphasized the importance of training about inclusive education for teachers and school principle to enable them to support students with SEN.

I have learned the curriculum of special education in university which is pre-service teacher training. This curriculum introduced the principles of special education, integration and inclusion. However, generally there is no training of SEN for in-service teachers, training of students with learning difficulties sometimes. (TA: 101-104).

I do not know how to use different strategies to meet the diversity challenge by lack of training about inclusion and special educational needs (TB: 106-107).

• **Physical environment**

According to the responses of the open-ended questions, 14 of 15 teachers, more 150 of 194 parents and more than 50 students pointed out the barriers to physical environment. Moreover, the parents concluded several changes should be made, including the condition of toilets, library room, teachers' accommodation, repairing basketball stands, rugged and muddy roads around the school.

There are still some barriers of the school in physical environment, especially the building. There is no accesses for wheelchairs, it is not inclusive and bring some barriers for students with physical disability. Some teachers believed that:

Nowadays there is no student with physical disability. However, according to barrier-free environment construction regulations¹, public places, including schools, hospitals should be accessible

¹ It is a regulation that is published in 2012 in China.

for all (RT05: 34-36).

Similarly, the school principle also emphasized:

It is not accessible for all, and there are still some barriers for the building, for instance, wheelchair access.

In parents' view, 117 of 194 parents did not think the school made it easy for children and young people with impairments to come to this school. A parent said:

At the beginning, it was so difficult to attend regular primary school. One school refused my child to attend it and ask him to go to special school because of physical environment. I felt too helpless and disappointed as a father. And then I tried going to another regular primary school, the school principle was afraid of the responsibilities at first, I insist on asking them to enroll my child, the school accept him at last on the condition that signing a disclaimer agreement about his safety in the school(RP01: 56-62).

Similarly, in the focus group, a teacher said the barrier of physical environment.

It is true that there is no barrier-free access. It is hard for students in wheelchairs. According to the budget of the school, it is impossible to purchase the elevator, but we can arrange the class of students in wheelchairs on the ground floor (TB: 122-124).

To conclude, lack of physical environment is one of the barriers to inclusion in the school. It is necessary to improve the physical environment for all students.

Chapter 5 Case Study Two: Urban Primary School

5.1 Overview

This chapter is to present the findings of the study related to the urban primary school—school U. Firstly, it introduces the school U in context, and findings from the questionnaires. Then it provides an analysis of the qualitative data gathered, including interviews and focus group discussion. At last, the summary of the chapter is provided.

5.2 School U in context

This section includes the school history, human resources, and organizational structure of the school.

5.2.1 School size and brief history

This is about the average size for primary school of urban area in China with 1595 students and 46 teachers and staffs. The class size is larger than school R in rural area, and it is about 65. More details of the number of the students are presented in Figure 5.1.

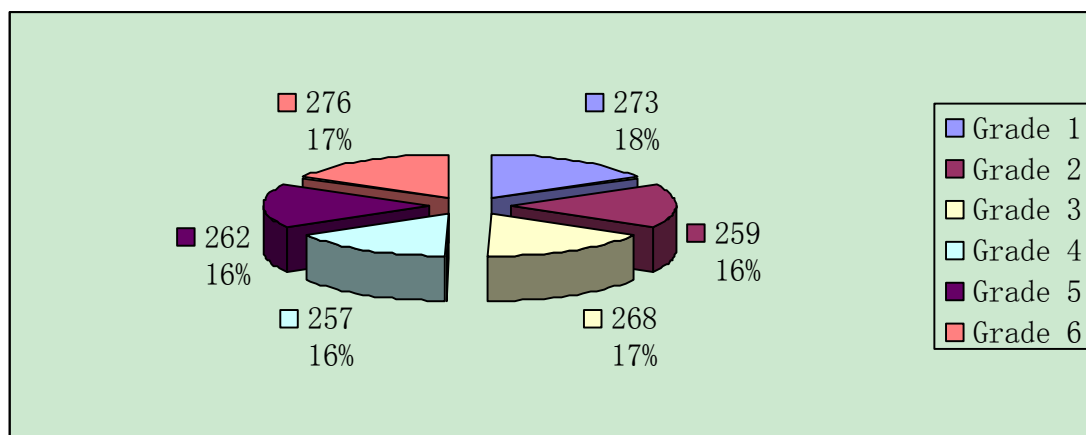


Figure 5.1 Number of students during the 2012-2013 academic year in School U

The issue of left behind children¹ also happened in this primary school. However, it is not significant, just a few of the parents of the learners in this school work in the developed area that is far from their children.

Generally, the size of school U is bigger than school R. School U is a typical primary school in urban area, which was built in 1930s, is a regular primary school that is situated in the urban area and located in Southwestern China. It is the public school serves 1492 students and 61 teachers. And the school motto which is the spirit of a school and reflects the ideals of school: Pursuing Excellence.

Additionally, differing from the school R, there are nine teaching subjects in total. It shows that most of teachers teach Chinese and Mathematics. More details are as follows.

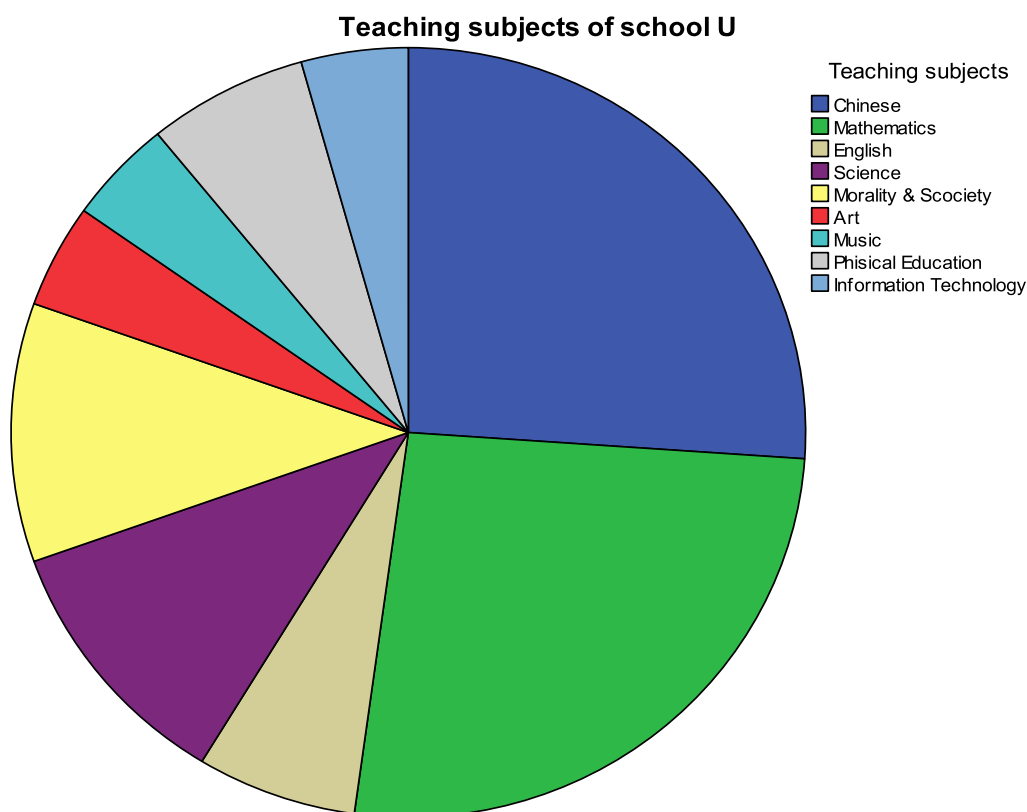


Figure 5.2 Teaching subjects of school U

¹ Following the increasing number of migrant workers, their children have been a new special social group in China. They are labeled as „left-behind children“ which means that they are left by their parents who have to become migrant workers and work in urban areas far away from their homes to earn living and have to stay in the rural areas.

5.2.2 The organizational structure of the school

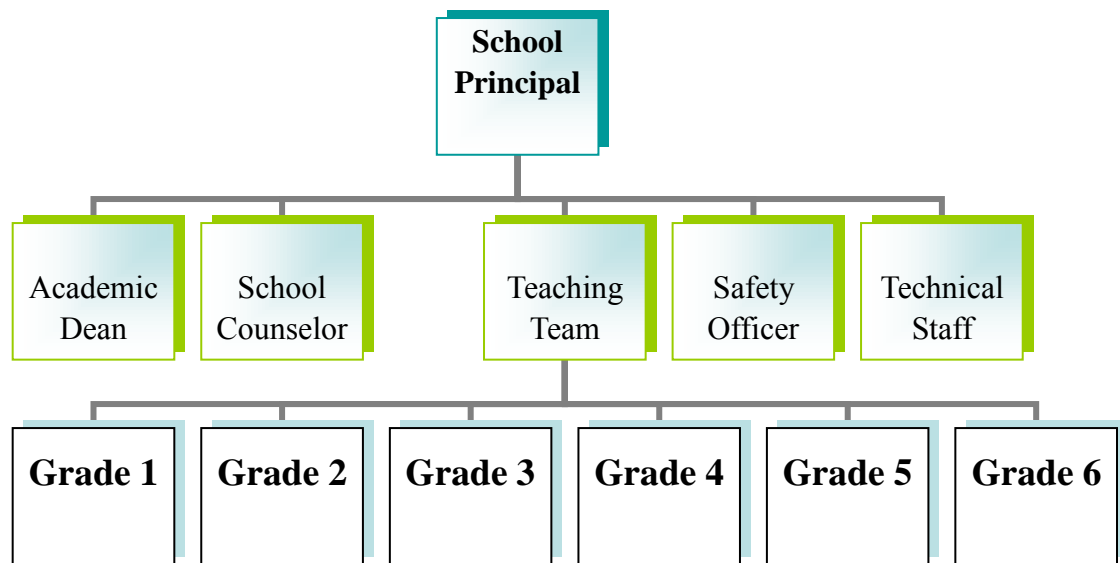


Figure 5.3 Organizational structure of school U

The organizational structure of the school is similar with school R, but still a little different. Furthermore, there is a position of safety officer in the urban school.

Safety Officer is a person who is in charge of school safety. The partners could include: school personnel, parents, police, and community organizations. The role of this position includes:

- *Promote and provide consultation for safety related issues*
- *Undertake risk management by ensuring risk assessments are carried out on all work systems or new equipment.*
- *Provide training and supervision to ensure work is carried out safely.*
- *Ensure that there are guidelines and procedures in place for obtaining advice on health and safety and matters.*
- *Continue to develop, implement and review procedures and guidelines to ensure safe working practices.*

School Principal is the most senior teacher, leader and manager of the school. The role of the principal covers many different areas including leadership, teacher

evaluation, student discipline, and several others. He got a bachelor's degree several years ago. And he was appointed the school principal by the board of education of local government since 2004. The school principal holds a teacher meeting every week.

Academic Dean is the second most senior teacher in the school, who is in charge of academic issue. He was appointed the academic dean by the school principal since 2007.

School Counselor aims to help students solve personal or emotional problems, such as anxiety and depression. Generally, school counselor is trained in Western-developed cognitive methods including rational emotive behavior therapy (REBT), family systems, behavior modification, and object relations. Qi-gong (deep breathing), acupuncture, and music therapy were also used sometimes.

Teaching Team is consisted of 46 teachers with different subjects. In total, there are nine subjects in this school. More specifically, 12 teachers for Chinese, 12 teachers for Mathematics, 3 teachers for English, 5 teachers for science, 5 teachers for Morality & Society, 2 teachers for Arts, 2 teachers for Music 3 for Physical education, and 2 for information technology.

Technical Staff a person who provides support for technologies that support and enhances the teaching and learning experience and assists school with the distance learning management system and platforms such as blogs and wikis; with the document management and collaboration system; with multimedia projects, and classroom capture; and with course design that makes effective use of a variety of technologies.

5.3 Findings from questionnaires

Similarly, it also used the same questionnaires in the investigation of the urban primary school, which are based on the indicators of the Index for Inclusion and linked across all participating groups, were employed to collect data to gain a reasonable understanding of inclusive situation of the school. Besides the demographical

information, it attempts to report the results of teacher questionnaires for two parts: closed questions and open-ended questions with descriptive statistics.

The closed questions aim to get results that are more reliable, A 4-point Likert scale is employed. It is from 1 (definitely agree); 2 (slightly agree); 3 (slightly disagree); and 4 (definitely disagree), forces participants to agree or disagree rather than neutral or middle ground. It is worth noting that the mean responses were calculated from 1 (definitely agree) to 4 (definitely disagree) with a lower response indicating more agreement with an item.

The open-ended questions were added to the closed-ended questions of the three questionnaires. The questions asked the teachers to list the priorities for development, the parents to name and three things that they would like to change about the school, and the students to list three things that they liked and disliked about the primary school. The open-ended questions were designed specifically to determine the participants' perceptions of the primary school with regard to the assets on the one hand, and possible barriers to learning and participation of all students on the other.

5.3.1 Reliability of the Questionnaires

Internal consistency measures whether several items that propose to measure the same general construct produce similar scores, based on the correlations between different items on the same test (or the same subscale on a larger test). Internal consistency is usually measured with Cronbach's alpha (α). And it was calculated in order to check the reliability of each scale. George and Mallery¹ have provided a commonly accepted rule of thumb for Cronbach's alpha that classifies reliability results, as shown in Table 5.1. Malhotra and Birks (2007) emphasized that $\alpha < 0.6$ indicates unsatisfactory internal consistency reliability.

¹ Darren George and Paul Mallery(2003). *SPSS for Windows Step by Step: A Simple Guide and Reference*, 11.0 Update, 4th ed., Allyn and Bacon.

Type of Questionnaire		Cronbach Alpha	Total N of cases	N of Items
Teacher Questionnaires	General	0.878	46	44
	Culture subscales	0.709	46	13
	Policy subscales	0.719	46	15
	Practice subscales	0.723	46	16
Parent Questionnaires	General	0.729	696	24
	Culture subscales	0.604	696	9
	Policy subscales	0.622	696	6
	Practice subscales	0.686	696	9
Student Questionnaires	General	0.704	785	20

Table 5.1 Value of Cronbach Alpha of Questionnaires in School U

5.3.2 Results from the Teacher Questionnaires

Generally, the questionnaires of teachers show that for 19 of the 44 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels. The overall mean of all respondents on all the items of teacher questionnaire was 2.357, and the variance is 0.239. This mean indicates an situation of inclusion that falls between response numbers 2 and 3, that is between “slightly agree” or “slightly disagree”, but leans heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale. A response mean which lent towards 2 would be closer to “slightly agree”. Lower scores indicate more inclusive situation.

According to the open-ended questions of teacher questionnaires, the results could be summarized as follows.

Priorities for development	Number of response
Teacher Training	39
Physical environment (traffic condition, toilets, canteen)	35
Classroom management and class size	31
School leadership (cooperate with local community and family)	28
Attitudes and Values	32
Others (increase teachers' salaries, reduce the study burden on students)	30

Table 5.2 Summary of open-ended Questions of Teacher Questionnaires in School U

5.3.2.1 Demographical information of the teacher group

There are 49 teachers in the school, and 46 of them participate the investigation and response the questionnaires,

Overall response rate: $46/49 \times 100\% = 93.877\%$

Effective response rate: $46/49 \times 100\% = 93.877\%$

All of them had no experience of family member with SEN. And 24 of them are head teachers¹. Some teachers got the in-service training of SEN. More details are listed as follows.

	Variable	Frequency (N=46)	Percentage
Gender	Male	15	32.6
	Female	31	67.4
Age Group	21-20 years	10	21.7
	31-40 years	21	45.7
	41-50 years	9	19.6
	51-60 years	6	13.0
Educational Attainment	Associate degree	18	39.1
	Bachelor degree	28	60.9

¹ Someone who is in charge of a class.

Head teacher	Yes	24	52.2
	No	22	47.8
School Principal	Yes	2	4.3
	No	44	95.7
Teaching subjects	Chinese	12	26.1
	Mathematics	12	26.1
	English	3	6.5
	Science	5	10.9
	Morality & Society	5	10.9
	Arts	2	4.3
	Music	2	4.3
	Physical education	3	6.5
	Information Technology	2	4.3
Teaching experience	0-5 years	3	6.5
	6-10 years	11	23.9
	11-15 years	14	30.4
	16-20 years	10	21.7
	more than 21 years	8	17.4
Teaching experience in this school	0-5 years	8	17.4
	6-10 years	13	28.3
	11-15 years	12	26.1
	16-20 years	12	26.1
	more than 21 years	1	2.2
Training	Yes	28	60.9
	No	18	39.1
Teaching experience with SEN students	Yes	17	37
	No	29	63

Table 5.3 Demographical information of the teacher group

5.3.2.2 Dimension of Culture: teachers' perspective

The overall mean of all respondents on the items related to culture of teacher questionnaires was 2.595, and the variance is 0.103. This mean indicates an situation of inclusion related to culture in teachers' perspective that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 3, which pertains to the response "slightly disagree" on the

questionnaire scale. In the teachers' perspective of culture, an item based summary is presented in Table 5.4.

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
a1 Everyone is made to feel welcome.	2(4.3)	22(47.8)	21(45.7)	1 (2.2)	2.46
a2 Students help each other.	4(8.7)	24(52.2)	17(37.0)	1 (2.2)	2.33
a3 Staff collaborates with each other.	3(6.5)	21(45.7)	21(45.7)	1 (2.2)	2.43
a4 Staff and students treat one another with respect.	1 (2.2)	22(47.8)	21(45.7)	2(4.3)	2.52
a5 There is a partnership between staff and parents.	0	3(6.5)	38(82.6)	5(10.9)	3.04
a6 Staff and governors work well together.	1 (2.2)	18(39.1)	24(52.2)	3(6.5)	2.63
a7 All local communities are involved in the school.	0	0	35(76.1)	11(23.9)	3.24
a8 There are high expectations for all students.	7(15.2)	34(73.9)	5(10.9)	0	1.96
a9 Staff, governors, students and parents share a philosophy of inclusion.	0	9(19.6)	37(80.4)	0	2.80
a10 Students are equally valued.	1 (2.2)	15(32.6)	28(60.9)	2(4.3)	2.67
a11 Staff and students treat one another as human beings as well as occupants of a <u>role</u> .	4(8.7)	19(41.3)	23(50.0)	0	2.41
a12 Staff seeks to remove barriers to learning and participation in all aspects of the school.	2(4.3)	14(30.4)	27(58.7)	3(6.5)	2.67
a13 The school strives to minimize all forms of discrimination.	4(8.7)	15(32.6)	24(52.2)	3(6.5)	2.57

Table 5.4 Frequency, percentage and mean: Culture with teachers' perspective

Table 5.4 shows that for 6 of the 13 items there is a higher response rate within the two agreement levels (Definitely Agree/ Slightly Agree) than the disagreement levels (Slightly Disagree/ Definitely Disagree). Most of the participants agreed with item a1, a2, a3, a8, it means staff and governors work well together. It also indicates that there is a positive relationship in working between staff and governors.

However, participants largely disagreed with item a5, a6, a7, a9, a10, a12 and a13. Most of them denied that there was a partnership between staff and parents, staff and governors, all local communities involved in the school. And they disagreed with that staff, governors, students and parents shared a philosophy of inclusion. Thirty of them showed the disagreement of the item: “students are not equally valued” and they did not believe that the removing barriers to learning and participation were implemented by staff in the school. And twenty-seven of them believed that the school did not strive to minimize all forms of discrimination.

Interestingly, in terms of item a4 and a11, 50% participants agreed with the items, but others disagreed with them. In this case, it is necessary to pay attention to the mean score.

The mean of the item 4 and item 11 are 2.52 and 2.41, respectively. Item a4 shows the less inclusive situation, but a11 leans heavily towards 2, which pertains to the response “Slightly Agree” on the questionnaire scale. Besides item a4, Item a5, a6, a7, a9, a10, a12 and a13 show the less inclusive situation, the results of Item a1, a2 and a3 are presented that the mean 2.46, 2.33 and 2.43, respectively, which is between “Slightly Agree” and “Slightly Disagree”, but leans heavily towards 2 which pertains to the response “Slightly Agree” on the questionnaire scale. Additionally, item a8 is presented that the mean 1.96 is between “Definitely Agree” and “Slightly Agree” but leans heavily towards 2, which pertains to the response “Slightly Agree”.

In summary, item a5, a6, a7, a9, a10, a12 and a13 show the less inclusive situation related to the values and attitudes, classroom management and class size, and school leadership and collaboration.

5.3.2.3 Dimension of Policy: teachers' perspective

The overall mean of all respondents on the items related to policy of teacher questionnaires was 2.377, and the variance is 0.130. This mean indicates a situation of inclusion related to policy in teachers' perspective that falls between response numbers 2 and 3, that is between “slightly agree” or “slightly disagree”, but leans

heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale.

According to Table 5.2, it shows that the frequency, percentage and mean of policy in teachers’ perspective. More specifically, 8 of the 15 items there is a higher response rate within the two agreement levels (Definitely Agree/ Slightly Agree) than the disagreement levels (Slightly Disagree/ Definitely Disagree). Most of the participants disagreed with item b4, b5, b7, b8, b12, b14 and b15. It indicates that all participants agree with b11 and b13 definitely, it indicates that support for those learning English as an additional language is co-ordinated with learning support, and pressures for disciplinary exclusion are decreased.

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
b1. Staff appointments and promotions are fair.	2(4.3)	23(50.0)	19(41.3)	2(4.3)	2.46
b2. All new staffs are helped to settle into the school.	5(10.9)	33(71.7)	8(17.4)	0	2.07
b3. The school seeks to admit all students from its locality.	1(2.2)	31(67.4)	14(30.4)	0	2.28
b4. The school makes its buildings physically accessible to all people.	3(6.5)	18(39.1)	22(47.8)	3(6.5)	2.54
b5. All new students are helped to settle into the school.	1(2.2)	16(34.8)	27(58.7)	2(4.3)	2.65
b6. The school arranges teaching groups so that all students are valued.	6(13.0)	29(63.0)	11(23.9)	0	2.11
b7. All forms of support are co-ordinated.	0	5(10.9)	38(82.6)	3(6.5)	2.96
b8. Staff development activities help staff to respond to student diversity.	2(4.3)	8(17.4)	35(76.1)	1(2.2)	2.76
b9. Special educational needs’ policies are inclusion policies.	10(21.7)	31(67.4)	4(8.7)	1(2.2)	1.91
b10. The Regulations on the Education of People with Disabilities in China is used to reduce the barriers to learning and participation of all students.	2(4.3)	26(56.5)	17(37.0)	1(2.2)	2.37
b11. Support for those learning English as an additional language is co-ordinated with learning support.	4(8.7)	42(91.3)	0	0	1.91

b12. Pastoral and behaviour support policies are linked to curriculum development and learning support policies.	0	18(39.1)	25(54.3)	3(6.5)	2.67
b13. Pressures for disciplinary exclusion are decreased.	12(26.1)	34(73.9)	0	0	1.74
b14. Barriers to attendance are reduced.	4(8.7)	16(34.8)	24(52.2)	2(4.3)	2.52
b15. Bullying is minimized.	1(2.2)	14(30.4)	29(63.0)	2(4.3)	2.70

Table 5.5 Frequency, percentage and mean: Policy with teachers' perspective

The mean of policy in teachers' perspective indicates the current state similarly. The items in Figure 5.14 assess policy in teachers' perspective. Item b4, b5, b7, b8, b12, b14, and a15 show the less inclusive situation, the mean score are 2.54, 2.65, 2.96, 2.76, 2.67, 2.52 and 2.70, respectively. The results indicate that the majority of the teachers disagree with these items.

In summary, participants largely disagreed with item b4, b5, b7, b8, b12, b14 and b15, and it shows the less inclusive situation. It indicates the less inclusive situation related the physical environment, school leadership and collaboration, and teacher education.

5.3.2.4 Dimension of Practice: teachers' perspective

The overall mean of all respondents on the items related to practice of teacher questionnaires was 2.461, and the variance is 0.046. This mean indicates an situation of inclusion related to practice in teachers' perspective that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale.

Generally, there is a higher response rate (7 of the 16 items) within the two disagreement levels (definitely disagree/slightly disagree) c3, c6, c8, c10, c12, c14 and c15, than the agreement levels (definitely disagree/slightly disagree). In comparison, they agree with the item c1, c5, c7, c9, c11, c13 and c16. It indicates the inclusive situation in lessons, assessment, teacher partnership, support and

resources.

However, the response of item c2 and c4 is special, 50% participants agree and 50% disagree. In this case, it is necessary to pay attention to the mean of item c2 and c4, and there are more details about the mean of the two items.

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
c1. Teaching is planned with the learning of all students in mind.	3(6.5)	21(45.7)	22(47.8)	0	2.41
c2. Lessons encourage the participation of all students.	8(17.4)	15(32.6)	23(50.0)	0	2.33
c3. Lessons develop an understanding of difference.	0	7(15.2)	35(76.1)	4(8.7)	2.93
c4. Students are actively involved in their own learning.	8(28.3)	15(32.6)	23(50.0)	0	2.33
c5. Students learn collaboratively.	6(13.0)	28(60.9)	12(26.1)	0	2.13
c6. Assessment contributes to the achievements of all students.	2(4.3)	18(39.1)	23(50.0)	3(6.5)	2.59
c7. Classroom discipline is based on mutual respect.	2(4.3)	22(47.8)	20(43.5)	2(4.3)	2.48
c8. Teachers plan, teach and review in partnership.	2(4.3)	15(32.6)	27(58.7)	2(4.3)	2.63
c9. Teaching assistants support the learning and participation of all students.	0	26(56.5)	19(41.3)	1(2.2)	2.46
c10. Homework contributes to the learning of all.	3(6.5)	19(41.3)	23(50.0)	1(2.2)	2.48
c11. All students take part in activities outside the classroom.	4(8.7)	31(67.4)	11(23.9)	0	2.15
c12. Student difference is used as a resource for teaching and learning.	4(8.7)	12(26.1)	28(60.9)	2(4.3)	2.61
c13. Staff expertise is fully utilized.	0	30(65.2)	14(30.4)	2(4.3)	2.39
c14. Staffs develop resources to support learning and participation.	3(6.5)	18(39.1)	23(50.0)	2(4.3)	2.52
c15. Community resources are known and drawn upon.	0	16(34.8)	26(56.5)	4(8.7)	2.74
c16. School resources are distributed fairly so that they support inclusion.	8(17.4)	22(47.8)	15(32.6)	1(2.2)	2.20

Table 5.6 Frequency, percentage and mean: Practice with teachers' perspective

It also presents the mean about the responses of the teachers. In terms of item c2 and c4, the mean is 2.33.

As discussed in this chapter, a response of mean below 2.5 indicates more inclusive situation on the part of the participant whereas a score above 2.5 is considered to be less inclusive situation. Based on table 5.3 that assesses practice in teachers' perspective, the response shows less inclusive situation through item c3, c6, c8, c10, c12, c14 and c15.

In summary, the responses of Item c3, c6, c8, c10, c12, c14 and c15 show the less inclusive situation. It indicates the less inclusive situation related the school leadership and collaboration, and classroom management and class size.

5.3.2.5 Comparing Means of teacher questionnaires in School U

According to the responses of teacher questionnaires, all of the teachers said there was no family member with special needs. Then, an analysis of variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education among different age groups, different educational attainment, different years of teaching experience, and different subjects of teachers. And an analysis of independent-samples t-test was conducted to examine whether there was a significant difference in commitment towards inclusive education between different genders, different background of training experience, and teaching experience with and without special educational needs. It found that teaching subjects was significant ($P=0.019<0.05$) statistically, and the gender groups in policy level was significant ($P=0.042<0.05$). However, other variables were not significant. More details are listed as follows.

Age Groups	21-30	31-40	41-50	51+	<i>F</i>	<i>p</i>
General	2.40	2.49	2.52	2.43	0.522	0.669
Culture	2.45	2.64	2.61	2.62	1.103	0.358
Policy	2.30	2.38	2.42	2.40	0.369	0.776
Practice	2.44	2.48	2.53	2.30	0.855	0.472

Table 5.7 Analysis of Variance of inclusion by different age groups

Educational attainment	Zhuanke	Bachelor	<i>F</i>	<i>p</i>
	(n=18)	(n=28)		
General	2.48	2.46	0.007	0.734
Culture	2.58	2.59	0.001	0.916
Policy	2.43	2.34	0.094	0.241
Practice	2.45	2.46	0.001	0.915

Table 5.8 Analysis of Variance of inclusion by different educational level

Teaching experience	0-5 Years	6-10 Years	11-15 Years	16-20 Years	+21 Years	<i>F</i>	<i>p</i>
General	2.53	2.39	2.53	2.48	2.42		
Culture	2.74	2.42	2.68	2.60	2.60	1.607	0.191
Policy	2.44	2.30	2.42	2.37	2.37	0.366	0.831
Practice	2.45	2.46	2.51	2.49	2.32	0.556	0.695

Table 5.9 Analysis of Variance of inclusion by different years of teaching experiences

Gender	Female	Male	<i>t</i>	<i>p</i>
General level	2.41	2.58	-1.740	0.101
Culture	2.53	2.71	-1.627	0.122
Policy	2.30	2.51	-2.189	0.042
Practice	2.41	2.54	-1.082	0.295

Table 5.10 Independent t-test on the difference in inclusion between males and females

Teacher Training	With training	Without training	<i>t</i>	<i>p</i>
General level	2.46	2.48	-0.311	0.759
Culture	2.58	2.61	0.330	0.744
Policy	2.38	2.35	0.313	0.757
Practice	2.43	2.50	-0.877	0.385

Table 5.11 Independent t-test on the difference in training experience of different background

Teaching Experience	With SEN	Without SEN	<i>t</i>	<i>p</i>
General level	2.43	2.49	-0.820	0.417
Culture	2.53	2.63	-1.344	0.186
Policy	2.35	2.38	-0.395	0.695
Practice	2.42	2.48	-0.681	0.500

Table 5.12 Independent t-test on the difference in teaching experience with and without SEN

Based on what has been mentioned above, the variables of teaching subjects ($P=0.027<0.05$) and the gender groups in policy level was significant ($P=0.042<0.05$) statistically. It indicates the group of female teachers is more inclusive in policy level, and the group of English teachers is more inclusive in general level. However, it is necessary to consider the small sample, and there are 46 teachers to respond the questionnaires, so it can just represent this primary school.

5.3.3 Results from the Parent Questionnaires

The first section of the questionnaire is the personal information of students, and it includes the grade of student. The closed questions of parent questionnaires include three parts: culture, policy and practice. There are 24 items of this questionnaire, and it records responses to items using a four-point Likert scale from 1 (definitely agree); 2 (slightly agree); 3 (slightly disagree); and 4 (definitely disagree). Mean responses were calculated from 1 (definitely agree) to 4 (definitely disagree) with a higher response indicating less agreement with an item. At last, the open-ended questions were added.

In the urban primary school, there are 795 students from Grade 4 to Grade 6, so the study passed the 795 questionnaires to their parents. Then 710 of them participated in the investigation and responded the questionnaires, and 696 were valid questionnaires.

Overall response rate: $710/795 \times 100\% = 89.31\%$

Effective response rate: $696/710 \times 100\% = 98.03\%$

Grade	Number of Questionnaires Distributed	Number of Questionnaires returned	Valid questionnaires	Invalid questionnaires
4	264	215	211	4
5	269	237	231	6
6	262	258	254	4

Table 5.13 Parent Questionnaires responses

Of the 710 returned questionnaires 14 were deemed invalid and were not included in the SPSS analysis (N=696). Of the 14 invalid questionnaires, 9 were removed from the study due to the exclusion criteria: blank, not finished, same options in all. The rest were used to analyze the open-ended questions.

The general information of parent questionnaires responses in urban primary school

is presented in Table 5.13, and the response of the questionnaire with each item is presented in Table 5.15, 5.16 and 5.17. The overall mean of all respondents on all the items of the questionnaire was 2.553 and the variance 0.090. This mean indicates an situation of inclusion that falls between response numbers 2 and 3 that is between “slightly agree” or “slightly disagree”, but leans heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale. A response mean, which lent towards 3 would be closer to “slightly disagree”. Lower scores indicate more favorable towards inclusive education.

According to the open-ended questions of parent questionnaires, the results could be summarized as Table 5.14.

What three changes would you like to see at the school?		No. of response
Teacher education	Improve teaching strategies and help every student when someone needs help.	253
Physical environment	condition of transportation	217
	accessible building	139
School leadership and collaboration	collaboration among teacher, parents and students	179
	stop the bullying at school	266
Classroom management and class size.	respect students without corporal punishment	221

Table 5.15 Summary of Open-ended Questions of Parent Questionnaires in School U

5.3.3.1 Dimension of Culture: parents’ perspective

The table 5.11 shows that for 8 of the 9 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels. These are item a1, a3, a4, a5, a6, a7, a8 and a9. The summary of frequency, percentage and mean is presented as follows.

The overall mean of the 9 items is 2.709. It is between “slightly agree” and “slightly

disagree”, but leans heavily towards 3, which pertains to the response –slightly disagree” on the questionnaire scale. More details of mean scores of the items are presented as follows. It also supported results of frequency and percentage. The mean of item a1, a3, a4, a5, a6, a7, a8 and a9 are 2.52, 2.73, 2.81, 2.98, 2.78, 2.87, 2.83 and 2.94, respectively. However, the result of item a2 shows that students help each other. The mean of this item is 1.94 that indicates –slightly agree”.

Items	Definitely	Slightly	Slightly	Definitely	Mean
	Agree (%)	Agree (%)	Disagree (%)	Disagree (%)	
a1 Everyone is made to feel welcome at this school.	91 (13.1)	242 (34.8)	275 (39.5)	88 (12.6)	2.52
a2 Students help each other.	237 (34.1)	281 (40.4)	163 (23.4)	15 (2.2)	1.94
a3 Staff work well with each other.	14 (2.0)	263 (37.8)	318 (45.7)	101 (14.5)	2.73
a4 Staff and students treat one another with respect.	21 (3.0)	214 (30.7)	340 (48.9)	121(17.4)	2.81
a5 Parents feel involved in the school.	37 (5.3)	157 (22.6)	288 (41.4)	214 (30.7)	2.98
a6 Staff and governors work well together.	25 (3.6)	220 (31.6)	336 (48.3)	115 (16.5)	2.78
a7 Teachers do not favour one group of children and young people over another.	14 (2.0)	182 (26.1)	380 (54.6)	120(17.2)	2.87
a8 Teachers try to help all students to do their best.	26 (3.7)	169 (24.3)	395 (56.8)	106 (15.2)	2.83
a9 Teachers think all students are equally important.	17(2.4)	163(23.4)	363 (52.2)	153 (22)	2.94

Table 5.16 Frequency, percentage and mean: culture with parents' perspective

Most of the parents disagree with the item a1, a3, a4, a5, a6, a7, a8 and a9. It indicates that most of them did not believe that everyone made to feel welcome at this school. And it shows that they did not think staff works well with each other, and staff and governors work well together. Moreover, the parents did not feel involved in the school. It indicates that there is less collaboration at schools among teachers, parents, school principal and other staff. The frequency of Item a4 also deduced that it is lack of respect between staff and students. And the results also indicates that teachers

favor one group of children and young people over another with prejudice, and teachers did not try to help all students to do their best.

In contrast, there is a higher response rate within the two agreement levels with item a2, and 518 of 696 participants pointed out that students helped each other.

In summary, the responses of item a1, a3, a4, a5, a6, a7, a8 and a9 show the less inclusive situation. It indicates the less inclusive situation related the values and attitudes, classroom management and class size, and school leadership and collaboration.

5.3.3.2 Dimension of Policy: parents’ perspective

The overall mean of all respondents on the items related to practice of teacher questionnaires was 2.563, and the variance is 0.032. This mean indicates an situation of inclusion related to culture in teachers’ perspective that falls between response numbers 2 and 3, that is between “slightly agree” or “slightly disagree”, but leans heavily towards 3, which pertains to the response “slightly disagree” on the questionnaire scale.

The table 5.16 shows that for 4 of the 6 items there is a higher response rate within the two disagreement levels than the agreement levels. These items are b1, b4, b5 and b6. The summary of frequency, percentage and mean is presented as follows.

Items	Definitely Agree(%)	Slightly Agree(%)	Slightly Disagree(%)	Definitely Disagree(%)	Mean
b1 The school makes it easy for children and young people with impairments to come to this school.	63(9.1)	259(37.2)	302(43.4)	72(10.3)	2.55
b2 When you first join this school you are helped to feel settled.	96(13.8)	331(47.6)	234(33.6)	35(5.0)	2.30
b3 Teachers like teaching all their classes.	27(3.9)	378(54.3)	252(36.2)	39(5.6)	2.44

b4 The teachers try to sort out difficulties over behaviour without wanting children to leave the school.	9(1.3)	257(36.9)	392(56.3)	38(5.5)	2.66
b5 The teachers work hard to make the school a good place to come to.	44(6.3)	261(37.5)	299(43.0)	92(13.2)	2.63
b6 Everything possible is done to stop bullying.	10(1.4)	213(30.6)	376(54.0)	97(13.9)	2.80

Table 5.17 Frequency, percentage and mean: policy with parents' perspective

It shows that for 4 of the 6 items there is a higher response rate within the two disagreement levels (definitely disagree/slightly disagree) than the agreement levels. The participants disagree with the item b1 (374 of 696), b4 (430 of 696), b5 (391 of 696) and b6 (473 of 696).

It means they do not think the school makes it easy for children and young people with impairments to come to this school. In terms of teacher, the parents also disagree with that everything possible had done to stop bullying, teachers work hard to make the school a good place to come to and try to sort out difficulties over behavior without wanting children to leave the school.

In contrast, there is a higher response rate within the two agreement levels with item b2 and b3. And it presents that the school help new students involve in the environment, and teachers like teaching all their classes. The mean is 2.30 and 2.44 respectively. It is between "Slightly Agree" and "Slightly Disagree", but it leans heavily towards 2, which pertains to the response "Slightly Agree" on the questionnaire scale. However, the results of item b1, b4, b5 and b6 show the less inclusive situations. The mean leans heavily towards 3—"Slightly Agree".

In summary, the responses of item b1, b4, b5 and b6 show the less inclusive situation. It indicates the barriers related to classroom management and class size, school leadership and collaboration, and physical environment.

5.3.3.3 Dimension of Practice: parents' perspective

The overall mean of all respondents on the items related to practice of teacher

questionnaires was 2.390, and the variance is 0.080. This mean indicates an situation of inclusion related to culture in teachers' perspective that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to the response "slightly agree" on the questionnaire scale.

The table 5.17 shows that for 5 of the 9 items there is a higher response rate within the two disagreement levels than the agreement levels. These items are c1, c2, c6, c8 and c9. The summary of frequency and percentage is presented as follows.

Items	Definitely Agree (%)	Slightly Agree (%)	Slightly Disagree (%)	Definitely Disagree (%)	Mean
c1. Teachers try to make the lessons easy to understand for everyone.	47 (6.8)	291 (41.8)	304 (43.7)	54 (7.8)	2.52
c2. Students are taught to appreciate people who have different backgrounds to their own.	21(3.0)	262(37.6)	354(50.9)	59(8.5)	2.65
c3. Students generally know what will be taught next in lessons.	196(28.2)	247(35.5)	206(29.6)	47(6.8)	2.15
c4. In lessons teachers expect students to help each other.	277(39.8)	247(35.5)	141(20.3)	31(4.5)	1.89
c5. In most lessons students and teachers behave well towards each other.	189(27.2)	311(44.7)	170(24.4)	26(3.7)	2.05
c6. Teachers help everyone who has difficulties with lessons.	15(2.2)	295(42.4)	341(49.0)	45(6.5)	2.60
c7. Teaching assistants work with anyone who needs help.	55(7.9)	299(43.0)	314(45.1)	28(4.0)	2.45
c8. Homework helps with learning and is properly explained.	19(2.7)	261(37.5)	381(54.7)	35(5.0)	2.62
c9. Activities are arranged outside of lessons which interest everyone.	40(5.7)	271(38.9)	326(46.8)	59(8.5)	2.58

Table 5.18 Frequency, percentage and mean: practice with parents' perspective

It shows that there is a higher response rate within the two disagreement levels than the agreement levels. In terms of results of mean in practice, the mean of 5 items (c1, c2, c6, c8, c9) is significant in disagreement levels. The mean of the 5 items is 2.52, 2.65, 2.60, 2.62 and 2.58, respectively. It is between "Slightly Agree" and "Slightly Disagree", but more than 2.5, which pertains to the response "Slightly Disagree" on the questionnaire scale.

In summary, the responses of item c1, c2, c6, c8 and c9 show the less inclusive situation. It indicates the barriers to classroom management and class size, and school leadership and collaboration.

5.3.2.5 Comparing Means of parent questionnaires in School U

According to the responses of parent questionnaires in school U, an analysis of variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education in different grades. More details were listed as follows.

Grade	Grade 4 (n=211)	Grade 5 (n=231)	Grade 6 (n=254)	<i>F</i>	<i>p</i>
General	2.50	2.61	2.53	10.297	<0.001
Culture	2.56	2.74	2.79	25.940	<0.001
Policy	2.40	2.64	2.48	18.201	<0.001
Practice	2.44	2.44	2.29	10.769	<0.001

Table 5.19 Analysis of Variance of inclusion by parents of different grades

It found that there was statistically highly significant among different grades of parents ($P < 0.001$). The results of the parents group in Grade 4 indicates more inclusive situation. However, it is necessary to consider this case study, so it can just represent the situation of this primary school.

5.3.4 Results from the Student Questionnaires

Considering the age of the students in the primary schools, all of the students from Grade 4 to Grade 6 were selected to participate in the investigation. All of the students aged six to thirteen approximately.

In the urban primary school, there are 795 students from Grade 4 to Grade 6¹, so the study passed the 795 questionnaires to them. And then 790 of them participated in the investigation and responded the questionnaires, and 785 were valid questionnaires.

¹ In the urban school, there are four classes per grade.

Overall response rate: $790/795 \times 100\% = 99.37\%$

Effective response rate: $785/790 \times 100\% = 99.36\%$

Grades	Number of Questionnaires Distributed	Number of Questionnaires returned	Valid questionnaires	Invalid questionnaires
Grade 4	257	255	253	2
Grade 5	262	260	259	1
Grade 6	276	275	273	2
Total	795	790	785	5

Table 5.20 Student Questionnaires responses

The Questionnaire for students could be divided into two parts.

Part 1 is the personal information, including gender and grade. Part 2 is the items. There are 20 items for Questionnaires of students from Grade 4 to Grade 6. And 4 response options (answer choices) for each item, including YES, yes, no, NO. It means definitely agree, slightly agree, slightly disagree and definitely disagree respectively.

Of the 790 collected questionnaires, only five were eliminated because of too many missing answers. Therefore, the response rates were very high. 785 of 790 returned questionnaires were deemed valid and included in the SPSS analysis (N = 785).

Altogether, 785 valid questionnaires were adopted for data analysis. Responses to items were later coded numerically when entered into SPSS. According to the items of the Questionnaire, two of them are negative items: item 10 and item 11. Negatively worded items were subsequently reverse-coded using SPSS recode.

The response of the questionnaires was presented in Table 5.8, and the frequency, percentage and mean of the items are presented in Table 5.10.

The overall mean of all respondents on all the statements of the students' questionnaires were 2.368, and the variance was 0.252. This mean indicates an situation of inclusion that falls between response numbers 2 and 3, that is between "slightly agree" or "slightly disagree", but leans heavily towards 2, which pertains to

the response –slightly agree” on the questionnaire scale. A response mean that lent towards 2 would be closer to –slightly agree”. Lower scores indicate more favorable towards inclusive education.

Firstly, the responses of open-ended questions of student questionnaires are presented.

Things I don't really like about my school		No. of response
Teacher training	Teaching strategies, too much homework	453
Physical environment	condition of transportation and toilets	479
School leadership and collaboration	Rarely contact the parents	103
	Someone call others by unkind names.	302
Classroom management and class size	corporal punishment	298

Table 5.21 Summary of Open-ended Questions of Student Questionnaires in School U

Items	Definitely	Slightly	Slightly	Definitely	Mean
	Agree (%)	Agree (%)	Disagree (%)	Disagree (%)	
1. Sometimes I do class work in pairs with a friend.	121 (15.4)	505 (64.3)	97 (12.4)	62 (7.9)	2.13
2. Sometimes my class is divided into groups for work.	201 (25.6)	414 (52.7)	117 (14.9)	53 (6.8)	2.03
3. I help my friends with their work when they get stuck.	262 (33.4)	419 (53.4)	88 (11.2)	16 (2.0)	1.82
4. My friends help me with my work when I get stuck.	247 (31.5)	372 (47.4)	108 (13.8)	58 (7.4)	1.97
5. My work is put on the walls for other people to see.	28 (3.6)	164 (20.9)	214 (27.3)	379 (48.3)	3.20
6. My teacher likes to listen to my ideas.	46 (5.9)	251 (32.0)	336 (42.8)	152 (19.4)	2.76
7. My teacher likes to help me with my work.	337 (42.9)	285 (36.3)	125 (15.9)	38 (4.8)	1.83
8. I like to help my teacher when she or he has jobs that need doing.	252 (32.1)	335 (42.7)	141 (18.0)	57 (7.3)	2.00
9. I think our classroom rules are fair.	288 (36.7)	296 (37.7)	141 (18.0)	60 (7.6)	1.97
10. Some of the children in my class do not call others	92 (11.7)	140 (17.8)	348 (44.3)	205 (26.1)	2.85

by unkind names.					
11. I am not bullied in the playground.	53 (6.8)	211 (26.9)	389 (49.6)	132 (16.8)	2.76
12. When I feel unhappy at school there is always an adult to look after me.	43 (5.5)	230 (29.3)	268 (34.1)	244 (31.1)	2.91
13. When children in my class quarrel, the teacher sorts it out fairly.	311 (39.6)	316 (40.3)	113 (14.4)	45 (5.7)	1.86
14. I think setting targets for the term helps my work to improve.	295 (37.6)	341 (43.4)	103 (13.1)	46 (5.9)	1.87
15. Sometimes my teacher lets me choose what work to do.	52 (6.6)	182 (23.2)	201 (25.6)	350 (44.6)	3.08
16. I feel pleased with myself when I have done a good piece of work.	189 (24.1)	351 (44.7)	212 (27.0)	33 (4.2)	2.11
17. When I have homework I usually understand what I am supposed to do.	36 (4.6)	320 (40.8)	384 (48.9)	45 (5.7)	2.56
18. My teacher likes me to tell her or him about what I do at home.	41 (5.2)	156 (19.9)	217 (27.6)	371 (47.3)	3.17
19. My family thinks this is a good school.	42 (5.4)	299 (38.1)	378 (48.2)	66 (8.4)	2.60
20. If I am away from school my class teacher asks me where I have been.	239 (30.4)	412 (52.5)	120 (15.3)	14 (1.8)	1.88

Table 5.22 Frequency, percentage and mean: Students' perspectives

The items in the Table 5.9 assess inclusive situation of the primary school in students' perspective. The table shows that for 9 of the 20 items there is a higher response rate within the two disagreement levels than the agreement levels (definitely agree/slightly agree). Participants largely disagreed with item 5, 6, 10, 11, 12, 15, 17, 18 and 19. In comparison, other responses of items are presented agree levels.

It shows the less inclusive situation and indicates that they disagree with listed views:

My work is put on the walls for other people to see.

My teacher likes to listen to my ideas.

Some of the children in my class do not call others by unkind names.

I am not bullied in the playground.

When I feel unhappy at school there is always an adult to look after me.

Sometimes my teacher lets me choose what work to do.

When I have homework I usually understand what I am supposed to do.

My teacher likes me to tell her or him about what I do at home.

My family thinks this is a good school.

More importantly, 622 of 785 students agreed with item 7, and the other 20.7% disagreed with the item. In this case, the mean score of item 15 is very significant. The mean of the item is 1.83 which is between “definitely agree” and “slightly agree”, but leans heavily towards 2, which pertains to the response “slightly agree” on the questionnaire scale.

It indicates that most of participants agreed that:

The teacher likes to help me with my work.

However, according to the frequency and percentage of item 6, most of the participants disagreed that:

My teacher likes to listen to my ideas.

This situation is also happened in rural school. It is very interesting. On one hand, the teacher likes to help students with their work. On the other hand, the teachers do not like to listen to students' ideas. Like the rural school, the urban school also reflects the Teacher-centered paradigms in the classroom.

According to the table, the mean of item 5, 6, 10, 11, 12, 15, 18 and 19 are more than 2.5 which pertains to the response “slightly disagree”.

Importantly, the mean of Item 5, 15 and 18 is more than 3, and it is between “slightly

disagree” or “definitely disagree”, but leans heavily towards 3, which pertains to the response “slightly disagree”. Therefore, it indicates less inclusive situation significantly.

In summary, according to the mean of item 5, 6, 10, 11, 12, 15, 18 and 19, it shows the less inclusive situation related to attitudes and values, classroom management and class size, and school leadership and collaboration.

Additionally, in order to understand the responses of student questionnaires, an analysis of variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education among different grades. In addition, an analysis of independent-samples t-test was conducted to examine whether there was a significant difference in commitment towards inclusive education between different genders.

Grade	Grade 4 (n=248)	Grade 5 (n=263)	Grade 6 (n=274)	<i>F</i>	<i>p</i>
Inclusion	2.39	2.33	2.37	2.005	0.135

Table 5.23 Analysis of Variance of inclusion by students of different grades in school U

Gender	Female (n=345)	Male (n=440)	<i>t</i>	<i>p</i>
Inclusion	2.36	2.37	-0.395	0.693

Table 5.24 Independent T-test of inclusion by students of different genders in school U

It found that there was not significant among different grades ($P=0.135>0.05$), and not significant between different genders ($p=0.693>0.05$). However, it is necessary to consider the small sample, so it can just represent the situation of this primary school.

5.4 Findings from Interviews: school U

Just as it mentioned in Chapter 4, this study aims to understand the current state of inclusive education, especially the barriers, through the interviews in the perspective of parents, teachers and school principal. In the process of the data collection, note

taking, tape recording and transcription were used in the information gathering process for this study. Listening to the tape recording and reading of the verbatim transcriptions continued the process of analysis. Lists of themes and sub themes were generated from the transcripts and detailed comparisons were made in relation to the other participants' response. The taped interviews were transcribed verbatim into written transcripts.

MAXQDA was used to analyze the qualitative data. The MAXQDA required that all recorded interviews be transcribed and formatted in an .rtf document format. Then, the transcripts of 25 interviews in urban school were conducted, including 12 teachers, 12 parents, and 1 school principle.

It was very useful to code the data. So, for any question asked in the interviews, a transcript was produced for each participant's response. This made it easier to get answers for each question from among the participants and the different groups they belonged to.

5.4.1 Results from the Teacher Interviews

Individual interviews were conducted with the teachers in urban primary school. And two teachers from each Grade, so twelve teachers who taught Grade 1 to Grade 6 were selected to participate in it.

5.4.1.1 Personal and professional information

Demographic Factors	Respondent Subgroups	Total	Percentage
N=12			
Gender	Males	6	50
	Females	6	50
Age	20-30	2	80
	31-40	4	20
	41-50	4	0
	51-60	2	0
Qualifications	Zhuanke ¹	2	20
	Undergraduates	10	80
	Graduate Diploma/Post Graduat	0	0
	Masters or Doctoral Degree	0	0
Teaching Experience	0-5	2	80
	6-10	2	0
	11-15	2	0
	16-20	3	20
	20+	3	0
Previous teaching experience of students with SEN	Yes	9	
	No	3	
Family Member with Special Needs	Yes	0	0
	No	12	100
Close Friend with a Special Needs	Yes	2	
	No	10	
Pre-service Training focusing on the Education of Students with SEN	Yes	12	100
	No	0	0
In-service Training focusing on the Education of Students with SEN	Yes	2	
	No	10	
Level of Confidence in teaching Students with SEN	High	2	
	Average	7	
	Low	3	

Table 5.25 Demographics of Interview Participants

The 12 participants work as teachers during 4-31 years, most of them have been working in this school since graduating from university. And ten of them got the

¹ Zhuanke refers to higher education program with two or three years study. Zhuanke graduates may enter part-time bridging programs leading to a Bachelor's degree.

Bachelor's degree, and the rest two got the Zhuanke. According to Teachers Law of the Peoples Republic of China, the State shall institute a system of qualifications for teachers, and only the person who possesses the qualification of teacher, can be engaged in teaching in different schools and educational institutions. More specifically, to obtain qualifications for a teacher in a primary school, one shall be a graduate of a secondary normal school or upwards. So, all of the participants fulfill the qualification. In regard to the types of students with SEN of their previous teaching experience, visual impairment, hearing disorder, intellectual disability, learning difficulty, and physical impairment were responding.

5.4.1.2 Teacher Interview Results: Attitudes and Values

With regard to values and attitudes, a participant believed that they were supporter rather than the centre of the class, there was a philosophy regarding to diversity and inclusion of students,

In China, Confucius advocated teaching students through IEP. This philosophy affects us deeply. It encouraged us to teach students with different strategies to meet the special educational needs for all (UT02: 2-4).

However, there is some discrimination. Denial of admission was happened to the students with moderate to severe disabilities.

By and large, our school accepts all aged students. But for students with moderate to severe disabilities, they cannot learn in our regular school. So, in this case, we advise them to attend the special school (UT01:1-3).

Some teaches took the students as the burden. They pointed out that

Everyone is equal, and everyone has the right to receive education. Generally, we accept all of the students to attend our school. However, for students with moderate or severe disabilities,

they cannot learn in our school, and then we have to ask them to attend special school. For them, it is difficult to accept by regular schools (UT07:2-5).

Some teachers believed that the school tries to make everyone feel welcome. A welcoming ceremony was held in state in the school at the beginning of the term. It could help students involve in school and adapt the school environment as soon as possible.

After the welcoming ceremony, the entrance education was held by head teacher in the class. It talks about the plan of the semester, the requirements for students. Then, the students could give suggestions to the head teacher (UT03: 11-13).

Concerning the parental attitudes of students with and without SEN, the participants found that all of the parents hope their children to receive education as usual. And there are some differences between them.

As parents, there are low expectations in academic attainments for students with learning difficulties. For example, one student with learning difficulty is in my class, his English is always failed. His father said even though his English is bad, but it is no problem. I do not hope him to go to university; he can work in my family company as an accountant in the future (UT08: 12-16).

However, for the parents of students without SEN, all of them hope their children to get quality education with high expectations.

All of them hope their students to get high academic performance and find a good job in the future. Just as a Chinese proverb says, a statusful son makes his mother become respected everywhere. So, I think most of the parents of students without SEN dream of their children attending good universities (UT04: 15-19).

Most of the students also show collaborative attitudes, they can help each other. The participants believed that the rate of student collaboration was higher than the teachers.

In my class, I mixed different types of students to study in a group. I think it is effective to promote them to understand each other. Then their learning and participation was improved (UT09: 20-22).

However, the school rarely contacts the local community and families.

We did not communicate with the local communities outside the school. I think there is no resource related to SEN in these communities. We contact the families sometimes, not frequently (UT10:25-27).

Additionally, traditional attitudes about competition were pointed out.

To be a scholar is to be at the top of society while all other careers are inferior. (UT12: 31-32).

5.4.1.3 Teacher Interview Results: Classroom management and class size

Class size is believed to be another essential problem. In teachers' opinion, class size is the other barrier in the school.

In my class, there are more than 45 students, it is difficult to use IEP strategies and meet the SEN. So, group learning is used frequently (UT11: 35-37).

Most of them hoped all students could get quality education, and get a good job in the future. One teacher felt upset about students with SEN.

In my class, there are two students with learning difficulties. I felt like I was being kicked in the teeth every day. Our aim is to help student to get knowledge, especially get high academic

performance. But they two students failed to all of the exams. So, I am worried about their future (UT05:4-7).

In terms of meeting diversity for the students, the strategies in curriculum and homework were used.

Sometimes I water down the course for students with learning difficulties. Moreover, I assign different homework for the students (UT07:30-31).

5.4.1.4 Teacher Interview Results: School Leadership and collaboration

The participants pointed out that involvement and participation was fine with most of the teachers. But they were worried about the involvement and participation of local communities. Generally, the school rarely contacts the local community, so community is not involved in the school. The community is lack of interest of school activities.

For us, I think it is easier to develop inclusion and meet the special educational needs. Because we are here, we can involve and participate in it. However, what about the situation outside the school? Do the local communities involve and participate in developing inclusion and providing some support? That is very difficult. Therefore, we should ask all members of the society to develop inclusive education (UT09: 34-38).

The teachers pointed out that the main policy to include students with SEN was Learning in Regular Classroom (LRC).

Since late 1980s, "Learning in Regular Classroom" has been implemented in our school (UT02: 32).

The State Council (Liu, 2008) brought "Learning in Regular Classroom" forward formally in the Outline of the Work for the Disabled in China during the 5-Year Plan Period (1988-1992). This school is one of the regular schools to implement the policy of LRC to involve students with SEN.

How does school form a class and what class do the students with SEN attend? The school can accept all aged students except students with moderate or severe disabilities.

By the large, one class could accept 1 or 2 students with mild disabilities. In addition, all of the students in our school attend regular class rather than special class (UT10:32-34).

With regard to rules about students with SEN whom involved in the regular classroom, published by CDPF (China Disabled Persons' Federation), 50% of the participants are not familiar with documents of CDPF.

The only document about students with SEN in our school is the Outline of the Work for the Disabled in China During the 5-Year Plan Period (1988-1992) which was issued by the State Council (UT08: 37-39).

Usually, when the school places the student with SEN (just mild disorders) in one class, the school principle would hold a meeting and ask all teachers of the class to attend it, and discuss how to meet the special educational needs of the students. However, the support is just for students with mild disorders, for example, learning difficulties.

The head teacher is responsible for meeting the diversity of students with learning difficulties. All children study in regular class. There is no special class here. Yet there is no one to organize other types of support (UT04:39-41).

In terms of collaboration, some participants believed that a half of teachers can collaborate with each other. The main collaboration is teacher meeting and class evaluation.

The teacher meeting is held on Monday afternoon every week. At the meeting, teachers could discuss the problems they are facing,

their plan for this week and so on. And the class evaluation, it is a regular activity in the school, and the teachers can discuss the teaching philosophy, strategies. Overall, these are the activities to promote collaboration (UT06: 18-22).

In order to promote the parent to participate in school activities, telephone, parents meeting, face-to-face communication was used, and the telephone was used more frequently.

Besides parents meeting, I have to visit their families in person several years ago. With the development of science and technology, I often use telephone to communicate with the parents (UT06:35-37).

In terms of teaching resources in the school, the resources are very limited for students with SEN. This problem goes together with the leadership.

I think in regular schools, there are only a few resources. But in special schools, students with blind, deaf, and other multiple types of disabilities can enroll in and study with enough resources(UT12: 40-42).

5.4.1.5 Teacher Interview Results: Teacher Education

Both pre-service and in-service teacher training plays a crucial role in the process of inclusive education. The teachers do feel that they need more training about special educational needs. In fact, all of the participants attended pre-service training focusing on SEN. However, only 2 of 12 participants attended in-service training about SEN.

We get training every semester, but we did not get in-service training related to SEN or inclusion (UT05: 35-36).

In the school, the head teacher of the class gives tutorial after class for students with learning difficulties. Because of lack of training, no teachers can support for other types of students with SEN. The students with learning difficulties spend some time

with the head teacher after class every day.

By and large, I work with the students with learning difficulties for 1 or 1.5 hours per working day. But the students with other types of SEN cannot be provided help here. I need some training about inclusion (UT07:34-35).

All teachers indicate that they did not share some knowledge related to SEN or inclusion with the parents.

I talked the academic performance with the parents frequently, but I did not talk about SEN or inclusion, because I did not get training about it and I do not know how to explain it to their parents (UT01: 38-40).

5.4.1.6 Teacher Interview Results: Physical Environment

With regard to the frequent barrier of students with SEN in regular school, physical environment was pointed out.

There is no clear measure on “reasonable accommodation” in the school. For example, for the children with blind, deaf and intellectual disabilities, the school cannot accommodate them (UT09:44-46).

Even though there is one access for wheelchairs at the school gate, some other physical barriers of the building are still exist. There is one access for wheelchairs at the school gate rather than all of the school and the school have no elevator, it is big barriers for students with physical disability.

Last year, one access for wheelchairs is built at the school gate. But other place is not accessible, for example, the teaching building and washroom. At present, there is no student use wheelchair. In the future, if some students who use wheelchairs, I think he/she could be placed in the ground floor classrooms

(UT02:45-48).

5.4.2 Results from the School principal Interviews

In the urban section, individual interview were conducted with the school principal in rural primary school. At the beginning, it is necessary to know the personal and professional information of the participant.

5.4.2.1 Personal and professional information

Demographic Factors	Respondent Subgroups
Gender	Male
Age	51-60
Qualifications	Undergraduates
Teaching Experience	20+
Previous teaching experience of students with SEN	Yes
Family Member with Special Needs	No
Close Friend with a Special Needs	No
Pre-service Training focusing on the Education of Students with SEN	Yes
In-service Training focusing on the Education of Students with SEN	No

Table 5.26 The Demographics of School Principal

The school principal has been a teacher more than 20 years. And he has been working in this school since 2005. Concerning the types of students with SEN of his previous teaching experience, physical disability was responding. He thought that:

Inclusive education is similar with LRC in China, but it is different from LRC in some aspects. LRC aims to include all students to study in regular classrooms. However, inclusive education aims to include all students to study in regular classrooms with support service. Support service is very important, but most of Chinese regular school cannot provide support service. In our school, the support service is

very limited, and we can only provide a few adaptive equipments for students with SEN, for instance, hearing aid and wheelchair access of school entrance.

Implementing inclusion into practice is difficult. According to Education Law of the People's Republic of China, in terms of aim of education of Chinese school, it states that:

Education must serve the socialist modernization drive and must be combined with production and physical labor in order to train for the socialist cause builders and successors who are developed in an all-round way-morally, intellectually and physically.

The law is focused on training for the socialist cause builders and successors, rather than including all students with support services.

The school principal pointed out that:

The state supports and develops educational undertakings for the disabled. So, many special schools were built. Including the students with mild disabilities in regular schools is no problem, but it is better to go to special school for students with moderate to severe disabilities.

5.4.2.2 School principal Interview Results: Attitudes and Values

Stereotypes about people with disabilities still exist in the society. Someone believes that a disability is a sickness, something to be fixed, an abnormality to be corrected or cured. Tragic disabilities are those with no possibility of cure, or where attempts at cure fail¹. In terms of value and attitudes, the school principal believed that there is a philosophy regarding inclusion of students through the national level and the school level.

¹ Laurie Block, "Stereotypes about People with Disabilities," Disability History Museum, Accessed from <http://www.disabilitymuseum.org/dhm/edu/essay.html?id=24>

On the national level, based on "Regulations for primary school pupils" issued by ministry of education since 2004, it requires the basic rules for students about the behaviors and attitudes. It asks the students to treat people equally; do not bully or laugh at others.

In school level, our school rules require the students to build an atmosphere of mutual respect and civility rather than bully and discrimination.

However, some discrimination happened in the school sometimes.

Some students were bullies. They tried to frighten other students into doing what he wanted. The teachers tried the best to solve the problem based on "Regulations for primary school pupils".

When it comes to the expectations for all students, he emphasizes that:

Education is for all students, I hope all of them can graduate from the school and continue their studies, then get good jobs and enjoy their lives. In our school, we can accept the students with mild disabilities in our regular classrooms. Actually, I do not want to ask the students with severe disabilities to go to special school, but we have no choice. It is difficult to meet the diversity for students with SEN. Only special school can provide support service for the students with special educational needs.

Concerning the parents of students with and without SEN, the school principle found that most of the parents hope their children to attend school to receive education. When it comes to the differences in attitudes between the family with and without SEN, he said:

The parents of students with SEN have the higher expectation than the parents of students without SEN.

In terms of collaboration, there is an attitude towards collaboration of teachers.

In our school, there are different groups of teachers. Generally, there are two categories of teachers, it includes:

Class Group: course teachers+ head teacher

Course Group: course teachers

Every Monday afternoon, we hold a meeting to discuss the teaching plans for the week by groups.

Normally, most of the students could help each other.

I found that the students could help each other effectively with group learning and peer-assisted Learning. In our school, one of the school-based educational researches is also focused on mutual aid in the classroom.

5.4.2.3 School principal Interview Results: Class management and class size

The school principle also pointed out that large class size in the school.

The class size is bigger than the average, so it is very difficult to meet the SEN for all students, for instance, individual teaching is used sometimes, but it is hard to implement in the big class.

And he emphasized that the classroom teaching strategies should be improved.

5.4.2.4 School principal Interview Results: School Leadership and collaboration

In terms of the frequent problem of students with SEN in regular classrooms, the main barrier to include all students is the school leadership related to support service and other resources. He indicates that:

Our school is lack of support service to include all students. There is no professional support teacher in the school, and generally, the head teacher of the class is responsible for the students with SEN

In terms of the policy of attending the regular class, he responded that:

There is no special class in our school. All of the students attend the

regular class in our regular school. However, the students who attend our school should take care for themselves. We cannot provide sufficient support for all students with SEN.

Talking about the policy for students with SEN in the school, the school principle listed some national policies, including Learning in Regular Classroom (LRC), Compulsory Education Law of the People's Republic of China, Law on the Protection of Person with Disabilities, Regulations of Education of People with Disabilities. Actually, the school can only accept the students with mild disorders rather than all students with SEN. And the school requires the students with mild disorders to take care of themselves. In teaching practice, the head teacher of the class is responsible for the students with SEN, because there is no professional support teacher.

Nowadays, there are several students with learning difficulties rather than other special educational needs. Usually, one class accepts about 5 students with SEN. And the students with SEN only limited to mild disorders. The head teacher gives tutorial after class for students with learning difficulties with individual teaching.

In this school, the leadership related to home-school collaboration is another problem. In terms of home-school communication channels, telephone and parents meeting were used by the head teachers of the classes, the school principle contacted parents through parent meeting. The school rarely collaborates with the community outside school.

We did not use the community resources related to SEN to meet diversity.

I think the school and teachers should contact the families more frequently in the future.

5.4.2.5 School principal Interview Results: Teacher education

Both pre-service and in-service teacher training are essential in the process of

inclusive education.

I got the pre-service teacher training about special education several years ago, but there is no in-service training about SEN.

In the school level, Weekly Meeting was held, and I often asked the teachers to pay attention to student with SEN.

He also pointed out that the present in-service training is not about inclusion. Instead, the training is for improving the academic performance of students, for instance getting high marks in the exam.

5.4.2.6 School principal Interview Results: Physical Environment

The school principle believed that it is necessary to reduce barriers to physical environment and provide accommodation in the school for all students.

Last year, we tried to make the school environment more accessible.

Then wheelchair access of school entrance was built. Nowadays, it is possible to accept wheelchair students to attend our school in the classroom of ground floor.

However, the school building is not accessible for all.

There are no elevators in our school. If someone with physical disability plans to study in the school, I think it is necessary to place the student with SEN to the classroom of ground floor.

5.4.3 Results from the Parent Interviews

Parents play an important role in this process of inclusive education. In this section, parents interviews were conducted in urban primary school, and twelve parents participated in the interview.

5.4.3.1 Personal and professional information

Demographic Factors	Respondent Subgroups	Total	Percentage
N=12			
Gender	Males	6	50
	Females	6	50
Number of children	1	11	91.67
	2	1	8.33
	3	0	0
	4+	0	0
Profession ¹	Managers	2	16.67
	Professionals	3	25
	Technicians and associate professionals	3	25
	Clerical support workers	0	0
	Service and sales workers	1	8.33
	Skilled agricultural, forestry and fishery workers	1	8.33
	Craft and related trades workers	0	0
	Plant and machine operators, and assemblers	0	0
	Elementary occupations	1	8.33
	Armed forces occupations	1	8.33
Child with SEN in your family	Yes	3	25
	No	9	75
Experience with child with SEN out of your family	Yes	9	75
	No	3	25
If yes, does he get school education?	Yes	3	33.33
	No	6	66.33
Who lives with your child	Father and mother	8	66.66
	Grandparents	4	33.33

Table 5.27 Demographics of Interview Participants

¹ The classification of the profession is based on the International Standard Classification of Occupations (ISCO) which is one of the main international classifications for which International Labour Organization (ILO) is responsible.

As it has been shown above, most of the parents are professionals, and technicians and associate professionals. Most of children live with their father and mother, which is different from the students in rural primary school.

5.4.3.2 Parents Interview Results: Attitudes and Values

With regard to value and attitudes, seven of twelve parents believed the school did not treat all students as the equally important.

I think some teachers are just concerned about the students with high academic performance rather than students with learning difficulties. The only teaching purpose of the teachers is to help students get high marks in the examination. So, it is hard to require the teachers to treat the students positively (UP03:10-13).

Seven of twelve participants believe that the child with SEN feel discriminated against in the school. And five of them thought that it was difficult to ask teachers to treat students with respect.

Corporal punishments were also happened. The head teacher favors one group of students over another (UP01: 19-20).

In terms of children with SEN study in regular classroom, ten of twelve participants believed regular classroom is better than special school and special classroom.

Equity is very important for all students. In regular classrooms, students with SEN could be involved in the learning group effectively, and then quality of education can be improved (UP03: 22-25).

However, two participants insisted that:

For students with mild disorders, regular classrooms are the perfect choice, but it is hard to attend the regular classroom for students with moderate or severe disabilities in our district, because there is no support service (UP09: 24-26).

Collaborative attitude is crucial in the process of inclusion. Five of twelve participants believed there was collaboration among teachers, school principle and other staffs. But others disagreed that there was no collaborative culture in the school.

Most of teachers and staffs work independently rather than collaboration. The role of teachers and staffs were complementary, the penalty for independent action was overwhelming. Without Collaboration is increasing becoming the limiting factor in promoting inclusion (UP05: 31-35).

5.4.3.3 Parents Interview Results: Classroom management and class size

Large classes normally lack the high-quality and quantity of interaction with teachers. In larger classes, teachers are commonly unavailable to students.

Reasonable class sizes improve the quality of education for all students and assist in achieving the ideals of an inclusive education system.

Even though the ministry of education gives the recommendations of class size, large class size is exist in most of the Chinese schools, including this school (UP02:26-28).

A parent even said that:

Money saved today by increasing class sizes will result in more substantial social and educational costs for the students in the future (UP12:22-23).

Developing individual education plan is very difficult.

The school is carrying out the individual education plan, but I think it is not effective, because of the large class size (UP10:25-26).

My child is a student with learning difficulty. I think the teachers treated him the same as others. Sometimes, the teacher asked him if he understood the lessons and advised him to participate in

after school activities with IEP. However, the educational strategies are not effective for my child (UP05: 43-46).

Ten of twelve participants said their children always in the same group.

My child is studies with other classmates in a same group. There is no special class in the school. (UP07: 32-33)

5.4.3.4 Parents Interview Results: School Leadership and collaboration

One of twelve parents I interviewed who had tried to enroll her child in the regular school was denied admission by the school. She talked about her experience, which happened three years ago. She said that he had two children, the younger one was accept to attend the school last year, but the elder one was refused to attend the school three years ago. She explained her experiences.

The reason is Hukou¹ system. I have two children, and they were born in different places, the younger one was born here, and the elder one born in other province. Then, the registered residence is different. When I tried attending the school, the school told me my elder child could only register and attend school where they are residing (UP04:28-32).

The hukou system is regarded as a caste system of mainland China. For some time, the Ministry of Public Security in China continued to justify the hukou system on public order grounds, and provided demographic data for government central planning². The Hukou system has been justified by some researchers as increasing the stability of China by better monitoring of "targeted persons"(Yang, 2007).During the mass famine of the Great Leap Forward from 1958 to 1962, having an urban versus a rural hukou

¹ A hukou is a record in the system of household registration required by law in the People's Republic of China (mainland China). The system itself is more properly called "hujū", and has origins in ancient China. A household registration record officially identifies a person as a resident of an area and includes identifying information such as name, parents, spouse, and date of birth. A hukou can also refer to a family register in many contexts since the household registration record is issued per family, and usually includes the births, deaths, marriages, divorces, and moves, of all members in the family.

² The hukou system has been criticized in some quarters and has been called 'the equivalent of and apartheid system between rural and urban residents' (China Labor Bulletin, February 25, 2002)." Laquian, Aprodicio A. Beyond Metropolis: The Planning and Governance of Asia's Mega-Urban Regions, Johns Hopkins University Press, 2005, pp. 320-321.

could mean the difference between life and death (Becker, 1998).

Nowadays, the hukou system still makes the discriminations, for example, the admission of primary school, and National College Entrance Examination. In this study, the hukou system is the one of the barriers to include all students to attend the regular schools.

School leadership and collaboration is an important role for quality inclusive education. Some parents pointed out that:

My son is a student with physical disability. Usually, he studies with other classmates. But he just has a look in the course of physical education. I think physical education for my son and his teacher is difficult, because there is no support teacher for students, including students with SEN. (UP06: 37-40)

It follows that school reception is also a problem in school leadership.

My neighbor, who is a girl with hearing difficulties, would like to attend regular school two years ago. But the school refused her by lack of support teacher. Then she had to go to special school in the end (UP08: 29-31).

5.4.3.5 Parents Interview Results: Teacher Education

A few participants said that they did not get in-service training about inclusion. With regard to training for school staff, three of twelve participants thought that the school and teachers knew the knowledge and respond to the students with SEN.

Pre-service training focusing on the education of students with SEN is possible, beaches all of the teachers graduated from universities. However, I am not sure if they get in-service training focusing on students with SEN. (UP11:30-32).

Eleven of participant believed that it was significant to learn knowledge about SEN for families.

Enriching the knowledge about SEN is important, it help the parents teach students in accordance with their aptitude. It plays a significant role in home education. Therefore, training is necessary. If the teacher could train parents, that would be better. (UP02: 39-41).

Seven of parents said that some teachers tried to help everyone who has difficulty with lessons, but it was not effective for lacking of training.

The educational strategies of the teacher in the school are very limited. All they care is to help student get high marks in the examinations. Therefore, using effective teaching strategies to meet the special needs for all in the class is difficult for the teachers. Overall, the teachers should get training to develop inclusion (UP01: 41-45).

5.4.3.6 Parents Interview Results: Physical Environment

According to the Compulsory Education Law of People's Republic of China, the right of aged children to receive education has been guaranteed. Therefore, there is no problem to accept all students to attend the school in the legal level.

However, eight of twelve parents talked about the barrier of physical environment.

Some students with moderate or severe disabilities are refused to attend the regular school by lack of barrier-free environment. In this case, most of students with moderate or severe disabilities have to attend special school or drop out of school (UP12:43-46).

5.5 Findings from focus group discussion

After finishing the interview, the focus group discussion was conducted. The procedure of the focus group is the same as in the school R. The following questions are for the focus group discussions. It displays the questions asked of the focus group as follows. These questions are just the guideline of their discussion.

1. What do you think of inclusive education in the perspective of values and attitude?
2. What do you think of the policy of education for all, including the students with special educational needs? (For example, learning in regular classroom and China's Ratification of the Convention on the Rights of Persons with Disabilities)
3. What would act as barriers to changing classroom practice to be able to address the special educational needs of learners more meaningfully? (For example, school access, support, collaboration, class size and training)
4. Could you give suggestions to meet the diversity of students with special educational needs?

In terms of focus group discussion, firstly, data collection is used. A transcript was produced for focus group discussion. And the similar code system as interview was used to analyze the data of focus group discussion. Then, MAXQDA also used to analyze the data.

5.5.1 The Participants' Demographics

One focus group discussion was conducted in the school. Similar with the school R, all focus group participants were survey participants who self-selected to be part of the focus groups. The focus group consisted of six people (2+2+2) who wished to participate in this study, including two students who are willing share their thoughts and opinions, two parents of students with special educational needs and four teachers who have taught students with special educational needs in their regular classroom.

The researcher arranged to meet the focus group members at times and in locations that were convenient to the members of the group. Each member was contacted by telephone, and confirmed one day prior to the scheduled focus group. The focus group was audio-taped for approximately 60 minutes. Each participant was given an informed consent. Informed consents were collected from each focus group participant. Prior to the tape recording, the researcher asked the members of each

focus group if they had any questions and if they understood the content of the informed consent. All participants understood; no participants withdrew after the tape recorders commenced taping. All participants and researcher's first language was Chinese. The demographic of each member of focus group are listed below.

Category group	Age	Gender	Experience with SEN
teachers			
UTA	35	Male	Yes
UTB	40	Female	Yes
Parents			
UPA	38	Male	Yes
UPB	41	Female	Yes
Students			
USA	11	Male	No
USB	11	Female	Yes

Table 5.28 Focus Group Demographics in school U

The transcribed focus group discussion form part of the primary data of the study. As the themes from the data corresponded it was decided to combine the findings as follows.

5.5.2 Responses from Focus Group

• Attitudes and values

In order to identify inclusion in the regular primary school, values and attitudes play crucial role in terms of culture. In Chinese society, values and attitudes is influenced by Confucianism deeply. Piao (1991) claimed that the Confucian ideology of respecting human rights of survival and advocating public concern for disability was more than 10 centuries older than the practice of equality initiated in the West.

Respecting and loving others is the traditional culture. Confucius thought of benevolence is always in our mind. So, students with SEN study in our school are natural and normal. (UTB: 1-2)

The parent of student with SEN agreed this view.

My child is also one of aged students, so he has the equal rights as others.

(UPA: 5)

However, a participant showed the opposite attitude. He argued that students with SEN were the burden of the class and the teacher, and they should attend the special school.

They [students with SEN] cannot learn in our regular class, they are different from normal students and sometimes they might affect other students, so we have to ask them to attend special school. (UTA: 7-8).

In addition, the special school is responsible for educating students with SEN. It could provide appropriate classroom accommodations to help them remove barriers related to their SEN (UTA: 9-11).

Similarly, in some undeveloped area of China, disability is viewed as a punishment for the past-life sins. This attitude is so negative and discriminated, and it acts against the universal value. With regard to the attitude of students, some students still call others by unkind names.

Some of my classmates call me a pig, because I am fat. And one student with learning difficulty called idiot. (USB: 12-13)

• **Classroom management and class size**

Class size is another barrier to inclusion. China has a large population, and most of the class size is more than 40 students, even 60 students per class are common. The class size is too large for teacher taking care of all students.

The class size is large, so it is difficult to educate students through IEP (UTB: 15).

I think it is crowded more than 45 students per class. (UPB: 18).

To conclude, with the large class size of 40 to 60 students in a regular classroom and no support staff to care for children with disabilities, teachers have little time to devote to individual students, much less to adjust teaching strategies for the one or two

students with SEN in the class.

• **School leadership and collaboration**

Admission of a school is an important factor of school leadership. Generally, all of the parents and students and some teachers believed that all students attend regular schools is reasonable. But there were still several teachers tend to believe the students with SEN should attend special schools.

There is no resource in the classroom for students with SEN. We are provided with little support for them in the classrooms. In contrast, special schools can accommodate children with multiple types of disabilities, and it is practicable for them. (UTB: 20-22)

One of the parents talked about her experience about the admission of her child. The school requires the parents to take care of their children at school as a pre-condition to accept the children.

My child is a student with learning difficulty and intellectual disability. The school agreed to accept him, but a parent is required to accompany the child. Otherwise, the student has to study in another special school. Because there is no support teacher to be accompany with students to go to the toilet. At last, I accompany the child to go to school every day. (UPA: 24-27)

One student talked about the experience of admission about her cousin. Her cousin was rejected by the local primary school directly.

My cousin is 8 years old with intellectual disabilities, and he lives in other village. He was refused to attend the primary school that is next to his home. The school said there is no support service for him, and they do not have enough staffs to take care of him. (USB: 29-31)

In fact, the CRPD requires that people with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities

are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.”¹ However, based on what has been mentioned above, it found that there was still a barrier to admission.

• **Teacher Education**

In order to develop inclusion, training is very important for teachers. Most of teachers said that they got pre-service training related to SEN.

After finishing the in-service training, I do never have the training about SEN (UTA: 32).

The other teacher continues to add:

Pre-service training related to SEN was helpful for us. Regrettably, we have no chance learn the teaching strategies to meet the SEN in in-service training. (UTB: 34-35)

Teacher training is important to enhance teaching strategies and promote inclusion. Because the teachers were lack of training, the teaching strategies were very limited.

I do not know how to deal with the class, if a student with moderate or severe needs attend my class (UTA: 37-38).

Nowadays, our school has to highly competitive education system that focuses on test scores. For me, it is hard to help the students with moderate or severe needs get high-test scores (UTB: 39-41).

• **Physical environment**

Accessibility is the physical environment to include all students. It reflects inclusion in physical level and aims to –allow students to get an equal education by limiting as much as possible the effects of their disabilities on their performance”². Even through some students live far from the school, there is no school bus there. Every day they

¹ CRPD, art. 24(2a).

² University of Iowa, Office of Equal Opportunity and Diversity, “Assisting Students with Disabilities: A Guide to Instructors,” 2004, <http://www.uiowa.edu/~eod/education/publications/assisting-students.html>

walk to school, even spend two or three hour to get to school.

The teachers pointed out that the school has a wheelchair access in the school gate. But one parent argued that only one access was not enough, it was inconvenient for students who use wheelchairs to go to other place, for example, the toilet. A student continued to emphasize that:

For the students who have difficulty using the toilet, accessible toilet which is a special toilet designed to accommodate people with physical disabilities is required.
(USA: 42-44)

5.6 Summary of Findings in school U

This study investigated the school U through the instruments of questionnaires, interviews, focus group discussion. And documents were used as a supplementary instrument. Generally, the participants believed that several aspects should be improved, including attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment.

• Attitudes and values

With regard to attitudes and values, the results show the less inclusive situation in some aspects of this point. According to the responses of the questionnaires, teachers, parents and students pointed out the barriers to attitudes and values, 32 of 46 teachers thought the school should give priority to the improvement of attitudes and values. Moreover, 266 of 696 parents hope to improve the attitudes and values, especially corporal punishment and bullying, and 302 of 785 students also thought it should be improved, for example, someone call others by unkind names, and the corporal punishment at school. Specifically, 93.5% of teachers did not believe that there is a partnership between staff and parents, and 58.7 % of teacher disagree that staff and governors work well together. Furthermore, 80.4 % of the teachers pointed out that staff, governors, students and parents did not share a philosophy of inclusion, and 30 of 46 teachers believed that students were not equally valued. Likewise, more than 50% of parents disagreed that everyone was made to feel welcome at this school

and all students were equally important; and staff and students did not treat one another with respect. 74.2% teachers did not think all students were equally important. Similarly, most of students disagreed with the items: "the teacher likes to listen to students' ideas and likes them to tell her or him about what they do at home". Furthermore, 56.6 % of students responded that their families think this is not a good school. It indicates the less inclusive related to attitudes and values.

Similarly, concerning the responses of interviews and focus group, teacher admitted that there were some barriers in the school and society, and they thought the students with SEN as inability with stereotyping.

But for students with moderate or severe disabilities, they can't learn in our school, and then we have to ask them to attend special school. For them, it is difficult to accept by regular schools (UT07:2-5).

It was also happened in the responses of focus group.

They [students with SEN] cannot learn in our regular class, they are different from normal students and sometimes they might affect other students, so we have to ask them to attend special school. (UTA: 7-8).

In addition, the special school is responsible for educating students with SEN. It could provide appropriate classroom accommodations to help them remove barriers related to their SEN (UTA: 9-11).

Parents also believed that the child with SEN feel discriminated against in the school. And five of them thought that it was difficult to ask teachers to treat students with respect.

Corporal punishments were also happened. The head teacher favors one group of students over another (UP01: 19-20).

Even the school principle believed that special schools were better than regular schools for students with moderate to severe disabilities.

The state supports and develops educational undertakings for the disabled. So, many special schools were built. Including the students with mild disabilities in regular schools is no problem, but it is better to go to special school for students with moderate to severe disabilities.

And the discrimination was still existing.

Some of my classmates call me a pig, because I am fat. And one student with learning difficulty called idiot. (USB: 12-13)

To conclude, with the negative attitudes and values, it is the barrier to inclusion. In order to promote inclusive education, the negative attitudes and values should be changed.

• **Classroom management and class size**

With regard to classroom management and class size, the results show the less inclusive situation in some aspects of this point. According to the responses of the questionnaires, 31 of 46 teachers, 221 of 696 parents and 298 of 785 students pointed out the barriers to classroom management and class size.

More specifically, 65.2% of teachers disagreed that staff seeks to remove barriers to learning and participation in all aspects of the school, 84.8% of teachers disagreed that lessons develop an understanding of difference, 56.5% of teachers disagreed that assessment contributes to the achievements of all students, and 63% of teachers disagreed that they plan, teach and review in partnership. More than 50% of teachers disagreed that homework contributes to the learning of all and staffs develop resources to support learning and participation. Likewise, it is noteworthy that 71.8% of parents believed that teachers favored one group of children and young people over another, and not all teachers tried to help all students to do their best. They also said the teachers did not try to sort out difficulties over behavior without wanting children to leave the school and work hard to make the school a good place to come to. Meanwhile, more than 50% parents emphasized that the teacher did not try to

make the lessons easy to understand for everyone and did not help everyone who has difficulties with lessons did not help everyone who has difficulties with lessons, even homework did not help with learning and is properly explained. In addition, 9.4 % of parents said the students were not taught to appreciate people who had different backgrounds to their own. Similarly, more than 50% students believed that their work were not put on the walls for other people to see; when they had homework they did not understand what they were supposed to do, and their teacher did not let them choose what work to do sometimes. Based on what have been mentioned above, it reflects the barrier to classroom management in questionnaires.

Concerning the responses of interviews and focus group, teachers believed that they tried to use different strategies to meet the special educational needs for students, for example, group learning. However, the school principle emphasized that the classroom teaching strategies should be improved. In the classroom practice, developing individual education plan is very difficult.

The school is carrying out the individual education plan, but I think it is not effective. (UP10:25-26).

My child is a student with learning difficulty. I think the teachers treated him the same as others. Sometimes, the teacher asked him if he understood the lessons and advised him to participate in after school activities with IEP. However, the educational strategies are not effective for my child (UP05: 43-46).

Large class size is believed to be another essential problem.

Based on the syllabus, I use the same educational plan for all students in the class because the class size is too large, even though individualizing children's learning is valuable. According to Individualized Education Program in our school, I give tutorial after class for students with learning difficulties (RT05:26-29).

A parent even pointed out that:

Money saved today by increasing class sizes will result in more substantial social and educational costs for the students in the future (UP12:22-23).

To conclude, with the large class size in a regular classroom and no support staff to care for children with SEN, teachers are difficult to adjust teaching strategies to meet the special educational needs.

• **School leadership and collaboration**

In terms of school leadership and collaboration, the results show the less inclusive situation in some aspects of this point. According to the responses of the questionnaires, 28 of 46 teachers, 179 of 696 parents and 103 of 785 students pointed out the barriers to school leadership and collaboration. More specifically, all teachers disagreed that all local communities were involved in the school, and 58.7% of teachers said the school did not strive to minimize all forms of discrimination. And 63% of teachers pointed out that not all new students were helped to settle into the school. Also, 89.1% of teachers said that not all forms of support were co-ordinated; 60.8 % of teachers disagreed that pastoral and behavior support policies were linked to curriculum development and learning support policies; and 67.3% of teachers pointed out that bullying were not minimized. More than 60% of teachers believed that student difference was used as a resource for teaching and learning, and staffs developed resources to support learning and participation. Likewise, it is noteworthy that parents believed that there were barrier to school leadership and collaboration. More than 50% of parents disagreed that staff worked well with each other, staff and governors work well together, parents felt involved in the school, everything possible is done to stop bullying, and activities are arranged outside of lessons which interest everyone. Similarly, most of students believed that they were bullied in the playground sometimes, some children in the class called others by unkind names, and when they felt unhappy at school there was no adult to look after them.

Similarly, concerning the responses of interviews and focus group, teacher admitted

that the school seldom contacted the local communities and families and it was difficult to ask local communities to involve and participate in developing inclusion and providing some support. They also emphasized the resources are limited for students with SEN.

We did not communicate with the local communities outside the school. I think there is no resource related to SEN in these communities. We contact the families sometimes, not frequently (UT10:25-27).

The school principle also admitted that

We did not use the community resources related to SEN to meet diversity.

I think the school and teachers should contact the families more frequently in the future.

And both school principle and teachers emphasized the barrier to include all students is the school leadership related to support service and other resources. He indicates that:

Our school is lack of support service to include all students. There is no professional support teacher in the school, and generally, the head teacher of the class is responsible for the students with SEN.

There is no resource in the classroom for students with SEN. We are provided with little support for them in the classrooms. In contrast, special schools can accommodate children with multiple types of disabilities, and it is practicable for them. (UTB: 20-22)

Additionally, parents believed that Hukou system is one of the barriers to attending schools for students, including the students with SEN. And denial of admission was happened sometimes.

My neighbor, who is a girl with hearing difficulties, would like to

attend regular school two years ago. But the school refused her by lack of support teacher. Then she had to go to special school in the end (UP08: 29-31).

Talking about the policy for students with SEN in the school, there are some national policies, including Learning in Regular Classroom (LRC), Compulsory Education Law of the People's Republic of China, Law on the Protection of Person with Disabilities, Regulations of Education of People with Disabilities. Actually, the school can only accept the students with mild disorders rather than all students with SEN. In addition, the school requires the students with mild disorders to take care of themselves. It indicates the education is not for all, rather than for the students who can take care of themselves.

• **Teacher education**

In terms of teacher education, the responses of three types of questionnaires showed the less inclusive situation in some aspects of this point. According to the responses of the questionnaires, 39 of 46 teachers, 253 of 696 parents and 453 of 785 students pointed out the barriers to teacher education. More specifically, 78.3% of teachers disagreed that staff development activities helped staff to respond to student diversity. Similarly, concerning the responses of interviews and focus group, teacher admitted that more training about special educational was needed. In fact, all of the participants attended pre-service training focusing on SEN. However, only 2 of 12 participants attended in-service training about SEN.

We get training every semester, but we did not get in-service training related to SEN or inclusion (UT05: 35-36).

Even though some teachers gave tutorial after class for students with learning difficulties, the teachers still felt it was not effective to meet different special educational needs.

By and large, I work with the students with learning difficulties for

1 or 1.5 hours per working day. But the students with other types of SEN cannot be provided help here. I need some training about inclusion (UT07:34-35).

After finishing the in-service training, I do never have the training about SEN (UTA: 32).

Other teacher continues to add:

Pre-service training related to SEN was helpful for us. Regrettably, we have no chance learn the teaching strategies to meet the SEN in in-service training. (UTB: 34-35)

School principle also emphasized that:

I got the pre-service teacher training about special education several years ago, but there is no in-service training about SEN.

In the school level, Weekly Meeting was held, and I often asked the teachers to pay attention to student with SEN.

Seven of parents also said that some teachers tried to help everyone who has difficulty with lessons, but it was not effective for lacking of training. And eleven of parents believed that it was significant to learn knowledge about SEN for families.

Enriching the knowledge about SEN is important, it help the parents teach students in accordance with their aptitude. It plays a significant role in home education. Therefore, training is necessary. If the teacher could train parents, that would be better. (UP02: 39-41).

To conclude, lack of teacher education is one of the barriers to inclusion in the school, especially in-service training. It is necessary to give much more training about inclusion to meet the special educational needs for all students.

- **Physical environment**

With regard to physical environment, the responses of three types of questionnaires showed the less inclusive situation in some aspects of this point. According to the responses of the questionnaires, 35 of 46 teachers, 356 of 696 parents and 479 of 785 students pointed out the barriers to physical environment. More specifically, 54.3% of teachers said the school did not make its buildings physically accessible to all people, and 56.5 % of teachers disagreed that barriers to attendance were reduced. For parents, more than 50% of them pointed out that the school did not make it easy for children.

Similarly, concerning the responses of interviews and focus group, teacher admitted that the frequent barrier of students with SEN in regular school was physical environment.

There is no clear measure on "reasonable accommodation" in the school. For example, for the children with blind, deaf and intellectual disabilities, the school cannot accommodate them (UT09:44-46).

The school principle also pointed out that the school building was not accessible for all.

There are no elevators in our school. If someone with physical disability plans to study in the school, I think it is necessary to place the student with SEN to the classroom of ground floor.

Eight of twelve parents talked about the barrier of physical environment.

Some students with moderate or severe disabilities are refused to attend the regular school by lack of barrier-free environment. In this case, most of students with moderate or severe disabilities have to attend special school or drop out of school (UP12:43-46).

Additionally, it was inconvenient for students who use wheelchairs to go to other place, for example, the toilet. One parent it was inconvenient for students who

use wheelchairs to go to the toilet, because there is no access for wheelchairs.

A student continued to emphasize that:

For the students who have difficulty using the toilet, accessible toilet which is a special toilet designed to accommodate people with physical disabilities is required. (USA: 42-44)

To conclude, lack of physical environment is one of the barriers to inclusion in the school. It is necessary to give much more attention to improve the physical environment for all students.

Chapter 6 Discussion and Conclusion

6.1 Overview

The study was to investigate the barriers to inclusion for students with special educational needs in the two primary schools in mainland China. The researcher explored and discussed the literature pertinent to the research topic in order to provide a reference point from which data could be collected and analyzed in an attempt to answer the research question and achieve the aim of the study. Specifically, the present study aims to investigate the barriers to inclusion in the case primary schools of in mainland China. In an attempt to understand the more details about inclusive education of the schools, the research question posed to guide the study: What are the barriers to inclusion for students special educational needs in the regular primary schools of mainland China? After that, an investigation was conducted by questionnaires, interviews and focus group discussions. In addition, documents were also used. And the results were reported in chapter 4 and chapter 5 to address the research question. In this chapter, the discussion, conclusion, recommendations and the limitations of the study are presented in this chapter in order to provide evidence that the research question of the study have been addressed.

6.2 Discussion and conclusion

The present study examined barriers to inclusion for students with special educational needs in mainland China. This was the first study that implemented Index for Inclusion in mainland China and provided a Chinese perspective to the international knowledge base regarding current challenges of inclusive education. Since 1980s, the government has took some measures through international law and national policy, for example, learning in regular classroom, China's Ratification of the CRPD, to ensure that all children have the rights and access to the regular schools regardless of special educational needs, including students with disabilities. However, there are still some barriers in the process of inclusion.

The literatures identified several dimensions of barriers to inclusion. In this study, the theoretical framework would like to select five key dimensions of barriers to inclusion emanating from the literature that are typical challenges for regular schools, including attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment. Each of the dimensions was evident in the results of the two regular primary schools and thus confirmed the writing and research that these factors are main barrier to inclusion. All of them are related to the objectives of this research.

6.2.1 Attitudes and values

This study discusses the barriers to inclusion in two regular primary schools in the perspective of attitudes and values through negative attitudes, competitive cultures, and stereotypes for students.

Attitudinal barriers to inclusion are arguably greater than barriers posed by material resources. In the two case schools, the teachers and principals were familiar with LRC rather than inclusive education. In the daily communication with the teachers and principals in this study, they used LRC most common, which means accepting students with disabilities in regular schools. However, it is believed that LRC is related to integration (Huang, 2014), rather than inclusion. Inclusion requires that schools adapt and provide the needed support to ensure that all children can work and learn together. In the context of schooling, integration means the placement of children with disabilities in regular schools without necessarily making any adjustments to school organization or teaching methods. In this case, the current state in the case schools were integration rather than inclusion, so discrimination still exists through the attitude.

Negative attitudes towards people with disabilities are widely held. China is not an exception. Liu, Qian and Fu (2013) investigated that 81.2% of children still did not like people with disabilities in two preschools in Beijing. Voh (1993) pointed out that people with disabilities regularly identify societal attitudes as the most potent and

negative stressor in their lives. Massie (2006) also believed that attitudes to disability are the major barrier to disabled peoples' full participation. As long as negative attitudes persist, the full rightful acceptance of people with disabilities is unlikely (Nowicki, 2006). It was evident that the discriminated and negative attitudes were happened in this study. The results indicated that there was a philosophy regarding to diversity and inclusion of students in traditional China, which were derived from Confucianism, Buddhism and Taoism. However, teachers showed the discriminated attitudes about inclusion. For example, teachers pointed out that staff, governors, students and parents did not share a philosophy of inclusion. Parents disagreed that staff and students treat one another with respect, and not everyone is made to feel welcome at this school, furthermore, teachers favor one group of children and young people over another sometimes. Similarly, students responded that the teacher did not like them to tell her or him about what they did at home, it indicated the less inclusive related to attitudes. Thus, the negative attitudes still exist and it towards differences results in discrimination and can lead to a serious barrier to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices. In addition, family shame and rejection is also a problem regarding to the negative attitudes. Many people with disabilities and their families have been subject to stigmatization, family shame and rejection. Similarly, in this study, both parents and students pointed out persons with disabilities were often seen as doing something that hurt someone in the past life, so they are disabled in this life.

Furthermore, in terms of negative attitudes, teachers' attitudes can be the major limitations for inclusive education, because there are many difficulties in the process of inclusive education, and the key role is teacher (Hao & Lan, 2004; Lodge & Lynch, 2004; Berlach & Chambers, 2011). This study shows the teachers have good attitudes in theory but not in practice. If teachers do not have positive attitudes towards learners with special educational needs, it is unlikely that these children will receive satisfactory education. In order to improve the inclusive education, it was believed that teachers should have the positive attitude of inclusive education, values and

expectations in Chinese educational background. And they should have the democratic concept of education. UNESCO's action in the field of inclusive education has been set explicitly within the 'inclusive education' framework adopted at the Salamanca statement in 1994: "Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all...." (Article 2, Salamanca Statement).

In summary, this study tends to believe that attitude change is a slow process and a culture of prejudice, discrimination and exclusion takes time to transform. It must be focused on creating positive attitudes, overcoming resistance and negative attitudes and preparing the school for the necessary changes. And helping to change attitudes and to create a more favorable environment for students with SEN to be accepted in both schools and in the community; the attitudes to students with SEN in the wider community and in school communities; the preparedness of schools to undertake the changes that are necessary to make schools inclusive and capable of providing quality education that enables all students to achieve good learning outcomes, and the articulation of strategies to improve the quality of inclusive education. Additionally, teacher education could facilitate these changes effectively.

Competitive school cultures, especially exam-oriented teaching and learning were the barrier of inclusive education in China. Chinese students face numerous examinations as soon as once attending the school, including Entrance Examination of secondary school, the National College Entrance Examination (NCEE) or gaokao. The imperial examination system was too rigid and deeply entrenched. Since 7th century A.D, the imperial examination system¹ was introduced, and the Chinese educational culture has emphasized selection and competition. Teachers' performance has commonly been evaluated based on what percentage of their students' test result in the zhongkao (senior secondary school entrance exam) and gaokao (college entrance exam). This has understandably reduced teachers'

¹ The imperial examinations system is originated from Sui dynasty, and was improved in Tang dynasty.

enthusiasm to have students with difficulties in learning and participation in their classes (Deng & Manset, 2000; Deng & Pei, 2009; Malinen, Savolainen, & Xu 2012).

It was evident that the competitive cultures were happened in this study. Teachers pointed out that the school had to involve in highly competitive education system that focuses on test scores. In this case, the teachers also emphasized that it was hard to help the students with moderate or severe needs get high test scores. The students are always to be told that “to be a scholar is to be at the top of society while all other careers are inferior”. The teachers in this study also mention it. This idea, which is contrary to inclusive education, intensifies the tendency of exam-oriented education and competitive school cultures, rather than developing learning and participation for everyone. In addition, parents believed the limitations of competitive school cultures in the responses of interviews: the school aims to improve the academic performance and get high marks rather than including all students to promote the quality of education. It indicates the barrier to attitudes and values in competitive school cultures.

There are some **stereotypes for people** with special needs, including students. It is believed that they are superman, overcoming every challenge in their daily life, especially the image of disability in film and other media (Koosed & Schumm, 2009), so there is no need to provide any assistance based on such logic.

A typical case is about Christopher Reeve whom walks across a stage to accept an award for spinal cord research, to thunderous applause. This commercial for Nuveen Investments aired during the 2000 NFL Super Bowl to anything but applause from the disability community. Some did praise Reeve's unshakable hope and optimism; others, however, "characterized the advertisement as 'disgracefully misleading' and accused Reeve of distorting reality and offering false hope to those with spinal cord injuries" (Ganahl & Arbuckle, 2001: 33; Krauthammer, 2000: 100).

In this study, differing from the existing research above, teachers believed that they are incapable of full participation in daily life - nothing to do with how society is built or

organized, just cannot learn, earn, play, socialize, shop, travel, go to a nightclub or use the telephone. In this study, teachers even said students with SEN were different from normal students and sometimes they might affect other students.

It is worth noting that stereotypes for students with blind. For example, the stereotype is the belief that the blind are limited to a specific and finite "list" of jobs that "blind people can do." In this study, teachers believed that students with blind would be massage therapist in the future probably. However, what about piano tuners, social workers, packagers, piece workers and lawyers? The point is that the blind people have found jobs that suit their interests and abilities. Can blind only engaged in massage work? It is time to start allowing the disabilities to broaden the areas of study. The blind can only get a national-level vocational certificate in acupuncture and piano tuning right now.

6.2.2 Classroom management and class size

In order to develop inclusion, classroom management plays a significant role, and class size must be reasonable. Developing inclusive schools may be more a question of improving teachers' skills and attitudes, developing support systems and better utilizing human resources that already exist in schools in developed area, such as Beijing and Shanghai. Concerning classroom management, it refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur (Martin & Sugarman, 1993: 9). Just as Emmer and Stough (2001:2) elaborate this concept when they state that classroom management is about "... establishment and maintenance of order, designing effective instruction, dealing with students as a group, responding to the needs of individual student, and effectively handling the discipline and adjustment of individual students". Furthermore, if the classroom management is not effective, it would be difficult to develop inclusion.

Concerning the responses in this study, different strategies and IEP were used to meet the special educational needs. However, it was not very effective. In the two regular schools, teachers, parents and students pointed out the barriers to classroom

management and class size. More specifically, the teachers believed that classroom discipline was not based on mutual respect; staff did not seek to remove barriers to learning and participation in all aspects of the school. Therefore, teaching was not planned with the learning of all students in mind and assessment did not contribute to the achievements of all students, and they did not believe lessons encourage the participation of all students, so students were not actively involved in their own learning. Facing this situation, the school principle also hope to improve the teaching strategies meet the SEN for all students, after that, classroom management would be effective. In parents' perspective, they showed the similar views. Furthermore, there was no support teacher for students with SEN, the participants indicated that the schools had no written notes provided and there was no sign language instruction available; and the schools did not readily provide visual aids, Braille, electronic materials, or enlarged texts for students with visual impairments. It was another limitation to promote classroom management in the process of inclusion, which indicates the barrier to inclusion in the dimension of classroom management.

In addition to classroom management, large class sizes have been seen as an important challenge for inclusive education in China because it is said to prevent teachers from using more individualized curriculum and teaching methods (Deng & Manset, 2000; McCabe, 2003; Xiao, 2007). Many primary school classes in China had over 45 students according to the statistics in 2006, 2009 (Ministry of Education in China, 2007; Ministry of Education in China, 2010a), According to the data from OECD (2012a), in 2010 the average class size in Chinese primary schools was 37.4 students, while the OECD average was 21.2 students. Even though the class sizes in China are large on the average, there is considerable variation between different schools and localities. It is worth noting that class sizes should be reduced to fewer than 20 students if those with disabilities are to be included (Scruggs & Mastropieri, 1996).

Similarly, most of classes were more than 45 students in rural school in this study, even there were about 65 students each class of urban school. Even though the

schools have adopted a policy to reduce by two or three the number of sighted children if the classroom has one visually impaired child, the class size is still large.

In order to understand the class size, the pupil-teacher ratio is an important factor. In 2012, the pupil-teacher ratio of primary school in China was 18.21 and 12.60 in Spain, according to World Development Indicators (WDI), which is made by UNESCO Institute for Statistics. In this study, the class size of the two case schools was also large. One is in rural area with 249 students and 16 teachers. The other is in urban area with 1595 students and 46 teachers. In the responses of interview, teachers also pointed out that the class size was more than 45 students and it is difficult to use IEP strategies and to meet the diversity for all of the students, even though they tried to use different teaching strategies.

Additionally, at the primary school level, classes of about 45 students are not that rare, which are quite large. In order to promote inclusive education, the teachers have to make sure that all children are catered for. In this case, it is hard to fulfil the special educational needs for all the students in the regular classrooms.

6.2.3 School leadership and collaboration

According to the responses of the questionnaires, teachers, parents and students pointed out the barriers to school leadership and collaboration.

Collaboration and teamwork are essential aspects of inclusive practice (Lindsay, 2007). Open and regular communication is crucial to effective collaboration between the school, parents, and the wider community and can help foster a shared sense of purpose among all those involved (Russell, 2005). Moreover, keeping parents and other stakeholders informed can also help avoid any misunderstandings, particularly when there is a mismatch between the values and aims of the family and that of the school (Norris & Closs, 2003).

However, the results of this study indicate **less collaboration** in the two primary schools. The schools tried asking the parents to collaborate with them, but it was not effective, and the school rarely collaborated with the local community outside school.

The teachers shared the similar view; they believed that the involvement and participation of teachers is no problem. But for contacting with local communities, teachers and school principle said the school seldom contacts the local community and invites them to involve in the school, so few local communities were involved in the school. The responses of focus group also proved the situation; it emphasized the barrier to collaborative partnership among communities, schools and parents. The teachers, parents and students pointed out that bullying were not minimized, and not all forms of support were coordinated, because of a lack of collaboration.

In terms of school enrollment, everyone has the right to attend school. Just as the Law on Nine-Year Compulsory Education in China, to ensure the students with SEN to attend the schools, the law provides that the governments at or above the county level shall, in light of need, establish schools (classes) to provide special education that is appropriate for school-age children and adolescents who are blind, deaf-mute or mentally retarded to receive compulsory education. Such schools (classes) shall have places and facilities tailored to the special characteristics of the said children and adolescents for the benefit of their study, rehabilitation and daily life.

However, in this study, it is noteworthy that some students with SEN were still refused to attend the school, and it indicates **obstacle to enrollment**, furthermore, the barrier to leadership in the process of inclusion. Actually, It was investigated that obstacle to enrollment was still exist in the two case schools. Parents who had tried to enroll their children in regular schools were refused by schools. Parents in rural school pointed out it is difficult to attend regular school for students with moderate and severe disabilities. Six years old with intellectual disabilities was rejected to admission by the teacher, the teacher said the child could come next year; however, she was refused to admission this year again, and asked to attend the special school, which is far from their home. In responding the reason for not enrolling students with SEN, schools said “lack of resources to assist them”, “may affect other classmates” or “cannot adapt the school”. Students were refused to enroll in regular school, and then they had to drop out of school or attend special school.

Hukou (household registration) system is another obstacle to enrollment. According to the responses of interviewee, parents had tried to enroll her child in the regular school, but it was denied admission by the school, because the registered residence of the children is in other province. The barrier of hukou system also happened in this study. One of the parents talked his experience. He had two children, the younger one was born here, and the elder one born in other province. The school told him the elder child could only register and attend school where they are residing in hukou system.

At present, the hukou system, one of the barriers to include all students to attend the regular schools, still exists and continues to make inequity and less inclusion. In addition, the admission of primary school and National College Entrance Examination are also affected by hukou system.

Running **parallel school systems** is extremely expensive and there is overwhelming evidence that it doesn't work. A World Bank (2004) report notes that growing evidence suggests that the most cost-effective approach is not to build special schools for children with disabilities; more promising are the innovative and relatively low-cost "inclusive education" approaches being adopted in China, Nepal, the Lao People's Democratic Republic, and elsewhere to mainstream the participation of children with disabilities into the regular school system by reducing physical and other barriers to their participation. By ratifying the (Convention on the Rights of Persons with Disabilities) in 2008, the Chinese government made a commitment to the goal of full inclusion. And the government encouraged students to attend regular schools. However, it continued to develop a parallel system of special schools and regular schools, rather than investing in inclusive education in the regular school system. In China's National Plan for Medium and Long-term Education Reform and Development for years 2010–2020 (CPG, 2010), the government also provides concrete guidelines for implementing its strategy of inclusive education. One concrete goal in this influential document is to ensure that by 2020 every prefecture, prefecture-level city, and county of more than 300,000 residents has at least one special education school.

In this study, just as an interviewee's experience, his child was refused to enroll

regular primary school, and the child had to attend special school at last. The teachers and school principle also insisted that students with SEN cannot learn in regular class, these students were different from normal students and sometimes they might affect other students, thus, the teachers and school principle asked them to attend special school. To sum up, it reflected that the parallel education system is seen as a barrier related to leadership in the process of inclusion in China.

6.2.4 Limited Teacher Education

Researchers have found that inclusion is inadequately addressed and often neglected in teacher training (Barton, 2003; Booth et al., 2003; Garner, 2001; Jones, 2002; Thomas & Loxley, 2001). In China, Mr. Xu Bailun who launched the Golden Key Project, aiming to help rural children attend regular schools near their home by training local teachers in Braille believed that including students with blind was not lack of fund, in fact, it is enough to invest 1/10 of the fund of special school to teaching training in regular school. Hao and Lan (2004) also pointed out that teachers should have knowledge and skills about inclusive. In this case, training is an effective way to improve the teaching strategies and enrich the knowledge. In addition, many schools have become concerned that their academic performance and reputation might be damaged if they were to become too inclusive (Dyson & Millward, 2000). With this back ground, the teachers only focus on the exam, so they use teaching strategies and teacher-centered teaching methods. This study believed that the reason is lack of teacher education. The results of Olli-Pekka Malinen's research (2012) also showed that, 37% teachers did not receive the inclusive education training in the regular school. Teacher education, both pre-service and in-service, is essential to develop the skills necessary to teach successfully in inclusive settings, and it has been also found to lead to more inclusive attitudes (Cagran& Schmidt, 2011; Cologon, 2012; Florian & Linklater, 2010; Forlin, Cedillo, Romero-Contreras, Fletcher & Hernandez, 2010). The Law on the Protection of Persons with Disabilities (LPDP) and the Regulations on the Education of Persons with Disabilities (REPD) stipulate that institutions that train regular school teachers must include courses on teaching students with disabilities,

however, a survey of these institutions show that only 13.9 % of them do so, and only a minority of those do so regularly (Wang, 2006).

Similarly, in this study, limited teacher education is seen as another barrier of inclusion which affects the quality of education. It proves this previous study again. None of the teachers in the rural regular primary school got the in-service training about special educational needs or inclusion, only a small number of teacher got pre-service training. In the regular primary urban school, most of the teachers got pre-service training about special educational needs or inclusion and few teachers got in-service training. The results of the questionnaires also proved the situation. Teachers disagreed that lessons develop an understanding of difference. Teachers also disagreed that assessment contributes to the achievements of all students. And homework did not contribute to the learning of all. In fact, the teaching practice, including lessons, assessment and homework, all of them aimed to make the students get high achievement of the exam. In this case, different teaching strategies were not used frequently to meet the special educational needs, so training is very important. Furthermore, limited training made the exam-oriented teaching strategies, and it seemed as the barrier of the teaching practice in the process of inclusion. It is worth noting that no one showed the agreement of this item: Staff development activities help staff to respond to student diversity. Therefore, it also indicates the less inclusive situation in teacher education. The teachers do feel that they need more training about special educational needs. With regard to most frequent problem of inclusion in regular classrooms, teachers said that is training. And parents wish to improve teaching strategies and help every student when someone needs help. Thus, it indicates the training is necessary to be improved. According to the results of the questionnaire, it showed that the teachers hoped to get training about inclusive education. Without training, it is difficult to build partnership in teachers plan, teach and review. Most of the participants did not know how to develop resources to support learning and participation. The results of frequency and mean also proved this issue, most of participant thought there was no partnership among teachers about plan,

teach and review. In addition, participant disagreed that staffs develop resources to support learning and participation.

6.2.5 Physical environment

UNESCO(1994: preface) organized an international conference to consider the “fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.” The Conference adopted the “Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action,” known by shorthand as the Salamanca Declaration, which was endorsed by 92 countries. According to the Declaration, inclusive education requires that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.¹ Thus, the inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles of learning and ensuring quality education to all (UNESCO, 1994), including physical environment. Just as WHO (2004) pointed out that the physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards.

In the two regular primary schools, they still faced the barrier to physical environment, including transportation, restrooms and buildings. According the results of the questionnaires, staff did not seek to remove barriers to learning and participation in all aspects of the school, and the barriers to attendance were not reduced. It also proved the same situation in the responses of open-ended questions of questionnaire,

¹ The Salamanca Statement and Framework for Action on Special Needs Education, paragraph 3.

interview and focus group, participants pointed out the barriers to physical environment. Actually, learning in appropriate physical environment is the right to inclusive education. To realize the right to inclusive education, the Convention on the Rights of Persons with Disabilities (CRPD) requires states to ensure “reasonable accommodation.” As defined by the CRPD, reasonable accommodation means “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden...to ensure to people with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.”¹

6.2.6 Summary

To conclude, the study investigated the barriers to inclusion in the regular primary schools in mainland China and answered the research question in this study: What are the barriers to inclusion in the case regular primary schools of mainland China? It is found that attitudes and values, classroom management and class size, school leadership and collaboration, teacher education, and physical environment were the barriers to inclusive education for students with SEN in the regular schools. China is experiencing the primary stage of inclusion, even in the process from integration to inclusion. Partnership between schools and families, minimizing discrimination and teacher training should be improved. More efforts are needed to create positive social attitudes towards students with SEN, and to improve the quality of education for all in regular classrooms.

A report by the China Disabled Persons' Federation released in September of 2013 shows that 28 % of school-aged children with disabilities in China still cannot be enrolled at school, compared with their able-bodied peers, who have a 99.85 % enrollment rate. In current situation of China, inclusive education is necessary and important. The Convention on the Rights of Persons with Disabilities (CRPD) emphasizes that disability is an evolving concept and that it results from the interaction between persons with impairments and attitudinal and environmental

¹ Convention on the Rights of Persons with Disabilities, article 2.

barriers that prevent them from participating fully and effectively in society on an equal basis with others. The environmental and attitudinal barriers and discrimination that persons with disabilities face in their daily lives has the dual effect of a denial of the human rights of those persons and a reduction of their real capacity to contribute to the economic development of the societies in which they live.

It is worth noting that accepting quality education is the right for all of the students rather than welfare, and this point is a prerequisite for inclusive education. In this case, schools should adapt to the students rather than the students adapt to the school in the context of inclusive education. The case study examined the current state of inclusive education in Chongqing, China. It was the first study that implemented the indicator of Index for Inclusion in mainland China, and provides a Chinese perspective to the international knowledge base regarding inclusive education in the perspective of culture, policy and practice. In terms of students with special educational needs, regular schools generally accept mildly disabled students to attend schools with limited support service, sometimes deny students with moderate severe disabilities admission, and ask them to leave, or fail to provide appropriate classroom accommodations to help them overcome the barriers.

Based on the barriers to inclusion have been mentioned above, it is necessary to give suggestions for improving inclusion in mainland China. Recommendations are made for various stakeholders in inclusive education, such as policy makers, school principals and teachers.

To school principals and teachers:

- Accept all students to attend regular school in accordance with the Convention on the Rights of People with Disabilities (CRPD).
- Make the school more accessible in accordance with Regulation on the Construction of Barrier-Free Environments in China and the Convention on the Rights of People with Disabilities (CRPD). Provide accessible transport to enable children with disabilities to access schools, especially in rural areas where distances to schools are

great and the number of schools has been reduced.

- Collaborate with parents and local communities more frequently to promote learning and participation of students.
- Provide students with the necessary physical environment.
- Promote the interests of teacher education about inclusion
- Develop inclusive classroom to promote sharing, learning and participation effectively

To government:

- Ensure that appropriate resources, including teachers, expertise, and equipment, stop to build new special schools to shift from developing the special education system to making the regular system inclusive.
- Develop teacher education about inclusion, especially integrate the content about inclusion in National Teacher Training Program , and promote continuous training programs: NGOs and university
- Improve the awareness of laws and regulations in policy level
- Reduce class size
- Revise the Regulations on the Education of People with Disabilities (REPD) to bring them in line with the Convention on the Rights of People with Disabilities (CRPD).

It should remove the phrase “able to adapt themselves to study in regular classes” from the REPD because it allows regular schools to discriminate against potential students based on physical or mental characteristics or abilities.

6.3 Limitation of the study

Although the qualitative case study research strategy has been justified as an appropriate research approach for addressing the questions of the study, a number of limitations need to be acknowledged. The nature of qualitative research means that

the findings are restricted to the opinions of the participants and cannot be generalized or assumed to be representative (Brantlinger, Jimenez, Klinger, Pugach & Richardson, 2005). Extensive quantitative or qualitative research would need to be conducted to determine if the views are representative. The findings can, however, draw attention to issues which may be present in other context (Brantlinger et al., 2005). The research can inform teachers, parents and researchers who can then examine different contexts for similarities or differences.

More specifically, the participants in the study presented in this thesis were all lived in District K of Chongqing in mainland China. This means that, strictly speaking, only conclusions can be drawn about District K of Chongqing. The findings presented in Chapter 4 and Chapter 5 showed that discriminated attitudes, competitive culture, and parallel education system, lack of reasonable accommodation, exam-oriented teaching strategies and limited training were the main barriers in the process of inclusion of the regular school. Although the differences between regular primary schools in mainland China are much smaller than are the similarities, differences of barriers to inclusion in regular primary schools can be expected.

Then, English is the second language of the researcher, even through the researcher enlisted the services of a professional translator to check with the translation of data, the limitation of translation from Chinese into English has to be considered. Maybe the reason is the different perception of the concepts in different cultural backgrounds.

After that, the validity of qualitative data is considered. Methodological triangulation involves the use of multiple methods to study the program. In this study, in order to collect qualitative data, interviews and focus groups were employed. Maybe observation or other instruments could be considered to improve the validity of a study.

At last, although case study research claims the engagement of the subjectivity of the researcher, the assumptions and bias of the researcher may limit the interpretation of the barriers to inclusive education. In the current study, the researcher endeavored to

limit the own biases and subjectivity. The researcher did this by using a variety of data and, in this way, the multiple-source data provided multiple perspectives to help the researcher reflect on the individual subjectivity. And it also can be proved by theory triangulation.

6.4 Recommendation for future study

The need for removing the barriers in the process of inclusion has caused wide public concern for various reasons discussed. To understand the barriers to inclusion is a key component to improve the quality of education in the process of inclusion, but it is need to pay attention to the context of China, especially the current policy related to inclusion. Considering the limitations of this study, as well as interesting issues which arose throughout the duration the investigation, this section proposes several suggestions regarding future research on barriers to inclusive education.

Firstly, it would be useful to carry out qualitative studies in other schools in mainland China, including at different grade levels (i.e. not only primary school) and in diverse regions of the country. The findings of this research could be contrasted with present study, and then the similarities and differences of barriers to inclusion could be identified among schools throughout the nation. More specifically, future research on barriers to inclusion could be compared through culture, policy and practice at distinct levels of instruction – primary, junior secondary, senior secondary, and university – in order to explore what are the barriers at one level impedes learning and participation for all students. Moreover, how does it work?

Another related suggestion is that researchers could conduct longitudinal studies analyzing the challenges in the fields of culture, policy and practice that the schools face as they advance in the process of inclusion. One way to accomplish this task would be to select a few case study schools and to document the development of inclusion during three or four years.

Additionally, this study actually explored the barriers to inclusion for students special educational needs in the regular primary schools of mainland China, including

attitudes and values, teacher education, collaboration and so on. However, how could we remove the barriers? Responding to this question in the future could develop attitudes and values, and teacher education, and promote collaboration among teachers, parents and local communities.

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Appendices

Appendix A: Letter to Board of education

May 20, 2012

Dear Board of education,

I am a PhD student who is sponsored by China Scholarship Council in the fields of inclusive education in the Department of Applied Pedagogy, Autonomous University of Barcelona in Spain. Currently, I am conducting a study on barriers to inclusion: a case study of regular primary schools in mainland China. In order to implement my investigation, two regular primary schools will be selected as research sites. An anticipated outcome of the study will develop inclusion in the regular primary schools.

I would appreciate receiving your permission to access the two schools.

Yours sincerely,

Qinyi Tan

Appendix B: Participant Consent Agreement

Qinyi Tan, Ph.D Student, Universitat Autònoma de Barcelona

Email: tanqinyiedu@hotmail.com Supervisor: Dr Josep Maria Sanahuja

Statement of consent

By signing below, you are indicating that you:

- have read and understood the information document about the project;
- have had any questions answered to your satisfaction;
- understand that if you have any additional questions you can contact the researcher;
- understand that you are free to withdraw at any time, without comment or penalty;
- understand that you can contact the researcher if you have any questions about the investigation;
- agree to participate in the project; and
- agree to audio recording of the interview and video recording of the observation.

Signature:

Date:

Thanks for your participation!

Appendix C: Participant Information for Research Project

Description

The principles of inclusive education as expressed in the Salamanca Statement which is published by UNESCO in 1994 have influenced legislation and policy internationally and also in China. This project is being undertaken as part of PhD project- Examining the Barriers to Inclusive Education for Students with Special Educational Needs: A Case Study of Two Primary Schools in Mainland China. The aim of the project is to:

investigate the barriers to inclusion in the regular primary schools in mainland China.

The researcher will spend three months in two selected schools. The research team requests your assistance because the feedbacks on questionnaire surveys, interview sessions and focus group discussions will be very helpful for development of inclusion in China.

Participation

Your participation in this project is voluntary, and it will involve an interview focus group discussion and questionnaire survey. If you do agree to participate, you can withdraw from participation at any time during the project without comment or penalty. Your decision to participate will in no way impact upon your current or future relationship with board of education.

The project involves the submission of anonymous (non-identifiable) material, such as a questionnaire, it should be noted to the participants that it will not be possible to withdraw, once they have submitted.

Expected benefits

It is expected that this project will benefit you.

Risks

There are no risks beyond normal day-to-day living associated with your participation in this project.

Confidentiality

All comments and responses are anonymous and will be treated confidentially. The names of individual persons are not required in any of the responses.

Questions / further information about the project

Please contact Mr. Qinyi Tan, via email tanqinyiedu@hotmail.com , if you have any questions answered or if you require further information about the project.

Concerns / complaints regarding the conduct of the project

Please contact the principal investigator of research group on Josep.Sanahuja@uab.cat if you have any concerns or complaints about the ethical conduct of the project.

Appendix D: Questionnaire for teachers and School Principal

Personal Information

·Age groups 21-30 31-40 41-50 51-60

·Male Female

·Level of Education

A graduate of a secondary normal school course or specialty _____

Associate Degrees course or specialty _____

Bachelor Degrees course or specialty _____

Master's Degree course or specialty _____

Doctoral Degree course or specialty _____

·Do you have experience with SEN with your family member?

YES What types of Special Educational Needs (SEN)? _____

NO

Professional Information

·Head Teacher YES NO

·Teaching Subject:

Chinese Grade _____ Maths Grade _____

Science Grade _____ Morality and society Grade _____

PE Grade _____ Art Grade _____

Music Grade _____ Information Technology Grade _____

·Working years as a teacher _____

Do you have experience with SEN training?

YES

Training Course	Duration of Study Hour

NO

Do you have teaching experience with SEN students?

YES If yes, what types of SEN? _____

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
Culture				
a1. Everyone is made to feel welcome.				
a2. Students help each other.				
a3. Staffs collaborate with each other.				
a4. Staff and students treat one another with respect. .				
a5. There is a partnership between staff and parents/carers.				
a6. Staff and governors work well together.				
a7. All local communities are involved in the school.				
a8. There are high expectations for all students.				
a9. Staff, governors, students and parents/carers share a philosophy of inclusion.				
a10. Students are equally valued.				
a11. Staff and students treat one another as human beings as well as occupants of a <u>role</u> '.				
a12. Staffs seek to remove barriers to learning and participation in all aspects of the school.				
a13. The school strives to minimise all forms of discrimination.				

Policy				
b1. Staff appointments and promotions are fair.				
b2. All new staff are helped to settle into the school.				
b3. The school seeks to admit all students from its locality.				
b4. The school makes its buildings physically accessible to all people.				
b5. All new students are helped to settle into the school.				
b6. The school arranges teaching groups so that all students are valued.				
b7. All forms of support are co-ordinated.				
b8. Staff development activities help staff to respond to student diversity.				
b9. <u>Special educational needs</u> ' policies are inclusion policies.				
b10. The Regulations on the Education of Persons with Disabilities is used to reduce the barriers to learning and participation of all students.				
b11. Support for those learning English as an additional language is co-ordinated with learning support.				
b12. Pastoral and behaviour support policies are linked to curriculum development and learning support policies.				
b13. Pressures for disciplinary exclusion are decreased.				
b14. Barriers to attendance are reduced.				

b15. Bullying is minimised.				
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Practice				
C1. Teaching is planned with the learning of all students in mind.				
C2. Lessons encourage the participation of all students.				
C3. Lessons develop an understanding of difference.				
C4. Students are actively involved in their own learning.				
C5. Students learn collaboratively.				
C6. Assessment contributes to the achievements of all students.				
C7. Classroom discipline is based on mutual respect.				
C8. Teachers plan, teach and review in partnership.				
C9. Teaching assistants support the learning and participation of all students.				
C10. Homework contributes to the learning of all.				
C11. All students take part in activities outside the classroom.				
C12. Student difference is used as a resource for teaching and learning.				
C13. Staff expertise is fully utilised.				
C14. Staff develop resources to support learning and participation.				
C15. Community resources are known and drawn upon.				
C16. School resources are distributed fairly so that they support inclusion.				

Priorities for development:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Appendix E: Questionnaire for parents

Your child studies in Grade ____.

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
Culture				
1. Everyone is made to feel welcome at this school.				
2. Students help each other.				
3. Staff works well with each other.				
4. Staff and students treat one another with respect.				
5. Parents feel involved in the school.				
6. Staff and governors work well together.				
7. Teachers do not favour one group of children and young people over another.				
8. Teachers try to help all students to do their best.				
9. Teachers think all students are equally important.				
Policy				
10. The school makes it easy for children and young people with impairments to come to this school.				
11. When you first join this school, you are helped to feel settled.				
12. Teachers like teaching all their classes.				
13. The teachers try to sort out difficulties over behaviour without wanting children to leave the school.				
14. The teachers work hard to make the school a good place to come to.				
15. Everything possible is done to stop bullying.				
Practice				
16. Teachers try to make the lessons easy to understand for everyone.				
17. Students are taught to appreciate people who have different backgrounds to their own.				
18. Students generally know what will be taught next in lessons.				
19. In lessons teachers expect students to help each other.				
20. In most lessons students and teachers behave well towards each other.				
21. Teachers help everyone who has difficulties with lessons.				
22. Teaching assistants work with anyone who needs help.				
23. Homework helps with learning and is properly explained.				
24. Activities are arranged outside of lessons which interest everyone.				

What three changes would you like to see at the school?

1. _____
2. _____
3. _____

Appendix F: Questionnaire for students

I am girl. I am a boy. I am in Grade _____.

	YES	Yes	No	NO
1. Sometimes I do class work in pairs with a friend.				
2. Sometimes my class is divided into groups for work.				
3. I help my friends with their work when they get stuck.				
4. My friends help me with my work when I get stuck.				
5. My work is put on the walls for other people to see.				
6. My teacher likes to listen to my ideas.				
7. My teacher likes to help me with my work.				
8. I like to help my teacher when she or he has jobs that need doing.				
9. I think our classroom rules are fair.				
10. Some of the children in my class do not call others by unkind names.				
11. Sometimes I am not bullied in the playground.				
12. When I feel unhappy at school there is always an adult to look after me.				
13. When children in my class quarrel, the teacher sorts it out fairly.				
14. I think setting targets for the term helps my work to improve.				
15. Sometimes my teacher lets me choose what work to do.				
16. I feel pleased with myself when I have done a good piece of work.				
17. When I have homework I usually understand what I am supposed to do.				
18. My teacher likes me to tell her or him about what I do at home.				
19. My family thinks this is a good school.				
20. If I am away from school my class teacher asks me where I have been.				_____

The three things I like best about my school are

1. _____
2. _____
3. _____

The three things I do not really like about my school are

1. _____
2. _____
3. _____

Appendix G: Interview Questions of Teachers

Personal and professional information

1. How many years have you been a teacher?
2. How many years have you served as a teacher in this school?
3. What subjects do you teach? How long have you been in this position?
4. What is your educational attainment? What is your specialty?
5. Do you have students with special educational needs? How many?
6. Have you ever got the experience with special educational needs (SEN) within and outside school?
7. If yes, what types of SEN have you met?
8. Have you ever got training about students with SEN? What kind of training?
9. Did the school provide the training about students with SEN?
10. If yes, did you participate in the training about students with SEN?

Concept

11. How do you define inclusive education?
12. Do you think if you can put it into practice? Please give a detailed example.
13. What do you think of students with SEN? What impressed you most?

Do you know their limitations and capabilities?

14. Is there a philosophy of diversity and inclusion for students?
 - b. Are there discriminatory attitudes towards students with SEN?
 - c. Are there the same expectations for all students?
15. a. Does the school try to make everyone feel welcome?
 - b. Are there some differences between the family of students within and without SEN?
 - c. Are all members of the school involved in making the school make inclusive?
16. a. Do teachers collaborate with each other?
 - b. Do students help each other?
 - c. Does the school collaborate with the community and use the resources related to SEN?
17. a. Are all new students helped to settle into the school?
 - b. What will you do if the students with SEN enroll in your class? And some rules?
 - c. Does the school make the buildings physically accessible for all people?
18. a. Is there a clear policy for students with and without SEN who are part of the school?
 - b. How does the school meet diversity for the students in curriculum, assessment, homework, and outdoor activities?
 - c. In terms of students with SEN, what criterion to form a class group? What kind of class they would attend?
 - d. Do you know some rules about students with SEN whom involved in the regular classroom, published by CDPF (China Disabled Persons' Federation)? Are there some documents prepared to facilitate this point at the school?
19. a. What is the concept of the school support?
 - b. How does the school organize the support?
 - c. Does the school encourage the students with SEN to attend the regular class rather than attending the special class?
20. a. Does the school give priority to helping all teachers to know the students with SEN?
 - b. Do the teachers and staffs get training about inclusion in order to respond the diversity for all?

21. a. Do you share the knowledge about inclusion with parents when making a plan for teaching?
 - b. How do you collaborate with parents, meeting or interview?
 - c. Do the parents participate in school activities to promote learning and participation of students?
 - d. Do the students without SEN share some SEN knowledge with their parents?
22. a. What is the most frequent barrier for students with SEN in regular classroom?
 - b. When adapting the curriculum to meet the diversity for all, what is the criterion of curriculum adaptations? Are the adaptations in one curriculum or the whole curriculum?
 - c. What strategies do you use to support the students?
 - d. Are there some activities for the students with SEN? Are they different from other students?
23. a. Do you encourage students to learn collaboratively? Do the students with SEN always stay in a same group? Do you use some rules to form the groups?
 - b. Do you know some available teaching resources inside and outside school? Do you use the resources for students with SEN?
24. a. Will you change the teaching strategies if there is a student with SEN? Please give me an example.
25. a. Do the students with SEN have specific resources and support? Who develops them?
 - b. Is there someone to support the learning and participation of all students in the class or after class? What is his/her task? Does he /she cooperate with other one?
 - c. How much time do the students with SEN spend with the people who support their study?
 - d. What is your role in the regular classroom?
26. Based on what has been explained above, could you give some suggestions to promote inclusive education?

Appendix H: Interview Questions of School Principal

Personal and professional information

1. How many years have you been a teacher?
2. How many years have you been a teacher in this school?
3. How long have you been a school principal?
4. What is your educational attainment? What is your specialty?
5. Do you have students with special educational needs? How many?
6. Have you ever got the experience with special educational needs (SEN) within and outside school?
7. If yes, what types of SEN?
8. Have you ever got training about students with SEN? What kind of training?
9. Did the school provide the training about students with SEN?
10. If yes, did you participate in the training about students with SEN?
11. How do you define inclusive education?
12. Do you think if you can put it into practice? Please give a detailed example.
13. What do you think of students with SEN? What impressed you most?
Do you know their limitations and capabilities?
14. a. Is there a philosophy of diversity and inclusion for students?
b. Are there discriminatory attitudes towards students with SEN?
c. Are there the same expectations for all students?
15. a. Does the school try to make everyone feel welcome?
b. Are there some differences between the family of students within and without SEN?
16. a. Are all members of the school involved in making the school make inclusive?
17. a. Do teachers collaborate with each other?
b. Do students help each other?
c. Does the school collaborate with the community and use the resources related to SEN?
18. a. Are all new students helped to settle into the school?
b. What will you do if the students with SEN enroll in your school? And some rules?
c. Does the school make the buildings physically accessible for all people?
19. a. Is there a clear policy for students with and without SEN who are part of the school?
b. How does the school meet diversity for the students in curriculum, assessment, homework, and outdoor activities?
c. In terms of students with SEN, what criterion to form a class group? What kind of class they would attend?
d. Do you know some rules about students with SEN whom involved in the regular classroom, published by CDPF (China Disabled Persons' Federation)? Are there some documents prepared to facilitate this point at the school?
20. a. What is the concept of the school support?
b. How does the school organize the support?
c. Does the school encourage the students with SEN to attend the regular class rather than attending the special class?
21. a. Does the school give priority to helping all teachers to know the students with SEN?
b. Do the teachers and staffs get training about inclusion in order to respond the diversity for all?
22. a. Do you share the knowledge about inclusion with parents when making a plan for teaching?

- b. How do you collaborate with parents, meeting or interview?
 - c. Do the parents participate in school activities to promote learning and participation of students?
 - d. Do the students without SEN share some SEN knowledge with their parents?
23. a. What is the most frequent barrier for students with SEN in regular classroom?
- b. When adapting the curriculum to meet the diversity for all, what is the criterion of curriculum adaptations? Are the adaptations in one curriculum or the whole curriculum?
 - c. What strategies do you use to support the students?
 - d. Are there some activities for the students with SEN? Are they different from other students?
24. a. Do you encourage students to learn collaboratively? Do the students with SEN always stay in a same group? Do you use some rules to form the groups?
- b. Do you know some available teaching resources inside and outside school? Do you use the resources for students with SEN?
25. a. Do the students with SEN have specific resources and support? Who develops them?
- b. Is there someone to support the learning and participation of all students in the class or after class? What is his/her task? Does he /she cooperate with other one?
 - c. How much time do the students with SEN spend with the people who support their study?
26. Based on what has been explained above, could you give some suggestions to promote inclusive education?

Appendix I: Interview Questions of Parents

1. What is your profession?
2. How many children do you have and how old are they? Does your child have special educational needs?
3. What about the family environment of your child/children? Who lives with him / her?
4. Do you have some experience with children/adolescents with special educational needs (SEN)? Is he/she in the school or outside the school?

Concept

5. How do you define special educational needs? Do you know some information about the behavior, capabilities and limitations of children with SEN? Would like to give more information?
6. Have you heard of inclusive education? How do you define it?
In order to meet the diversity, what does the school should do/forbid to do? How do you think the measures must be taken by the school?

Culture

7. a. Does the school believe that all students are equally important?
 - b. Is there some discrimination by teacher in the school?
 - c. Do you think the child with SEN feel discriminated against in the school?
 - d. What do you think children with SEN study in regular classroom?
- 8.a. Does the school try to make everyone feel welcome?
 - b. Are there some differences between the family of students within and without SEN?
9. a. Are all members of the school involved in making the school more inclusive?
 - b. Do you involve in the school education?
- 10.a. Is there collaboration among teachers, school principle and other staffs? Do you think there is a collaborative culture?
 - b. Do they try to provide the best quality of education for your child?
11. a. Please introduce the process of your child to attend the school, and how does your child enroll in the school?
 - b. Does the school make the buildings physically accessible for all people?
12. a. Is your child always in the same learning group?
 - b. What kind of school policy is helpful for the children with SEN?
 - c. In terms of students with SEN, what criterion to form a class group?
13. a. Do you know some support provided by the school? Please describe it.
14. a. Do you get training about inclusion in order to respond the diversity for your child?
 - b. Does the school know and respond to the students with SEN? If yes, what do they do?
 - c. Is it important to learn knowledge about SEN for families? Why?
15. a. What does the school do to build a relationship with you?
 - b. Do you participate in school activities to promote learning and participation of students?
16. Please describe a typical day about your child at school.
17. Does the teacher help everyone who has difficulty with lessons?
18. Does your child study with students with SEN? How?
19. How do you know your child's relationship with other classmates, especially with students with SEN? Did you talk about the students with SEN to your child? If yes, what did you talk about? If not, why?
20. Is your child bullied by other students in the school? If yes, please describe it.
21. Based on what has been explained above, could you give some suggestions to promote inclusive education?

Appendix J: Guideline of Focus Group Discussion

1. What do you think of inclusive education in the perspective of values and attitude?
2. What do you think of the policy for students with special educational needs? (For example, learning in regular classroom and China's Ratification of the Convention on the Rights of Persons with Disabilities)
3. What would act as barriers to changing classroom practice to be able to address the special educational needs of learners more meaningfully? (For example, school access, support, collaboration, class size and training)?
4. Could you give suggestions to meet the diversity of students with special educational needs?