
PALACKÝ UNIVERSITY OLOMOUC

Faculty of Education

Institute of Special Education Studies

Postgradual study programme: 75-06-V 002 Special Education

Research on Tibetan Teachers' Attitude towards Inclusive Education

By

Yu ZHOU, MEd

PhD study programme - Special Education Studies

Supervisor

Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.

Olomouc, Czech Republic

2015

Declaration of Originality

I, Yu ZHOU (Student number 80032169) declare that this dissertation entitled “Research on Tibetan Teachers’ Attitude towards Inclusive Education” and submitted as partial requirement for Ph.D. study programme of Special Education is my original work and that all the sources in any form (e.g. ideas, figures, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of reference.

Signature

Date

Acknowledgements

It is incredible to imagine that, have I achieved a Dr Monograph? Yes, I really made it right now!—therefore, I became the first person to get a Ph.D in my family history so that is sufficient to make my family and me proud. At the moment, I'd like to this paper for myself who turns 37 next month as a perfect birthday present.

It stands to reason that, I made an ideal blend of major and personal interest under the guidance of my supervisor Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D., that my research can be completed successfully. I still have a cherished hand drawing which concerns about the Lhasa of Tibet and the Danba by him whom painted it face to face in his office originally. Such precious teacher-student emotions that marked starting point of Tibetology research in my academic career which inspires me to study hard in my life.

It is certain that, I have already become “the best work” of my parents created—although I still with any defect, as well as I still not remove the “coat” of “an unfilial son who is to have no heir”. Even so, I still their forever love. My sister, I can say for sure that, you are the only family member who approves and supports my further studies overseas. My niece Rui, I can still point out that we are crying and hugging together before going abroad which made me often remind and warm my heart. You use to be my sweet heart forever. The company of the family is everywhere along my way of life which contains my inside world.

It is worth mentioning that, with Mr. Haidong, we are “conspire” my path of individual academic career in the red building of Shizishan; with my friend Ricky, we are sharing “daily” to each other; with doctor Haihong, we are crossing the field between edge and hinterland in the Qinghai-Tibet Plateau...all of these filled with my favorite memories. In addition, doctor Xingping who's my younger sister, as well as a master of data analysis in my mind, with her help in the critical moment that also made me remain fresh.

It is impossible to forget that, my all day along with high-cold and oxygen deficit, lonely, dangerous, anxious, dread, and I very appreciate it can be met every right

people during my field work in Tibetan regions, I cannot forget those people, they are: Yan, Lv, Naoqi, Degi, Xiaocai, Tenzin in Tibetan Huaxiang School; Pema Dorje, Sonam Tashi, Katsering in the Yangtze River Ethnic School; and those 307 teachers in Tibetan schools who helps me filled out questionnaires, and thanks to you all with my most sincerely wishes, as well as my highest consideration and respect. Eventually, how I longed to present saintly Tibetan Khatags, to bounce soulful Tibetan string, to dance beatific Tibetan Guozhuang, with that kindness, truth, plain, simple and honest people on the land of Tibetan areas for generations. “Tashi delek”.

When the night approaches, streetlamps begin to light, my grandmother in heaven whispered to me, “My dear grandson, I’m so glad to see you are wearing academic dress of doctor, and I am so proud of you.”— To memorize my grandmother whom I loved dearly.

Olomouc, Czech Republic

09052015

Abstract

“Inclusive education” as a rising educational concept, it focuses on special educational needs which derived from the field of special education, and it was suggested in the 1990s. After ten years, it introduced into China. It appeared “learning in regular class” which is a part of the model of inclusive education in schooling practice of Tibetan regions. Nonetheless, only a few Tibetan disabled children have educational opportunities, but not are excluded from school because of the subjective and objective reasons such as their disabilities, discrimination, and a long distance to special schools and so on. However, the official found that “learning in regular class” has only created enrollment opportunities to school with disabled children in form, but there is not appears “full inclusion” in nature on the aspects of educational environment, education resources, faculty, teaching pattern and others between ordinary school and the special educational demands of disabled children.

The form of inclusive education is currently in the pilot phase. There has done not have a scientific way to examine results of the implementation of inclusive education. Of course it is dependent on the intervening of academic force. It should take into consideration the present schooling practice in time, in order to enlighten the future development of special education. It is worth to construct the theory of inclusive education of Tibetan schools which deeply rooted in Tibetan culture by scholars who concentrate more about Tibetan education with special needs.

In ordinary schools, teacher is the most influential factor of success to education, and the attitudes are the key element to succeed in practice of inclusive education. Therefore, as an ideal shortcut to take Tibetan teacher as the point of penetration for the sake of the understanding of the development situation of inclusive education, as well as the contribution to inclusive education practice in the Tibetan region. As a result, research picks up the attitudes of Tibetan teachers towards inclusive education as research object. The research by studying the three element factors of attitude as cognitive, emotional and behavior tendency of Tibetan teachers towards inclusive education, in order to explore the characteristics of the attitudes of Tibetan teachers

towards inclusive education.

Based on the research methods of macro-investigation, the research developed three characteristics of the attitude of the Tibetan teacher, as the demography, educational background and educational experiences with disabled students. By the analysis of characteristics of the attitude of the Tibetan teacher has, and combine with the reality of Tibetan schools, the study propose several suggestions on the Tibetan teacher, Tibetan schools and Tibetan educational establishment. They are: (1) it should make a difference between to them and concrete analysis of concrete problems. (2) Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education. (3) Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education. as Tibetan educational establishment which undoubtedly to undertake the roles of policy-maker and information interpreter, and lead all effective education information and regulation into all kinds of Tibetan schools, in order to make more basic school teachers understanding of the new educational concepts timely and clearly, so that to form an acceptable and active attitude.

The research has also found by the method of micro-ethnography that, (1) the Tibetan school exists formalized practice of "inclusive education" where lack of effective educational diagnosis methods of special children; (2) It has deficient teaching staff of inclusive education, that teacher also lacked of related knowledge and experience; (3) It has positive attitude of Tibetan teachers toward full inclusion, so that made a basis for application and practice of inclusive education in Tibetan school in next phase of implementation. But the Tibetan teachers' attitude towards inclusive education acceptable and positively laid the foundation for constructing the system of inclusive education in Tibetan ordinary schools of China. The Tibetan

teachers point out, due to family reasons, it appears with the phenomenon of a state of overwhelmed, which out of line of basic life. But they are major force of reform of inclusive education in Tibetan school, it undoubtedly show that the difference between them which need to bring to the attention by authority.

Because of personal academic ability and the limitation of research conditions, research is insufficient in representative samples and the index design needs further optimization. Therefore all these insufficiency and shortcomings need to be made up for in the future study.

Key words: Inclusive education; Attitude; Learning in regular class; Tibetan teacher; Tibetan school

Table of Contents

LIST OF FIGURES	X
LIST OF DIAGRAMS	XI
PART I : RESEARCH PROJECT	1
1 Introduction	1
2 Research origin	3
2.1 The need of practice reflection of inclusive education in Tibetan areas.....	4
2.2 The need of theory construction of inclusive education in Tibetan areas	5
3 History of inclusive education	7
3.1 Life education, national education, inclusive education	8
3.2 “The Salamanca Statement” and inclusive education.....	9
3.3 Development track of inclusive education in global society	11
3.4 The model of inclusive education worldwide	16
3.5 The model of inclusive education in China	19
4 Literature review.....	20
4.1 Literature review on inclusive education in the Western countries.....	20
4.2 Literature review on inclusive education in China	27
4.3 Conclusions of literature review on China	39
5 Research design	40
5.1 Basic concepts.....	40
5.2 Research object	41
5.3 Research questions	41
5.4 Research hypothesis.....	42
5.5 Research objectives	43
5.6 Research methodology and methods	43
5.7 Research ideas.....	52
5.8 Research limitations.....	53
PART II : A MACRO-INVESTIGATION ON THE ATTITUDES OF TIBETAN TEACHERS TOWARDS INCLUSIVE EDUCATION	56
1 Object of investigation.....	56

2 Research method and procedure	56
2.1 Questionnaire construction	56
2.2 Pre-testing.....	59
2.3 Finalizing.....	63
2.4 Formal testing	64
2.5 Data processing	66
3 Research finding and analysis	66
3.1 Basic situation description of Tibetan school teachers.....	66
3.2 Analysis of variances	70
4. Conclusion and suggestion.....	83
4.1 Conclusion.....	83
4.2 Suggestion	85
5. Limitations of questionnaire and prospects for follow-up study	87
5.1 To change the sample structure and sampling method	87
5.2 To adopt more influencing variables	88
PART III: A MICRO-ETHNOGRAPHY ON THE ATTITUDE OF TIBETAN TEACHER TOWARDS INCLUSIVE EDUCATION	89
1 Introduction.....	89
1.1 The form of inclusive education in Tibetan schools.....	89
1.2 A case text of educational ethnography	92
1.3 “Field”	95
1.4 “I am not a spy”.....	99
1.5 Narrative structure	101
2 A way of education in Tibetan area	102
2.1 A good news came.....	105
2.2 The school between the mountain and grassland	106
2.3 Daily schedule	112
2.4 Some important “school ceremony”	114
2.5 Curriculum provision and teaching contents	116
2.6 A group of young teachers.....	119

3 Life stories of Tibetan teacher YungChen	121
3.1 Afternoon tea of Teacher YungChen.....	121
3.2 Growth and family life	125
3.3 School things.....	129
3.4 Special education nearby.....	130
3.5 Remarkable students.....	132
3.6 The expectation of Tibetan school.....	133
4 Life stories of Han teacher XueLian	134
4.1 On duty.....	134
4.2 Home in Tibetan.....	136
4.3 A confident Han teacher.....	137
4.4 Exceptional children in the class.....	138
4.5 The expectation of “inclusive education”.....	141
5 Conclusion	147
5.1 On Tibetan school.....	147
5.2 On Tibetan teacher.....	148
5.3 On the attitude of Tibetan teacher towards inclusive education	150
REFERENCE.....	152
APPENDIX.....	157
Appendix 1: Questionnaire of the attitudes of teacher towards inclusive education	157
Appendix 2: Interview syllabus.....	160
Appendix 3: Open-ended questionnaire about the attitudes towards inclusive education	161
Appendix 4: Abridged diary of fieldwork	162
Appendix 5: Abstract in Czech	165
Appendix 6: Abstract in Chinese.....	167
Appendix 7: Some pictures of field work in case school	169
PUBLICATIONS.....	170

LIST OF FIGURES

Figure 1: Map of People’s Republic of China.....	2
Figure 2: Map of Tibetan Regions of People’s Republic of China	3
Figure 3: Investigation areas “5 Tibetan Prefectures & 1 community”	47
Figure 5: The location of “field work” of case school	96
Figure 6: The roadmap of field work	96
Figure 7: The location map of Huaxiang Tibetan School	107

LIST OF DIAGRAMS

Diagram 1: The quantity change diagram of academic articles	29
Diagram 2: The diagram of source database of literature	29
Diagram 3: The quantity change diagram of academic articles	32
Diagram 4: Investigation areas “1 city 4 prefectures & 1 community”	47
Diagram 5: The statistics of experts of questionnaire validity	58
Diagram 6: Statistics of experts of evaluation results of questionnaire	59
Diagram 7: Statistics of questionnaire’ quantity and the schools of initial testing	62
Diagram 8: The statistical of questionnaire distribution and recycling situation	62
Diagram 9: Paired samples correlations	63
Diagram 10: Statistics of questionnaire distribution and recycling situation	64
Diagram 11: Statistics of questionnaire objects schools	65
Diagram 12: Statistics of school types of questionnaire	65
Diagram 13: Statistics of teacher types of questionnaire	66
Diagram 14: Statistics of teachers’ gender (N=307)	66
Diagram 15: Statistics of age status of teacher (N=307)	67
Diagram 16: Statistics of length of professional experience of teacher (N=307)	67
Diagram 17: Statistics of ethnic composition of teacher (N=307)	68
Diagram 18: Statistics of religious belief of teachers (N=307)	68
Diagram 19: Statistics of professional title of teacher (N=307)	68
Diagram 20: Statistics of education background of teacher (N=307)	69
Diagram 21: Statistics of educational experiences with disabled children (N=307)	69
Diagram 22: Statistics of training experiences about inclusive education (N=307)	69
Diagram 23: Descriptive statistics of mainly variance measuring items	70
Diagram 24: Statistics of Cronbach Alpha of the questionnaire	70
Diagram 25: Communalities analysis of the questionnaire	71
Diagram 26: KMO and Bartlett's Test of the questionnaire	71
Diagram 27: Total Variance Explained of the questionnaire (N=307)	72

Diagram 28: The results of independent samples t-test of gender of teacher.....	73
Diagram 29: The results of ANOVA of age of teacher.....	74
Diagram 30: Means plots of emotion of attitude of Tibetan teacher in different age	75
Diagram 31: Means plots of behavioral tendency of attitude in different age.....	75
Diagram 32: The results of ANOVA of length of professional experience of teacher	76
Diagram 33: Means plots of cognition of Tibetan teacher in different length of professional experience	77
Diagram 34: The results of ANOVA of ethnic minority of teacher	77
Diagram 35: The results of independent samples t-test of religious belief of teacher	79
Diagram 36: The results of ANOVA of professional title of teacher	79
Diagram 37: The results of ANOVA of educational background of teacher	80
Diagram 38: Means plots of behavioral tendency in different educational background.....	80
Diagram 39: The results of independent samples t-test of educational experiences of teacher with disabled children.....	81
Diagram 40: Means plots of cognition of Tibetan teacher in education experience of disabled student with disabilities	82
Diagram 41: Means plots of behavioral tendency of Tibetan teacher in education experience of disabled student with disabilities	82
Diagram 42: Study contents of inclusive education in Tibetan ordinary school.....	97

PART I : RESEARCH PROJECT

1 Introduction

As early as in the Stone Age, Tibetan ancestors were taken from activities within the typical region of the north of the Himalaya Mountains, on the Qinghai-Tibet Plateau.¹ It constitutes a tribe of Tubo as ancient Tibetan through continual development. After thousands of years, in the 1950s, this tribe was identified as one of the ethnic groups of the People's Republic of China on the large-scale nationalities identification, it has become an integral part of China, which together with the other 55 ethnic groups to form the unity of the Chinese nation. Depending on the data of the sixth nationwide population census of China in 2010, it reported that Tibetan has a total population of 6,282,187 people;² it only can be referred as ethnic groups in China with such a large population base. It is a real majority groups if put them in the world. Tibetan ethnic groups are the cross-border groups which mainly distributed in India, Nepal, Bhutan, and Pakistan.

Tibetan populated areas in China are known as "Tibetan Areas". According to the traditional definition of geographic area of Tibetan, people often divide Tibetan area into three subareas as "U-Tsang Tibetan area", "Kham Tibetan area", "Amdo Tibetan area", based on this, three regional subcultures as "U-Tsang Tibetan culture", "Kham Tibetan culture", "Amdo Tibetan culture" were formed. Tibetan areas belong to Chinese territory after "the 17-Article Agreement" was signed between the local government of Tibet led by the 14th Dalai Lama and the central people's government of the People's Republic of China on May, 1951.³ For the considerations of national

¹ See Karou: A Neolithic Site in Tibet, CPAM, Tibet Autonomous Region and Department of History, Sichuan University, Cultural Relics Publishing House.1985.January, 1st edition.

² See Tabulation on the 2010 Population Census of the People's Republic of China (Book I, Book II, Book III), compiled by Population Census office under the State Council, Department of Population and Employment Statistical National Bureau of Statistics,2012. April.

³ The Agreement of the Central People's Government and the Local Government of Tibet on Measures for the Peaceful Liberation of Tibet, known as "17-Article Agreement", concluded on May 23, 1951.

conditions, organs of self-government were set up in regions where people of minority nationalities and the exercise of regional autonomy. In September 1965, the Tibetan local government was changed as “Tibet Autonomous Region”⁴ or “Tibet” for short, which became as the highest provincial-level administrative unit of China.⁵ In today’s China, Tibet Autonomous Region is the largest Tibetan area in administrative territory but is not the only Tibetan areas. There are ten Tibetan Autonomous Prefectures and two Tibetan Autonomous Counties distributed over the provinces of Qinghai, Sichuan, Gansu and Yunnan, that is to say, “one region ten prefectures two counties” together with the complete map of Tibetan area. (See Figure 1, 2)



Figure 1: Map of People’s Republic of China⁶

⁴ The Tibet Autonomous Region was formally established in September 9, 1965.

⁵ China has been divided into regions consisting of 34 administrative units including 23 provinces, 5 autonomous regions, 4 municipalities directly under the jurisdiction of the central government, and 2 special administrative regions.

⁶ The source of the map see Wikipedia:

http://zh.wikipedia.org/wiki/File:ROC_PRC_comparison_eng.jpg

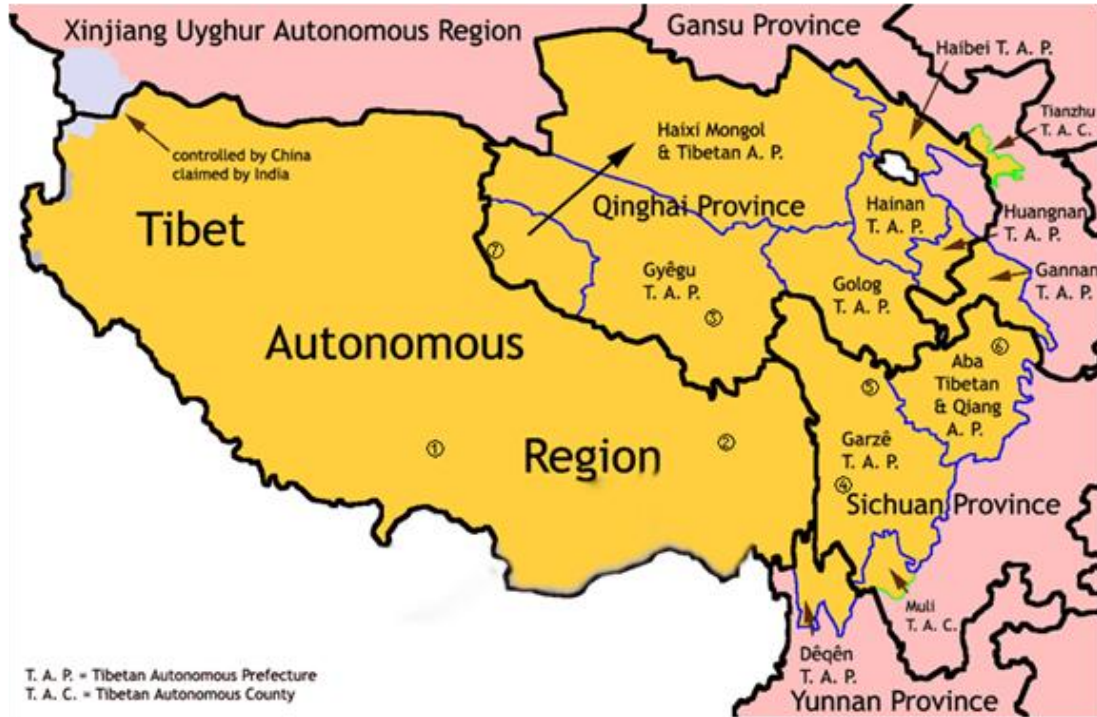


Figure 2: Map of Tibetan Regions of People's Republic of China

The unique natural environment creates distinctive culture of Tibetan area, especially Tibetan religious culture which pervades every aspect of Tibetan life, and became part of everyday life of the Tibetans. Therefore, monastic education became the mainstream of traditional education in Tibetan areas, and achieves the objective of Tibetan culture preservation, as well as the achievements has made in the humanities. Marching into the new century, modern school acts as core power of the development of Tibetan education instead of traditional monastic education in Tibetan areas. Educators sum up experience and future strategy constantly and adhered to the possible paths to the development of Tibetan education in the face of the complicated and ever changing situation, in order to push forward the progress of economic and social culture in Tibetan areas. As a scholar who takes Tibetan special education as a research field, original intention of mine was to determine the sub-power for all-round developing of the improvement of Tibetan education in my professional field.

2 Research origin

“Inclusive education” as a rising educational concept, it focuses on special

educational needs which derived from the field of special education, and it was suggested in the 1990s. After ten years it introduced into China, it appeared “learning in regular class” which is part of the model of inclusive education in school practice of Tibetan regions. According to the displayed of authoritative data, the numbers of disabled children learning in regular class in the ordinary schools of the Tibet Autonomous Region with 337, 223, 340, 190, 190, respectively during the five years from 2006 to 2010.⁷ The distinctive meaning of this numerical information says that, the learning subject study in normal education system right now but it belonged to the system of special education originally. It preliminary realized the full inclusion between “ordinary schools” and “exceptional education needs” of the disabled children in Tibetan regions in China.

2.1 The need of practice reflection of inclusive education in Tibetan areas

“Full inclusion” was realized by “learning in regular class”, so that only partial disabled children in Tibetan region has educational opportunities, but not be excluded from school because of the subjective and objective reasons such as their disabilities, discrimination, a long distance to special school and so on. Hence, Tibetan children with disabilities have their multiple choices of education resettlement way. They can accept traditional special education in special schools, as well as mainstream education in nearby ordinary schools. However, the official found that the present “learning in regular class” has only created enrollment opportunities to school with disabled children in form, but there is not appears “full inclusion” in nature on the aspects of educational environment, education resources, faculty, teaching pattern and others between ordinary school and special educational demands of disabled children.

Actually, education practice turn to “full inclusion” essentially was initiated at the end of 2009 in the Tibetan regions. It is characterized by the built of the first pilot school of inclusive education in the Tibetan region which named “Lhasa Chengguan

⁷ See “Report on statistics analysis of people with disabilities in the Tibet Autonomous Region, 2010”, it was published on August 11th 2011 by Tibet Autonomous Region Disabled Persons Federation. The official website address:
http://www.tdpf.org.cn/content/2011-08/11/content_30350274.htm.

District Haicheng primary school”. From that time to the end of 2012, the official established 8 pilot schools of inclusive education in Lhasa city of Tibet Autonomous Region.⁸ The “pilot school” which means under the basis of primary school, on the one hand, improves the inclusion environments for primary schools, especially builds accessibility facilities and resource classroom. On the other hand, it provides training for teachers of primary schools with specialized knowledge about the ideal of inclusive education, and special education in order to adapt the need for special education of children with disabilities. With this, pilot school gradually reached the combination of form and essence of full inclusion. Therefore, those eight pilot schools became practice pioneer in the field of the entire Tibetan regions including “1 region 4 provinces”⁹ in China. It is a milestone at this stage.

The form of inclusive education is currently in the pilot phase. There has done not have a scientific way to examine results of the implementation of inclusive education. How about the effectiveness of the pilot? Can we finally draw experiences from the pilot schools of full inclusion? How likely is the model of inclusive education highest promotion in Tibetan regions? Of course, it is dependent on the intervening of academic force. It should take into consideration the present schooling practice in time, in order to enlighten the future development of special education. That is the mission of scholars or academic researchers.

2.2 The need of theory construction of inclusive education in Tibetan areas

The field of special education experiences a series advance movement on against segregation, promotes integration and advocate full inclusion, which focuses on the educational right of children with special needs. Inclusive education as edifying thoughts became an enlightening concept of the scholastic practice continuously with

⁸ See “Pilot schools of full inclusion of disabled children have been built-in Lhasa city” by the reporters named Wang Xiaotao, Suolang Deji; it published on “Lhasa Evening News” on February 4, 2013.

⁹ “1 region” refers to the Tibet Autonomous Region, “4 provinces” refers to Qinghai Provinces, Sichuan Provinces, Yunnan Provinces, Gansu Provinces, and generic term as “1 Region 4 Provinces”, that is the meaning of administrative district on Tibetan regions. It also reference as respectively as Tibet Area, Qinghai Tibetan Area, Sichuan Tibetan Area, Yunnan Tibetan Area, and Gansu Tibetan Area.

foreign countries and regions. All kinds of classical model of inclusive education have been fired from each other and localization constantly. For instance, “learning in regular class” which has a long tradition in China is a typical inclusion combines foreign ideas and Chinese characteristics. In addition, “resource room model” which is commonly uses in America and Canada, “educational pairing model” which popular in Denmark, “consultant teacher model” which in typical uses in Norway. All of these classic models are either still in widespread all over the world. But it should be emphasized is used as a model of inclusive education relevant to the natural environment, social culture, and education ecology in a country or region. For instance, one of the operational models called “mobile educational service model”, it is required to provide mobile educational service during different schools with joint service team composed of “doctor, psychologist, special educator, social worker”. If take this model into the ordinary schools of Tibetan agricultural or Pastoral areas in China, it maybe face alpine hypoxia, bad weather, poor traffic and other many difficulties, so that it cannot ensure the quality of educational service, even it cannot be established this model in some specific Tibetan areas. From this, it is worth to construct the theory of inclusive education of Tibetan schools which deeply rooted in Tibetan culture by scholars who concentrate more about Tibetan education with special needs.

It has a couple of developing cycle, when a burgeoning education problem or phenomenon comes into the view of the scholar. In most provinces or areas already have different forms and degrees of practice models of inclusive education, it already called off the good points or literatures in recent years. Due to the influence factors of regional socio-economic development, some of inclusion practice in Tibetan schools like baby walker, the research literatures or theories empty, as well as the closely related study field of Tibetan special education. Or can be gratified that, a large number of acceleration of humanistic concern about Tibetan education study as the field of education, but study results still hard to improve the breakthrough on

educational practice.¹⁰ With a stark contrast, it is attracting attention that the field which colligates the researches of multiple sub-fields which including social history, ethnic culture, linguistics, philosophy and religion, medicine and calendar and so on are so called “Tibetology”. Nonetheless it cannot be found on the site of Tibetan education. Moreover, there are some kinds of institutes of Tibetology research successively set up all over the world, for instance, the Chinese representative institutions of “China Tibetology Research Centre”, “The Institute of Tibetan Studies, Sichuan University”, and the foreign representative institutions of “The Tibet Center of The University of Virginia, USA”, “Institute for Tibetology and Buddhist Studies”, etc. All of those institutions indicate that Tibetology research is rise sharply in the international academic areas. It should be placed more emphasis on Tibetan education especially Tibetan special education as a sub-field of Tibetology. Or which may take construction of the theory of inclusive education in Tibetan regions as one of starting point of academic study.

3 History of inclusive education

Education is a basic human right. The international community makes unremitting efforts for more than half a century. “The international commission on education for the twenty-first century” reported that, education is not only helping people acquire basic essential skills and knowledge, but it is an indispensable way to achieve the peace, freedom and justice of human society which is the key element of the development of people and society (Delors, 1996). Inclusive education was originated from Human rights campaign, after the normalization of movement, mainstreamed and integration education, inclusive education has started sweeping the world, it is gradually became focus of educational reform of each country. One point goes to note that, United Nations Educational Scientific and Cultural Organization (UNESCO)

¹⁰ There have been only 3 results of literatures, when the author took keywords “Tibetan” combine with “special education” as compounding wards precise search on “China National Knowledge Infrastructure” which is the largest scope of Chinese full text information center. But there have 416 consequences under the search precisely of compound wards as “Tibetan” combine with “Education”. Search time is 20:00 on April 5, 2014. Website address: www.cnki.net.

play a very important role in the development of inclusive education and promote actively the application of education with special needs worldwide.

3.1 Life education, national education, inclusive education

There are three most influential education thoughts in the development of universal education in the past decades: Lifelong education, national education, and inclusive education. The rise and development of inclusive education are linked to the thoughts of lifelong education and national education. The experiences of education reform and development of world point out that, it should value the progress of education no matter the developed countries or developing countries.

Lifelong education proposal education should occur throughout one's life which is broke down the traditional idea about education from the perspective of limits by space and time. On the aspect of time, it seems that education should company one's whole life, and it against education process only limited in schools on the aspect of space, it advocates the process of education should be tantamount to expand all over the society. Except this, lifelong education still put forward that the lifelong educational right of humanity should be respected and guarantee, that just says, education should be democracy and equality to all, and everyone needs more educational opportunities which the adapted the development of humanity.

National education means education for all, it to ensure all of us can accept basic schooling. "The declaration of national education" proposal that, the investigative results of basic education all over the world by conference are worrisome, and it exists the following problems according to the analysis of related countries: first of all, there has limited chance to accept education by a lot of people, even no chance. Secondly, the definition of elementary education is seen as minimal literacy and numeracy, not learning for becoming qualified citizens. Thirdly, many marginal groups especially people with disabilities, ethnic minorities groups, women and girls are exempt from education, employment and health and other services. On account of this, "to satisfy elementary learning need for children, teenagers, adults, in order to

change the serious situation of increasingly basic education service all over the world.”¹¹ The ideals of national education became the most important introductory thought of the process of education reform and development in the countries of the world. It has a profound effect on the aspects of education opportunities, universal schooling, improvement of education qualities, elimination of education differences, education for disabilities, teachers training, education techniques, and the implementation of the education plan, etc.

The thoughts of lifelong education and national education have changed malpractices of traditional education. Thus, the UNESCO advocates that, the purpose of inclusive education is “schools service for all children” (UNESCO, 1994), that means, “inclusion” refers to the school accept the entire learner, to satisfy diverse needs of everyone effectively. Inclusive education should include both the formal learning that takes place in schools and the entire universe of informal learning.

UNESCO plays a major role in the development process of lifelong education, national education and inclusive education, and documented many engrossments. For instance, Universal Declaration of Human Rights, 1948; UN Convention on the Rights of the Child, 1989; The World Declaration on Education for All, Jomtien, 1990; The standard Rules on the Equalization of Opportunities for Persons with Disabilities, 1993; The Salamanca Statement and Framework for Action on Special Needs Education, 1994; World Education Forum Framework for Action, Dakar, 2000, etc.

3.2 “The Salamanca Statement” and inclusive education

In June 7-10, 1994, UNESCO with other international organizations held “World Conference on Special Needs Education: Access and Quality” in Salamanca of Spain. The conference adopted two important documents as “The Salamanca Statement and Framework for Action on Special Needs Education” and “The Salamanca Statement on Principles, Policy and Practice in Special Needs Education”, so that indicated

¹¹ Inter-Agency Commission, W. C. E. F. A. (1990), Final Report, World Conference on Education for All: Meeting basic learning needs. 5-9 March 1990, Jomtien, Thailand (New York, Inter-Agency Commission for the World Conference on Education for All). P. I.

practice decision and commitment of inclusive education of implement by global society.

Inclusive education advocate education should satisfy the needs of all the children. Every school must supply the kinds of conditions on educational needs and acceptable for all children in the service area. At the same time, it should guarantee the quality of education through appropriate curriculum, school management, resource utilization, and the cooperation of the community. On the one hand, ordinary school should become “inclusive school” gradually. On the other hand, it will decline slightly from a special education school and strengthen the connection with the ordinary school. The conference proclaims 5 principles for inclusive education, and calls upon all governments and urges those 7 aspects to promote the development of inclusive education worldwide.

The spirit of inclusive education which the Salamanca Statement called for can perform at three aspects is following: the first place, it calls for the equality of starting point of education. The statement point out, inclusive school is the effective way to create a community which acclaimed, anti-discrimination, construct inclusive society and implement education for all. Each child is entitled to accept education, and the school should accept all include a child with special needs. No equality of educational right, not possible of the equality of educational opportunity. So, inclusive education believes the normal of the diversities with human, and special needs children must study in conventional school nearby with the normal children together so that ensure their equality of educational opportunity. The second place, inclusive education advocates the equality of education process. It focuses attention on the student-centered education, and promotes the methodology and outlook on education with the development of student which takes the power of democracy, team, and cooperation. Anyway, the nature of inclusive education should reflect the education as equal as other social conditions, which are the key content of the unity of essential equality. The third place is advocating the results of education are alike. It contends that normal children share a common denominator with children with special needs, in particular the development of potential. Compared with segregated education,

inclusive education as possible to close the gap between normal children and special needs children, and advance the full development of children with special needs the greatest extent.

3.3 Development track of inclusive education in global society

Many countries have actively responded and practiced after the thought of inclusive education initiated, and the practice of each country and area is characterized by diversity and unbalance.

3.3.1 Inclusive practice of the developed countries in Europe and America

US calls for the core idea of inclusive education reflected in two aspects: “zero refusals”, that “cannot refuse”, it refers to education department of America’s state and local cannot refuse demands of children with special needs with any reason and form. The other aspect is “the least restrictive setting”, refers to strengthen appropriateness of education, exceptional child and the normal child should accept education as possible as together, or in public schools, private school or other foster-care facilities. Seriously disabled children can stay in ordinary school or class without they cannot reach their purpose of education or felt unsatisfied. It should test the best to create appropriate mainstreamed setting for exceptional children accept general education and reduced limits with them. Meanwhile, US actively provide free and proper public education, and no discriminatory measure and confidence increasing, individual teaching plan and other measures for exceptional children.

Canada is one of pioneering countries to carry out inclusive education earlier, and it also makes a substantial impact on other countries of North America. They pursue the core concept of inclusive education is believed child, believe their abilities. Hence, Canada develops some kinds of inclusive practices as: Person Centered Planning, Making Action Plans, and Circles of Friends (S. Stainback, W Stainback Eds , 1996) .

UK making several related policies and laws for the practice of inclusive education, as following: Education Act, 1976; Warnock Report, 1978; Education Reform Act, 1988; Implement constitution of Appraisal and Assessment of Special Education

Needs, 1994; Disability Discrimination Act, 1995; Succeed of All Children: Satisfy to Special Education Needs, 1997; etc. Although they are not make low for inclusive education, but there has prerequisite conditions beneficial for inclusive education.

Educational placements for exceptional children are one of the problems is under an obligation to solve. Based on the features of special education system in some developed countries, there are three mainly placement types of inclusive education as following: at first, two-track, that just says, separate special schools with the balanced development of ordinary schools. Secondly, continuum of service / multi-track, from separate special schools to the general class of full inclusion, it provides the wider service under the diverse setting. Thirdly, one-track, it takes extensive inclusion as the purpose, almost all the students integrated in conventional schools.

The practice of inclusive education in Asia Pacific countries is falling behind, when it compared with developed countries. Scholar Rao point out, In India, only one percent exceptional student is admitted in special schools, but the country has more than 30 million school-age children with special needs (Chadha, 2000) . But the Indian government has established a series of measures to promote integration education, such as Disabilities Act, which concerns the equal opportunity, protect human right and all participation. In Malaysia, the concepts of inclusive education have been accepted gradually in the schools. More and more exceptional children accept education in ordinary schools, the attitudes of both special education teachers and general education teacher are positive. There is no law especially for exceptional children, but the Selected Regulation key point out inclusive education should provide one of education services to children with disabilities in 1998. In Philippines, plenty of exceptional children learning in a regular class in recent years, and the general teacher and special education teacher make up the class teacher in one class. Fortunately, there already have relative laws and policies for integration and inclusion of education, such as Basic Laws on Ensure Civic Rights and Political Rights of Disabilities in 1992. In Australia, on the aspect of educational setting, it points out that provides the least restricted setting, and should attach importance to special needs of children and provide appropriate educational opportunities for development. The

goal is let more children with special needs accept education in the spacious schools the same as peer.

By contrast, owing to the archaic idea of people, policy support, the conditions of implementation need to be well behind with the countries of Europe and America. Generally speaking, problems or features of the practices and researches on inclusive education in the countries of Europe and America at present. Firstly, in the majority of countries in Europe and America, a lot of children with disabilities cannot accept any forms of education or special education. With this, inclusive education can be supposed to adopt widely. Secondly, various problems or barriers include lack of related laws of inclusive education, someone with a positive attitude, big class size, lack of effective support system, insufficient of the numbers of inclusive teacher, fund shortage, school setting out of time, etc.

3.3.2 Development track of inclusive education in China

In China, the development of different areas is currently under a unique degree. Under the influence of special education and inclusive education in Western countries, the mainland China takes “learning in regular class” as the main component.

(1) Background of the development of inclusive education

There often existed the phenomenon of discrimination and exclusion in the past educational practice in China, such as discrimination of ranking, top student always by praise; discrimination of seat, student can priority choose seat in the classroom according their learning ranking rather than height or eyesight; discrimination of class grouping, student preference selection of the class grouping depend on their learning record; even the discrimination against exceptional child. There continues to experience discrimination from teachers, students even the parents. The consequences of “educational discrimination” are downright dangerous. Students’ self-pride will be wounded, as well as hazards to their mental health and personality development. Along with social progress and quick progress of education, the phenomenon of education gradually disappears.

(2) History of the development of “learning in regular class”

In August 1983, “Temporary Provisions of Basic Requirements on Achieve

Universal Primary Education” by the ministry of education point out that, mentally retarded children learning in ordinary school at present. On September, “Compulsory Education Law of the People’s Republic of China” put forward that, diversified education models, it can be set in a special education classroom in primary schools or middle schools except special education schools. It should adopt children with disabilities learning in ordinary schools under the premise of no affect others. The concept of learning in regular class has started in this time. On December 30 1987, the words “learning in regular class” first find out in “Notice about Issued the draft of Teaching Plan of Full-time School for Mentally Retarded Children”: “the majority of children with mild mental retardation have been learning in regular schools in the process of the popularization of compulsory education...it should be supported and help the teachers improve teaching methods, strengthen individual counseling, in order to make the children with disabilities learning in regular class successful .” It is all proof that before “World Conference on Special Needs Education: Access and Quality” in Salamanca of Spain, there already have been appearing on the educational model of learning in regular class in China.

There was an initiative for the blind child called “Golden key plan”, which is a project to improve the educational situation for visually disabled in the rural village of China. The project established several pilot counties, and took many of the children with visual disabilities learning in regular class after training the knowledge and skills in special education for teachers. Each pilot county established professional instruction network included an itinerant inspector, an executive official and a social worker, they responsible for building a relationship between school and community. Finally, all of village residents, school teacher, parents got together to support those children with visual disorder, even success in promoting community strength to support full inclusion. Later, there have been many places in China became pilot counties and benefit totally 444 children with visual disorder learning in regular class due to the success of previous pilot (Xu Bailun, 1992).

According to national condition, Chinese government made “Ordinary schools recruiting student with special needs learning in regular class” as the main policy of

special education. In most peoples' eyes, "learning in regular class" is both one of the models of integration education and one of the models of inclusive education. But it needs to be stressed that, from the view of integration education, learning in regular class request student should positively adapt ordinary schools, but schools should adapt student actively from the perspective of inclusive education. Therefore, it requires ordinary schools more for learning in regular class with inclusive education. It also gives birth to the reform of education system, and involves a series procedures of curriculum arrangement, classroom management, evaluation system, teacher training, community service, parents participate, and early education to special needs.

In mainland China, the system of inclusive education has already shaped learning in regular class and special needs class attached by ordinary school as the basic pattern. From the perspective of disability types, it should account for the system of different types of children with disabilities. The mainly subjects of learning in regular class involve visual (blind and low vision), hearing language (deaf and hard of hearing), intelligence (mild and moderate). From the opinion of areas, each area should form the system of learning in regular class with unique features. From the perspective of education level, it should shape the system of learning in regular class involves preschool, primary school, middle schools, high school, and college or university. Otherwise, separate areas should establish a few of special education schools and became the regional example of special education. Cultivate pre-teachers and training teachers as a research center for the development of special education. From the perspective of student and settlement, it suggests that each class has no children with disabilities more than 3, it is perfect 1 or 2 person.

In Chinese Hongkong, since 1970s ceaselessly promote "let the student with special needs in learning in mainstreamed schools, the government provides some kinds of support service including special class, peripatetic service." In September 1997, Hongkong have been performed a two-year project of inclusive education pilot scheme. It encourages "whole-school-approach", and offers support to students. Each pilot school recruits 5 to 8 students with disabilities and all of them take action research as the method to help schools and teachers reflect their teaching strategies

and arrangement if adaptable for exceptional children. It continues to have more disadvantages and long way to go although the development of inclusive education made progress.

In Chinese Macao, the most primary schools and middle schools are private school, only a few schools as public schools. The official set up “Laws on Educational institution in Macao” in 1991, and takes “special education” into a part of education in Macao. The law made definition of the categories of sensory disorder, communication disorder and established a work group of special education, in order to provide consulting and treatment or other services. It always holds family-types living education, sex education and life skills or other educational activities (Macao Education Bureau and Youth Bureau, 2002). From the view of the development history of inclusive education in Macao, the development tendency of inclusive education is following: First of all, to promote progress by legislation. Moreover, the institution of inclusive education gradually from public schools to private schools. Thirdly, financial investments slightly improve, and make a distinctive investment project. Fourthly, place significant to teachers’ training of inclusive education. A stable relationship has been achieved between the Macao government and institutions of higher learning.

3.4 The model of inclusive education worldwide

The model of inclusive education was prepared in the functional movements of integration education and mainstream. There are certain kinds of models of inclusive education worldwide. But there has been two separate partition ways, the first way is according to the role-played by teachers, for instance, Team model, Co-teaching consultant model, Parallel-teaching model, Co-teaching model, Resource teacher model. The other approach is depends on teaching pattern, such as Multi-instruction, Cooperative learning, Activity-based learning, Mastery learning and outcomes-based education, Technology, Peer support and tutoring programs.

Resource room model mainly prevalent in USA and Canada, it also called

counseling classroom. That is to say, normal student and special student learning together in inclusive school, but the special student should spend a part of the time to accept individual counseling in the resource classroom. Many of characteristics of resource classroom as following: First of all, resource room model is a temporary supportive teaching and it adjusts according to the learning progress and individual needs of student with special needs. Secondly, resource room model attaches great importance to individual teaching. It depends on the advantage and disadvantage of the child to make an individual educational plan, especially develop individual tutor and group learning. Thirdly, it has a preventive function with resource room model. Some of student with mild learning disorder or behavioral impairment can be accepted tutoring in resource room model in order to prevent further more seriously problems in an early time. Fourthly, teacher of resource room should take full development of an exceptional student as the teaching purpose without the consideration of compensation for the student. Resource teacher should work together with the general education teacher, related professional, administrative teacher, and parents. The key difference between a resource classroom and special class is the student learning in resource room only a few times, the students still study in normal classroom most times. The resource teachers provide all kinds of teaching services according to the specific situations and the actual requirement of the exceptional children such as tutoring lessons, reclamation of languages defects, training of body functions, physiotherapy, occupational therapy, etc. Except the service to the children with special needs, the resource room also provides other services as teaching suggestion to parents and the teachers of ordinary schools and service of consultation.

Consultant teacher model is popular in Norway. It takes special children learning in ordinary schools, and provides service as a special teacher who has received training to general teachers. The scope of service as following: at first, they provide consultation about special education and teaching to the teachers of ordinary schools, as well as propose specific teaching suggestion. Secondly, to provide basic knowledge about mental development and special education to the teachers of ordinary schools in order to help them complete works better. Thirdly, to provide consultation and

training to the parents of exceptional children, in order to help them assist school education. Thus it can be seen, consultant teacher model what matters is the teacher of consultation as promoter of inclusive education and the guarantor of the rights of exceptional children.

Mobile service model pertains to organize a team of experts involves doctor, psychologist, special educator, and social worker to provide consultation and evaluation, or other teaching activities from one school to another school. The advantage of it is admirable service enter every school and every community directly. Team itinerant supplies special education and other services to exceptional children study in ordinary school nearby. This model usually uses in rural village areas and fewer numbers of special needs children.

Resource-centered model can be viewed as an extension of the resource classroom plan, but resource-centered model not only service for one school, but two or more schools. The model of resource-centered generally performs evaluation behavior, supplied suggestion, offer consultation and support to parents and teachers of ordinary schools; as well as helps family training and strengthen the realization about disabilities, afford special materials and equipments, etc. the advantages of resource-centered model are following: it can be supplied resource and the support from experts, and make multiple intervention as possible. Establish resource centre can be enhanced teachers and schools change toward the direction of inclusive education.

Educational pairing model is popular in Denmark. There have been two practices of this model: Firstly, the school arranges one normal class coupling with one special class, which the teachers responsible for two of them. Secondly, it arranges one special school coupling with one ordinary school, and two of them sharing the teachers, equipments and students; they can communicate and help with each other. Actually, the model of “team teaching” also attributes as educational pairing model, it requests the teachers of ordinary school and special school works together and completes all teaching affairs (Cao Jieqiong, 2003).

Cooperative learning model as an interactive teaching strategy, that attach

importance to students learning together to achieve the same goals in order to help students to achieve the effective inclusion with the aspects of learning and social life. The characteristics of cooperative learning model as following: firstly, that to precisely define the learning tasks of exceptional children and peer instruction. Secondly, within the scope of class of peer instruction, teachers are practice pretest and post test to guarantee the satisfaction of every student and the peer. Thirdly, both the exceptional student and peer have positive feedback after the practice of role-exchanged. Fourthly, the teacher provides feedback to instruction of peer. Lastly, the model inspires the learning motivation of the student.

Special education class model refers to set up special classroom attached in ordinary school. It supplies a service for exceptional students specially. The class size of superior class generally 10 to 15 and the teachers mainly use individual teaching method who has been accepted professional training before. The advantages in special education class as following: firstly, it is beneficial to know each other and increase the daily interaction with normal children. Secondly, teachers can use in the operational method of individual teaching. Thirdly, it can be made the achieved the most viable development environment, as well as create a comfortable learning setting for exceptional children. Fourthly, it is advantageous to help all the students correctly understanding of the relationship of each other.

3.5 The model of inclusive education in China

“Learning in regular class” is the most popular model of inclusive education in mainland China. It usually uses depend on the administrative measures of the provincial governments to the local schools. It including three mainly operating elements as following: Firstly, organizational leadership which refers to resolve the problems of ideas, policies, institutions, plans of learning in regular class, to ensure the moderate institutional environment. Secondly, it establishes the manpower resources to learning in regular class, and mainly settles aspects involve human resources allocation, teacher training, and administration, in order to enhance the

quality of administration, academic research, and the professional abilities. Thirdly, it strengthens financial investments in order to satisfy the demands of teaching, academic study, the development of student, and the professional growth of teachers in the plan of learning in regular class. It was a bit disappointing that the lack of educational assessment in the process of practice must be influenced the degree of development of student with special needs. In a word, the model of learn in the regular class in some areas or most of ordinary schools still need to improve and perfect in mainland China.

4 Literature review

4.1 Literature review on inclusive education in the Western countries

4.1.1 Literature review on inclusive education in US

After the idea of inclusive education was established, only a few US scholars argue that. Most scholars agree with the idea of inclusive education has come from the conference of Salamanca. The scholars concentrate more on the practices of the United States from different perspectives. Scholar Dorothy Lertzner Lipsky and Alan Gartner (1998) make a description on the development of the idea of inclusive education. They are divided into three stages based on the scope of disabilities in US. Scholar Michael Imber and Tyll Van Geel (2000) done some studies on the legislation of special education before 1997 in the US from the view of the proposed law of inclusive education, and analyzed several cases. Professor Mitchell L. Yell has done some studies on inclusive education in US from the perspective on law (Mitchell L. Yell, 1998). All of these studies above by the US scholars show that, the researches focuses on the legislation of inclusive education, the scholars try to through the studies to establish the relative regulation and laws to ensure the safe environment of inclusive education at the initial stage.

In recent years, it appears several books as the reflection and criticism of the practice of inclusive education in United States of America for the development of

inclusive practice. There always have numerous domestic controversies about inclusive education. Scholar Suzanne E. Wade first provided an introduction to pre-service teachers as the topic of how to accept children with special needs. The contents of the book have been combined theoretical introduction and practical experiences of the development process of inclusive education (Wade, Suzanne E, 2000). There has been a special monograph wrote by scholar K Eileen Allen (2004). It provides practical experience of real inclusive school involve teacher-student relationship, teaching activity and so on. The biggest feature in that book is the author realized that the inclusive education place very important roles between the ways from student family to their school and from the school to the society. Scholar John I. Goodlad and Thomas C. Lovitt (1993) maintain all should practice inclusion from general education with special education positively. All the scholars discussed above insist the importance of the practice inclusive education, in their researches, most books emphasis on the experiences conclusion of inclusive practice, so that ignored the aspects of the theoretical contribution of inclusive education.

The debates on the theory of inclusive education have more mature and rich. It shows that education study makes inclusive practice further development. Some scholar believes that inclusive education should make progress with the development of the society, they advocates that the educational subject is not only as gift children and children with disabilities; it should broaden the scope includes the child with other social emotion and communication problems. And some scholar suggests that scientific research should concentrate more about the influences from the environment to student, and the interaction between teacher and student, cooperation learning of students. In recent years, US scholars place emphasis on the evaluation of curriculum and teaching process, so that ensure the effectiveness of inclusive education. They also introduced some kinds of teaching methods which have higher flexibility and validity under the comparison of different educational practices before. This research direction indicates that the development tendency of inclusive education in future US.

4.1.2 Literature review on inclusive education in UK

There has famous academia of in UK, that “Center for Studies on Inclusive Education”. This centre set up pilot inclusive schools and developed some kinds of experimental researched. Research finding by this centre as following: Firstly, inclusive school was seen as beneficial for social development of student with special needs, but there were inconspicuous fluencies to learn the consequence of student. Secondly, the attitudes of students in normal schools toward the student with special needs always positive, on the other side, the parents of exceptional student toward the inclusive education were different. Thirdly, the idea of teacher in normal school towards inclusive education often positive, but the attitude was changed while it arranges some students with special needs in his class. Fourthly, it is important to arrange the learning tutor in the system of inclusive school; it always decides the results of inclusive education successful or not (Qian lixia, Jiang xiaoying, 2003). In England, most scholars have been taken the research questions of “what is the inclusive education, what are the features of inclusive education” as the centre to develop their research.

British scholar Tony Booth, Mel Ainscow and Alan Dyson got some research finding after they investigated several inclusive education. They deem that inclusive school should attach importance to the aspects of school culture, effectiveness, and transformation leadership, as for the school of “learning-organization”, teacher teaming0enquiry and reflection, collaborative planning, student involvement, celebrating success.¹² The research findings above show us the way to deeply understand what the valid inclusive education is, and what should we prepare to achieve full inclusion.

“Special Education Needs Code of Practice” by the Department for Education and skills of Britain published in 2001. This regulation definitely figure out several key factors of inclusive education of the ways to make successful, which can be

¹² Definitions of inclusion: what is an inclusive education?
<http://www.bristol-lea.org.uk/services/eit/definitions.html>.2007-5-18.

understood as the characteristics of inclusive education as following: firstly, school culture, the practice of teaching, administration and resource distribution should ensure to satisfy the needs of all the students. Secondly, the school should take more efforts with local official of education, like local ministry of education of the educational administrative department, to guarantee special needs of each child can be satisfied at the early times. Thirdly, school should make policies to the local official of the education department to adopt the best practice of teaching methods which can be reached by demands of each child in education. Fourthly, according to the children's age and the ability of understanding considering the personal willingness. Fifthly, the experts of exceptional education should cooperate with parents in order to achieve the needs of the children with special needs. Sixth, experts should consider the parent has their own opinions toward the unique education needs of their children. Seventh, all the related departments or person involves local official of education, school, parent, student, medical institution and social welfare organization should cooperate together, and create a multi-disciplinary approach to the resolution of issues. Eighth, issued special educational needs diagnose report as possible as the expert found the special needs which from the exceptional children, it definitely explains the monitoring arrangement (Department for Education and skills, 2001). It is very useful to promote the practice of inclusive school, but this regulation ignored the numbers of teachers and the financial investment of the local school.

In 2003, British scholar A High who focuses on the study of inclusive education point out some ideas in his research finding as following: First of all, a powerful leadership can be used in local inclusive school. The school should set different clerks involve headmaster, vice headmaster, headmaster assistant, and other persons in charge responsible for different works. Secondly, the teacher full considers the cultural and knowledge backgrounds of student with special needs, then perform in the curriculum plan and apply to the process of teaching or class, so that ensure the validity of class teaching. Thirdly, the teacher and parent should encourage and help each child give play to their potential as possible, so that promise all the expectations will be true. Fourthly, respect the importance of culture. It is of great importance to

cultivate teacher respect student and student respecting each other, to form the cultural environment where takes respecting as the fresh features. Fifthly, inclusive school encourages parent and community participation into the school life and further development actively.¹³ Anyway, the understanding of the characteristics of inclusive education is all emphasis on the importance of school (involves school leader, teacher, teaching and culture), family, community. The development of inclusive education is not an isolating system, but an open field to every related person or environment. Thus, inclusive school is not only an isolation campus or teaching field, but it should place importance to the aspects of cultural intergrowth, individual harmony, differences respecting.

4.1.3 Literature review on inclusive education in Australia

Australia is a country with high social welfare where has the completed social protection system and multiple cultural backgrounds, so that the idea of inclusive education integrates into the development of education in an early time. Australia scholar R. J Andrews, J. Elkins, P. B. Berry, J. A. Burge (1979) has done some investigation or analysis on special education in Australia. They also did some studies on the practice process of inclusive education with the rational foundation of the development of inclusive education. Scholar Chris Forlin (2006) done some researches on the training and education of teachers in the process of inclusive education, both have theory and practice. She believes that it has significant meaning to train inclusive teachers. In Australia, the development of inclusive education derived from the reform of special education, generally experienced two stages, one is the process from segregation to integration, and another stage is from integration to inclusive schooling.

The “Australian educational development report” clearly shows that the achievements obtained and challenges faced in the inclusive education in Australia. The report emphasis on the untraditional subjects of inclusive education involves

¹³ Definitions of inclusion: what is an inclusive education?
<http://www.bristol-lea.org.uk/services/eit/definitions.html>.2007-5-20.

different an ethnic group, different race, different migrant, especially the migrant from non-English-speaking countries. It also indicates that the school should emphasize more about the cultivation of social skills and vocational education, as well as teaching cultural knowledge for all students. On the website of national education in Australia, it has the information about specific policies, measures and the newly situation of inclusive education in each state. The information includes the contents of governmental policies, reports, and practice on organizational management, teaching methods, course arrangement and teacher training, etc.

4.1.4 Literature review on inclusive education in Finland

In Finland, it makes a high quality and equality of the development situation of basic education. One of the concerns is the process of inclusive education. Scholar Acedo (2008) points out, Finland is a successful example of practice of inclusive education. The comprehensive school in Finland has been proved there is one educational institution can be established both ensure educational equality and high educational quality. The author discusses the relationship between curriculum and inclusion, teacher and the inclusion, institution and inclusion, policy and inclusion. Scholar Halinen (2005) explains that the reasons for successful practice of inclusive education in Finland, it both has the influences of external factors and the comprehensive impact of internal factors in his monograph named "Towards inclusive education: the case of Finland". First of all, for external factors, a series international education conference impacted the establishing of the national laws on education. The official made development plan adaptable for students according to the basic situation and the results of practice. Secondly, with the internal factors, series completed factors influence the practice of inclusive education, the factors involves education policy, course arrangement, teacher training, teaching methods, and evaluation support. Scholar Savolainen discusses the impacts of inclusive education in his monograph. He said that the great importance to make a success in inclusive practice should fully consider the education system and the cultivation of teachers. The

established of the 9-year comprehensive school is the sweeping transformation and have been achieved the equality on social culture and gender, as well as the improvement of education quality of schooling. So, it can be had both equality and quality of education. At the same time, school should choose the appropriate person as for teacher, and the way to the choice of teachers is improving the social status of teachers, it makes the teacher to be respected. Of course, it should promote the salary of a teacher or more attractive (Hannu Savolainen, 2009).

4.1.5 Literature review on inclusive education in Sweden

As also a country with high welfare, democracy and the rule of law has gained in the Sweden. The idea of inclusive education blended in the development of Swedish education since 1950s. Scholar Cor Meijer and others elaborately introduced the changed of education law of Sweden from 1950s to 1985, especially performs the special treatment toward children with disabilities on education so that provide good condition for the formulation of inclusive education in Sweden. “Development report on Swedish Education” clearly shows that the challenge faced and achievement obtained in contemporary Sweden. The report indicates that inclusive education is not only the monopoly of general education, it should take student with different foreign background, race, migrate into the scope of inclusive education, and it should attach importance to mother-tongue education.¹⁴ Scholar Ulla Alexandersson and Staffan Engstrom discuss the evaluation system of Swedish education in their research; it explains the meaning and application of specific approaches of self evaluation, individual education plan and portfolios of students.¹⁵ Scholar Joakim Isaksson introduced the practices of individual education plan of Swedish. The European Agency for Development in Special Needs Education provides the cases of class teaching of inclusive education in basic schools of Swedish in 2001 and 2005. Scholars in Sweden above brought us the comprehensive understanding of the

¹⁴ The Development of Education: National report of Sweden, 2008.<http://www.unesco.org>.

¹⁵ Ms.Ulla Alexandersson and Mr.Staffan Engstrom. Assessment within the Education System in Sweden, 2006. <http://.european-agency.org/>.

development of inclusive education in Sweden. As an example of successful practice in the world, the practice indicates that learning subjects in inclusive schools should expand wide not only the child with disabilities and the school should concentrate more about children with the problems of social interaction and emotion.

To sum up, the reform trend of the education system will be necessary under such a circumstance. The trans-regional cooperation will be more popular all over the world. All the studies need to show that, the education reform should integrate into account for the system, connection both from the teacher, student, and community. Many countries realized the importance of inclusive education. The attention of academia has ever from the field of special education to general education. In those years, the connotation of inclusive education has changed, that is to say, inclusive education is a process, it through increase education, training, cultivation and the participation of the community to satisfy the multiple needs of all learners.

4.2 Literature review on inclusive education in China

Since the Salamanca Statement in Spain 1994, inclusive practices and its theoretical research have been developing all over the world. China is also present to the practice of inclusive education. Professor Huang (2004) introduced the origin and progress, definition, concept, value orientation and its developing tendency. Moreover, Professor Chen translated “Open File on Inclusive Education” (Chen Yunying, 2004). This monograph is a consequence of team work by 40 experts comes from 30 countries under the purpose of supporting inclusive education all over the world. In 2008, special subject “inclusive education” published by Shanghai Press which supplied opportunity to understand the development of inclusive education aboard. Academia of education research have been developed in the scientific research in the field of inclusive education, especially the research tendency and all the relative conferences be held by UNESCO.

There has been a valuable monograph by Professor Huang which named “New concepts and ideas of international education” been published in 2009. The book

mainly interprets the development of 15 classical educational ideas and concepts include inclusive education, national education and education for international understanding on the development process of international education in the past 60 years. It also explains the reason, facts, methods, meaningful and limitation, social background of inclusive education so that provide the reference of inclusive practice. There has other representative literature currently, for instance, scholar Huang “Discussion on the value orientation of inclusive education”; Scholar Lei “Academic controversy on inclusive education”; “Direction, connotation and enlightenment of modern education development—inclusive education”; Scholar Zhou “concept and key subject of inclusive education”; Scholar Peng “Inclusive education: future road—thinking and explaining of the idea of inclusive education”. All of these literatures introduced inclusive education from the view of the macrosystem level in order to help us know the origin, concepts, ideas, even the development of the future.

For the past few years, inclusive education has been made an introductory idea to educational reform of various countries. Scholar Wang takes children of floating population as research subject to deeply analyzed the education development of socially vulnerable groups with the aspects of school education, family education and social education. Scholar Liu explained all kinds of influence factors of the educational process based on the view of inclusive education. Scholar Deng analyzed the practical factors of the school curriculum of inclusive education. The author points out an inclusive curriculum is a flexible course which should satisfy the common needs of student learning and the different demands of different student learning. Thus, it is flexible with an inclusive curriculum. All of these researches offer some introduction of theory and practice.

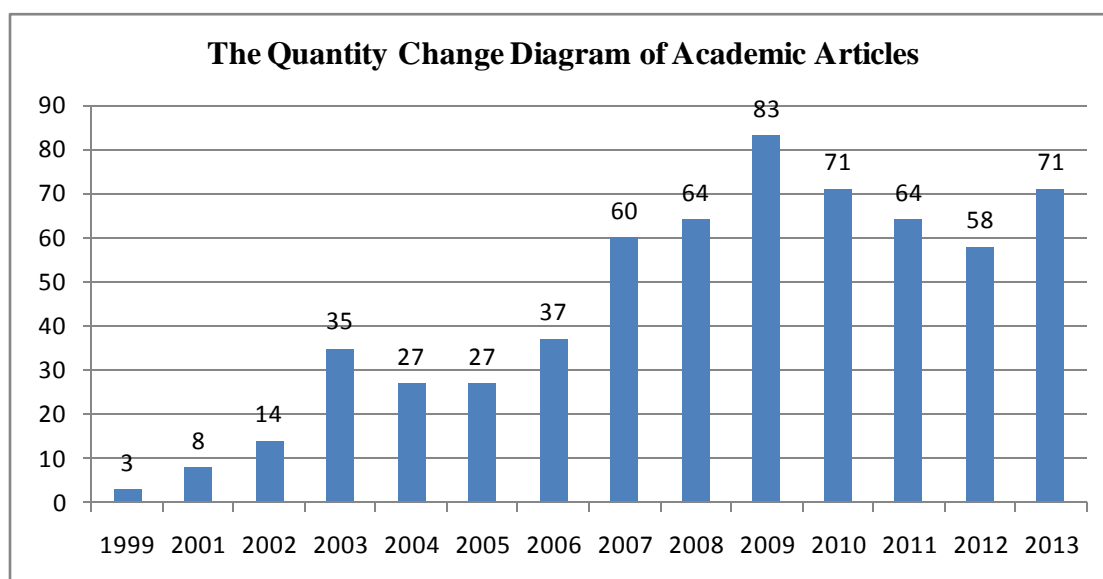


Diagram 1: The quantity change diagram of academic articles

In recent years, the attention of Chinese academia has shown a rising trend, but still inadequate enough for development of inclusive practice. The Diagram 1 above indicates, the research tendency to “inclusive education” has shown a trend of stable increase from 1999 to the end of 2013, there were 629 study results. It showed it had become research burning issues on a given date. Depending on the search results on CNKI through “Author”, it appeared that related research article was found in 1999, which named “A discussion on the inclusive education outlook and special education of teachers in colleges” (Liu Donggang, 1999). Owing to “learning in regular class” is a main model of “inclusive education”, so that most scholars concentrate more about the pattern of learning in regular class rather than inclusive education.

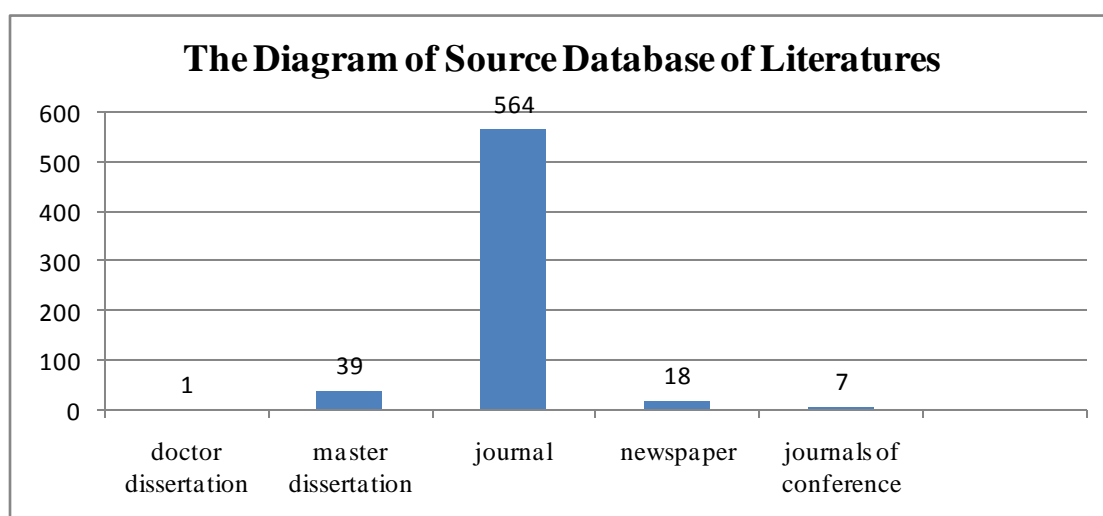


Diagram 2: The diagram of source database of literature

Above Diagram 2 shows the source database of literatures about the topic of “inclusive education” in Chinese academia, it can be seen that the majority of literatures derived from various kinds of journals. Only a few literatures distributes into the source database of newspaper, journals of conference, master dissertation and doctoral dissertation. What is noteworthy is that, only 1 doctoral dissertation before 2014 in Chinese academia from the view of research level of literatures. With this clarification, it requires more high level research literatures in future academia.

With the influence of Western humanism and idealism, the strategic value directions of inclusive education are “human right, equality, and diversity”. On the process of localization of inclusive education, more and more Chinese scholars have been begun to reflect and question. Scholars figure out the development of Chinese special education makes great progress in the past two decades. But this is only for “learning in regular class”, there were no other types of inclusive education. On the one hand, the official run school accepts children with special needs depend on the reference of Western idea of inclusive education. On the other hand, the pattern of learning in regular class with Chinese characteristics is distinct from other countries. China seeks to establish the 9-year basic education system suitable for every student. Nonetheless traditional elitist education mode has been conflicted with quality-oriented education which attaches importance to enrolment rate and competition. The pattern of inclusive education is not widely spread especially in resource scarcity, differences between urban and rural areas. So some scholars figure out, the best way to develop the model of inclusive education is full consideration of the local situation, as well as international experiences of selective reference.

As one of the educational form of special education, the “learning in regular class” is popular used in education practice in China. It has played active roles in protecting education right of special needs children and promoting educational equity. It has gained extensive concern in Chinese academic circles, also becoming an important part of research in special education of China. The author takes China National Knowledge Infrastructure (hereinafter referred to as “CNKI”) as the mainly statistics source, for searching the research literatures about “learning in regular class” in

China.¹⁶ On the basis of literature review about the history and present situation of the research area of learning in regular class, this article will try to promote understanding about the research area of learning in regular class and offer some good ideas for further study: Firstly, it will commentate three subjects such as the publishing time, author and units, the main outstanding thesis of master and doctor degree of the research articles from the point of quantitative method; Secondly, it will use the method qualitative analysis on the research article from the aspects of research objects and research contents.

4.2.1 The quantitative analysis of research literature of learning in regular class

The first outline article for the development of disabled which named “Five-Year Outline for the Development of Disabled in China” (1988-1992) was published in 1998 since the founding of New China. The section 42 officially launched the concept of “learning in regular class”.¹⁷ According to the search results on CNKI, there has totally published 548 academic articles from 1991 to 2012, the annual average is 26. In order to intuitive understand the annual change tendency of research literatures about learning in regular class, the author will focus on all the academic articles which can be searched on CNKI to show it through “the Quantity change diagram of the academic articles”.

¹⁶ The search results of China National Knowledge infrastructure (website: www.cnki.net) Up to 4th February 2013, 22:00. Totally has been gotten 548 research articles which take “title” of “learning in regular class” as the search method.

¹⁷ See “*Five-Year Outline for the Development of Disabled in China*” (1988-1992”).

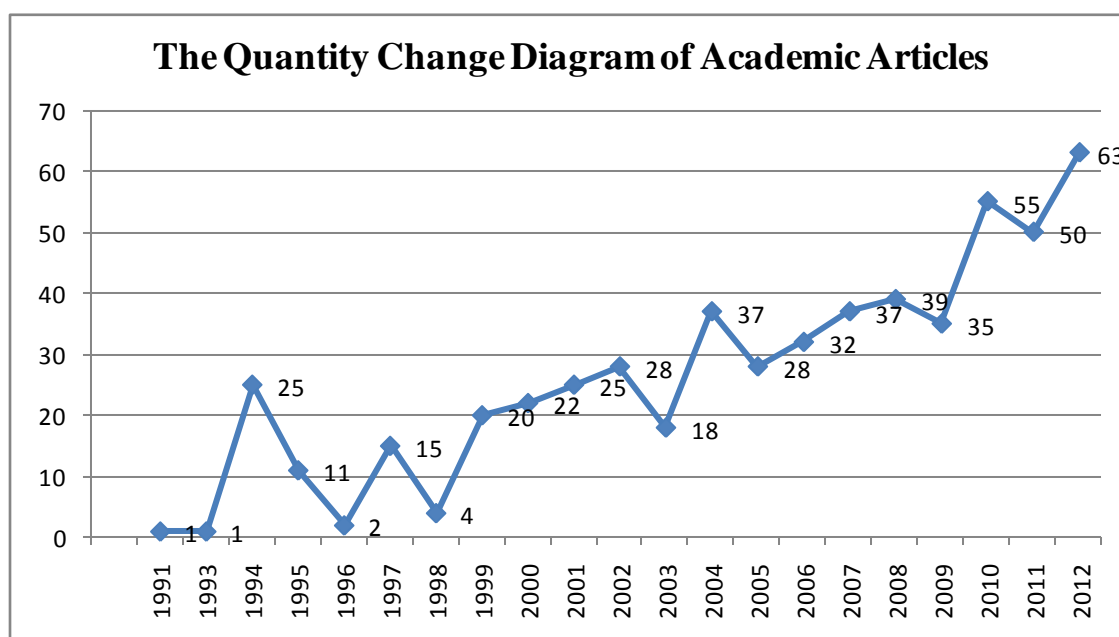


Diagram 3: The quantity change diagram of academic articles

(1) Analyzing on the publishing year of the literature

The diagram 3 above shows, the research tendency about learning in regular class has shown a trend of stable increase in the past two decades, it indicated that it had become research hotspots on a given date. According to the search results on CNKI through “Author”, it appeared that the related research article which named “Discuss Retarded Children Learning in Regular Class Once Again” (Chou Rongzhi, 1991) was found in 1991. In fact, due to the search limitation of CNKI, the author of this article has already written another article “Discuss on Retarded Children Learning in Regular Class” in 1990 (Chou RongZhi, 1990). Why did that article appear in that time? It looked like that it has influenced in great extent by the experiments of Learning in Regular Class with visual and intellectual disabled children which was organized by State Education Commission in 1989. These experiments were entrusted to education experts. They hold these experiments in schools in Beijing, Hebei, Jiangsu, Heilongjiang, Jiangxi, Shandong, Liaoning, Zhejiang and other internal places.

Then in 1992, the State Education Commission entrusted several education experiments in different provinces and cities.¹⁸ The new educational theories are

¹⁸ In 1992, the State Education Commission entrusted education experiments with hearing, speech disabled children learning in regular class by schools from Beijing, Jiangsu, Heilongjiang, Hubei and other internal places.

developed with the reflection on educational practices for the learning in regular class. After twice education experiments about learning in regular class in different areas which was operated by the State Education Commission, the educational circles has ushered a peak of research for learning in regular class area in 1994. In the same year, 25 literatures have been published. Meanwhile, the State Education Commission has enacted “The Trial Measures for Work about Disabled Children Learning in Regular Class”¹⁹, and China’s first special regulations for education of Disabilities which named “Regulations of Education for the Disabled”²⁰ were formulated by the State Council. These two continually attracted the academic attention. Analyzing on the background of the literatures above, it is still in an embryonic stage of the research in China from the late 1980s to the early 1990s.

The domestic educational organizations have realized the positive role which was brought by the early experiments. And they popularized it as the educational form of the disabled into supporting programs with “the Outline of the 9th Five-Year Plan of Work for Disabilities in China (1996-2000)”²¹. The number of research literatures has increased many times during this period, totally 63 pieces for 5 years, and the average annual is 12.6. With the promotion of the series policies and the educational practices for disabilities, the educational research on learning in regular class has developed. Since the late 90's of the last century, domestic research on it has gradually started.

With entering in the 21st century, the research on learning in regular class is speedily accelerated. In the beginning of 2000, programs for disabilities have crossed the plan periods of “the 10th Five-Year” and “the 11st Five-Year”. The Chinese government widely popularized learning in regular class and brought education for disabled children into state compulsory education system;²² then continuously developed under the guiding of the outline of the development of disabilities.²³ From

¹⁹ See the State Education Commission about “*The Trial Measures for Work about Disabled Children Learning in Regular Class*”, No.6, by published on 21st, 07, 1994.

²⁰ See the State Council about “*Regulations of Education for the Disabled*”, (State Council Order No.161), by published in 23rd, 08, 1994.

²¹ See “*the Outline of the 9th Five-Year Plan of Work for Disabilities in China (1996-2000)*”.

²² See “*the Outline of the 10th Five-Year Plan of Work for Disabilities in China*”.

²³ See “*the Outline of the 11th Five-Year Plan of Work for Disabilities in China*”.

2001 to 2010, there are 334 research literatures about learning in regular class and the average annual is 33.4, the research results increased significantly. The program for disabilities in China entered the period of “12th Five-Year Plan” since 2011, when it comes to the government took “learning in regular class” and “special education class” as primary priority²⁴ of the compulsory education system with disabled children, the research tendency steadily increasing. There were published 50 and 63 research literatures respectively in 2011 and 2012. The research entered a new height.

It is clear from the foregoing that the research results represents the domestic development level and speed of the theory and practice about learning in regular class in the past. There was only a few research literature was published at the starting of educational practice of learning in regular class, and the academic atmosphere did not formed scale yet. After a fairly long period of steady and smooth development, especially under the Multiple-guided of related educational policies, the research literatures increased year by year, it has presented a positive trend.

4.2.2 The qualitative analysis of research literature of learning in regular class

(1) Analyzing on research object

Based on the understanding for student about learning in regular class, most scholars believe that the disabled are mainly student of learning in regular class, especially with visual hearing and mentally retarded student. On the one hand, there is a larger population for these people in China. According to the statistics data of 2010, “the ordinary school of compulsory education has 2775 special education classes; there are 51.9 million disabilities with blind, deaf and mentally retarded students.”²⁵ On the other hand, it is undoubtedly logical that there are some historical reasons for three categories of disabled students become the object of research object²⁶, by contrast, the academia unconcerned about other types of disabilities except researchers such as Wei Yibin (2007), Wang Mei (2007), they expressed their

²⁴ See “*the Outline of the 12th Five-Year Plan of Work for Disabilities in China*”.

²⁵ See the Statistical Bulletin with the Development of Disabilities in China.

²⁶ See the remark No.6 of the preceding paragraphs.

attention about students learning in regular class. Special students are the learning subject in the area of special education which includes other types of disabilities, such as handicap, behavior and emotional disorders, children under difficult circumstances and those with other special needs. According to that, the autism student should be included into learning in regular class, as well as the children with migrant workers, ecological immigration, engineering immigration and the social vulnerable group.

Based on the cognition for educator about learning in regular class, most teachers working in ordinary schools are the mainly research objects with researchers. Wei Xiaoman (2000) and Zhang Ningsheng (2002) take the teachers of ordinary school as the research objects. The teachers of ordinary school not only are participants of learning in regular class, but also are interlocutors who have conversation with the students at the school activities. It is useful to promote the educational practice about learning in regular class with their all kinds of educational experiences. However, it is not enough to only take the teacher of ordinary school and professional teacher as the research objects; it should also pay enough attention to other group of teacher such as schoolmasters, school administrators, and administration teachers and so on. Though, it is hard to reach the cognition of the whole educator. The subject teachers also play an important role on the practice of learning in regular class, as well as the teacher of preschool, middle school, high school, university and even the pre-service teacher.

Based on the knowledge of education contents, educational material and other educational elements. On the aspect of education contents, the present researcher concerned about the teaching process of learning in regular class and takes it as research object. They discuss it from the perspective of teaching principles, instructional strategies and model of instruction. Unfortunately, these all researchers are lack of the perspective of practice research. There are a small literatures take textbook as the research object, and just because these research hasn't got enough attention, it is hard to promote the practice of learning in regular class in time. On the aspect of educational material, Yang Xijie (2004) and Cheng Chen (2007) focus on the point of resource classroom about learning in regular class. From the view of present research, being lake of substantial research results with other educational

material, the academia should endeavor to improve the cognitive process of research object. Besides, it will be more perfect of education system from the research beginning of different subjects which includes Chinese language, mathematics, and science. At last, it will make up the shortage of recent research on the campus, classroom, educational media and the whole educational material, as well as the teaching knowledge and operate ability about resource classroom which applied to the practice of learning in regular class.

Undoubtedly, it should invest more research strength and more kinds of educational elements into the further research, because of the analysis of research object about learning in regular class with the researcher are relatively simple, whether from view of the number of literatures or the system of object. What's more, there will get a new breakthrough that the research perspective should widely use in all kinds of school education system.

(2) Analyzing on research content

First one is about the present situation of learning in regular class. Generally speaking, the researcher focuses on the present situation of learning in regular class positively. One of the researcher proposed “the widely development of educational practice about learning in regular class has changed the closed position of special education, and also made more people to deeply understand children with disabilities and special education, it has promoted the social progress and civilization.” (Xiao Fei, 2005) Another researcher through the analysis of “administration department and institution construction, resource teacher and resource classroom, teacher training and teaching activity, teaching for student, parents training and the cooperation for school and family which about learning in regular class” (Yu Suhong, 2011), in order to get more useful information with present situation, need to do some researches with several local ordinary schools. There are some researchers study from the starting of basic education unit of ordinary school, they try to understand the reality of campus environment of present situation about learning in regular class through the development of local ordinary school “which includes acceptance situation, teaching contents, textbook, teaching material, specialist guidance...” (Qi Tianlian, Lv

Xiaotong, Gao Qiaozhi, 2008). To be sure, the researchers have their own cognitions about present situation of learning in regular class from the different aspects of state, provinces, cities, basic educational organizations and educators, the educational research has gained great progress in recent year. But the research strength of education is still weak under the point of research results, it only practiced in Beijing, Shanghai, Hebei, Xinjiang and other regions in China which represent the actively developed regions of practice with learning in regular class. Places in the west of China are undeveloped on educational practice such as Yunan, Sichuan and Tibetan Autonomous Region, Inner Mongolia Autonomous Region and other minority regions should urgently develop with educational research about learning in regular class.

Second one is about the problems of learning in regular class. At present, the research puts forward the problems from three ways: Firstly, the way of educational institution. The research found that “educational concept fall behind” (Zhou Hong, 2012) in the practice; “The problems on the institution and policy are occur primarily in the aspect of concept, management system and legislation.” (Wu Pingchuan, 2005); “The system is not prefect with learning in regular class” (Peng Xianguang, 2011) and other problems which summarized from the view of institution. Secondly, the way of teaching faculty. The researcher found that “the teacher understand the educational needs and learning characteristics of special children are not enough” (Ma Hongying, Tan Heping, 2010); “the teacher quality has no guarantee of learning in regular class”(Hua Guodong, 2003); and “the teacher training is not in place ” (Cui Yanping, Ding Xiangping, Yang Shengyuan, Wang Tongmei, 2012). The awareness influenced the development of the whole practice of learning in regular class. Last one way is the support system of learning in regular class. The researcher realized the learning in regular class “lack of the research support from the researcher of special education”(Peng Xianguang, 1995); “Imperfect support system of learning in regular class” (Hua Guodong, 2003). At the same time, the researcher also deem that “there a few of resource classroom in rural area, especially in outer border area” (Xu Jiacheng, 2012), in addition, there were many differences of educational development between the Eastern and Western regions, as well as the differences between urban and rural

area in China. According to the view of author, the problems of practice with learning in regular class are following: Firstly, the academia especially basic education unit generally lacks of realization from the development of learning in regular class, it leads to the practice lack of theoretic instruction. Secondly, the teacher should improve their ability and knowledge in the major of learning in regular class, in order to improve the teaching quality. Thirdly, the support system should combine family, community, school and rehabilitation service systems in order to satisfy the special educational needs.

Third on is about the development strategy of learning in regular class. For that matter, different researcher has different opinions, we can sum up it as following: at first, “to perfect laws and policies; to enhance government leading” (Zang Keming, 2010) and other suggestions aim to improve educational institution construction and policy development. Secondly, to provide “includes the training of professional knowledge, professional support and administration from inner school” and “the service support of teacher needs” (Zeng Yaru, 2007) in order to change the attitude of teacher towards the inclusion of learning in regular class, and the teaching strategy applied for the practice of learning in regular class. Thirdly, to construct resource classroom which appropriates the material environment of special education of the student learning, even through the “includes the actively behavior supports of student, class and school” (Du Yuhu, Liu Chunling, 2007), the family support of “the approach of school for parents, family-school cooperation and family empowerment” (Shen Renhong, 2006), to construct the support system of fundamental framework as “actions to promote, lead by expert, technical support” (Pan Lei, Zhang Yanshu, 2008). Although learning in regular class has short period of the development, the researchers provides all kinds of academic supports through scientific research. It will promote the practice development of learning in regular class rapidly under the research height for the further study on the educational assessment of learning in regular class.

Learning in regular class became an inevitable strategy under the guide of the educational practice of inclusive education. At the aspect of implementation and

protection, the academia should improve their scientific strength for the purpose of making progress for educational practice. In the study of scholars, it can help understand the positive and negative effects, all of these research literatures can be utilized for the policy making with learning in regular class.

4.3 Conclusions of literature review on China

Review on the research literatures, we can see the academia has achieved positive results in the research of learning in regular class. There still have some anticipates for future ideas: to form the research scale; to increase the quality and number of research literatures; to improve the awareness of joint research with interdisciplinary and transcending the subject under the leader of the core academic strength; to rich the research system and promote the systematicness and research depth of the dissertation of master and doctorate; to diversify the research contents, etc. The education science accelerating the educational practice of learning in regular class in China, and these educational forms take more and more special needs children into the normal school to accept the mainstream education.

In China, the research of the attitude towards inclusive it rather little, while most of the research focused on the learning in regular class which is the main component of inclusive education, that involved in the attitudes of teachers in ordinary school and special school, the parents of children with disabilities, school peers, even headmasters. Face futurity, the new educational concept will design and develop education according to the characteristic, interest and their growth need of every child, learning in regular class can bring the chance to satisfy the individualized educational needs of children from now on.

5 Research design

5.1 Basic concepts

5.1.1 Inclusive education

Inclusive education refers to an educational practice for all students in the wider school, which of course includes educating students with special educational needs that an approach once thought only necessary for. It aims at helping all students achieve equality in education and to maximize their development in process of full participation and cooperation. In this research, the concept of inclusive education in Tibetan educational circles sometimes refers to an educational setting of students with disabilities, but the author tries to understanding and explains under a broader perspective.

5.1.2 Attitude

In psychology, an attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes “the most distinctive and indispensable concept in contemporary social psychology.”(Allport, Gordon, 1935) Attitude can be formed from a person's past and present. (Allport, Gordon, 1935) Key topics in the study of attitudes include attitude measurement, attitude change, consumer behavior, and attitude-behavior relationships. (Lynn R. Kahle, Pierre Valette-Florence, 2012) (Elizabeth A. Minton, Lynn R. Khale, 2014) Attitude is generally considered to be composed of cognition, emotion and behavior tendency which know from the differences of individual age, gender, personality and other factors. The attitude of person comes from acquisition of life environment which is not innate. That attitude can be measured by attitude scale.

Therefore, the study suggests that lasting and consistent cognition, emotion and behavioral tendency of one's owned towards inclusive education is the concept of the

attitudes towards inclusive education, which should including evaluation of inclusive education, emotional experiences, as well as behavioral reaction.

5.1.3 Tibetan teacher

In the study, on the one hand, Tibetan teacher refers to the collectively called of the teachers who are now working in the Tibetan ordinary schools of China, especially the teachers of Tibetan primary schools and middle schools. On the other hand, from the view of identity of ethnicity of teachers, it includes different ethnic minority group; they are Tibetan, Han, Qiang, and Hui, even others in those Tibetan schools. Hence, all of those teachers who works in Tibetan schools that we call Tibetan teacher.

5.2 Research object

In ordinary schools, teacher has the most influence of success to the students, and the attitudes of inclusive education are the key factor to succeed in inclusive education. (Toni R. Van Laarhoven, Dennis D Munk, Kathleen Lynch, Julie Bosma, Joanne Rouse, 2007) Therefore, as an ideal shortcut to take Tibetan teacher as the point of penetration for the sake of the understanding of development situation of inclusive education, as well as the contribution to inclusive education practice in the Tibetan region. As a result, the research picks up the attitudes of Tibetan teachers towards inclusive education as research object. The research by studying the three element factors of attitude as cognitive, emotional and behavior tendency of Tibetan teachers towards inclusive education, in order to explore the characteristics and the influence factors of the attitudes of Tibetan teachers towards inclusive education.

5.3 Research questions

It is based on the research finding of literature reviews about the origin of inclusive education and its theoretical development, the practical experiences of inclusion by the developed countries, as well as the practices of China including the Han regions and the areas inhabited by the minority nationalities. The research focuses on three

mainly questions and sub questions as the following:

- (1) What are the characteristics of attitudes of Tibetan teachers towards inclusive education?
 - A. What are the characteristics of the attitude of Tibetan teachers in demography?
 - B. What are the characteristics of the attitude of Tibetan teachers in educational background?
 - C. What are the characteristics of the attitude of Tibetan teachers in teaching experiences with disabilities?
- (2) What are the expressive forms for attitudes of Tibetan teachers towards inclusive education in Tibetan ordinary schools of China?
 - A. What is the real environment of the practice of inclusive education in Tibetan school?
 - B. What ideas or thinking about the practice of inclusive education does the Tibetan teacher have?
 - C. What kind of educational experiences with special needs does the Tibetan teacher have?
- (3) What the attitude of Tibetan teacher towards inclusive education resulted in?

5.4 Research hypothesis

There are several research hypotheses on the basis of relative research results and practical experiences by previous scholars, as following:

- (1) The attitude of Tibetan teacher towards inclusive education is significant difference in demography variables.
- (2) The attitude of Tibetan teacher towards inclusive education is significant difference in their educational background.
- (3) The attitude of Tibetan teacher towards inclusive education is significant difference in their working experiences with special needs.
- (4) The attitude of Tibetan teacher towards inclusive education is significant difference in training experiences with special education.

-
- (5) The attitudes of Tibetan teachers towards inclusive education are having close correlation with Tibetan nature and culture.
 - (6) The expressive forms for the attitudes of Tibetan teachers towards inclusive education can be observed in schooling practice.

5.5 Research objectives

With exploration of the attitudes of Tibetan teachers towards inclusive education, research displays the developing path of inclusive education in ordinary schools of Tibetan regions by multi-dimensional views. On the one hand, it will form the appropriate outlook of inclusive teacher and inclusive education, to develop the theory of inclusive schooling with long life in Tibetan. On the other hand, it will use theory to advance the further development in ordinary school of Tibetan regions, and then drive the formulation of inclusive society of Tibetan regions in China.

5.6 Research methodology and methods

Scholar Patton deems that, Pragmatism focuses on “application” of science. That is to say, it focuses on the research of “what works?” and “the solution to solve problems” (Patton, 1990). In consideration of importance of research questions, the researchers always use multiple approaches to resolve the problems (Rossman & Wilson, 1985), it includes the manifold views of research, research methods, specific approaches and research processes. Academia calls this “mixed research methodology”, which takes pragmatism as its philosophical underpinning (Tashakkori & Teddlie, 1998). Apparently, mixed research methodology brought new understanding about how to perform educational sciences research effectively under the perspective of pragmatism.

The research is concentrated on an exploration of influential factors in attitudes of Tibetan teachers towards inclusive education. But research objects “attitude of Tibetan teacher” as “the attitude of human”. It is both “be measured by systematic research” and “be given special significance of human and society”. In case of final

understanding on the realized of the complicated “attitude of human”, this research should take mixed research methodology as guidance, that means, it need to combine with different views on research, methods and approaches, even research procedures with well designed.

Above all, this research persistent use subjective and objective, micro and macro, qualitative and quantitative as multi-dimensional views of research is a function of research questions and objectives. Meantime, it integrates three different research methods, as literatures research, investigation research, and fieldworks in the research process, and maps out the research strategies and procedures.

The research begins with the method of literatures research. First of all, it understands the related research and its tendency, gain experience and locates the start point of research from the perspective of theory. Then, enter into investigation areas and get related quantitative data, as well as data statistics and analysis, the research came into the stage of investigation research. It will be addressed two research questions in this stage, as “What are the attitudes of Tibetan teachers towards inclusive education in ordinary schools of China?” and “What are the characteristics of attitudes of Tibetan teachers towards inclusive education?” Finally, this research will be entering into the stage of fieldwork. It will spend a completed school season²⁷ to achieve the investigating of two cases ordinary schools, and obtain more detail of interviews and then complete qualitative analysis when the researcher trapped in the school field. This stage of research will make exploration on the research question “What are the influence factors of the attitudes of Tibetan teachers towards inclusive education?”

Generally speaking, the method of literature research will be applicable to the analysis of related theories and literatures; investigation research will place the general conclusion of this research, and fieldworks concentrate more on the extension of general conclusions. The purpose of this research takes three methods as research

²⁷ Generally speaking, the school schedule of the autumn season in Tibetan regions from September 1st to November 30th, the teaching cycle is 12 to 16 weeks. There have been differences in Tibetan city, county and village schools.

methods are deeply understand the research finding about Tibetan teachers attitudes towards inclusive education, and strengthen the research conclusions, thus improve qualities of research achievement.

5.6.1 Literature Method

Literature method is a research activity which attends to know research findings in related field, and specifies research dynamic and trends. The research takes time-space dimension as starting points, to view multiple forms of media such as journals, newspapers, monographs, the album of conferences, academic dissertations, government publications, electronic literatures and network data, etc. Of direction one, just makes academic history, specify the characteristics, procedures and developing trend of related studies as the title about the themes about “Tibetan education”, “Tibetan special education”, “inclusive education”, “learning in regular class”, “Teachers’ attitude”. Of direction two, by collating the history of literatures including state records, local chronicles, county records, statistical records, minority records, educational record and other annals, which focus on process of early social history of Tibetan regions and the investigation areas of this research. Of direction three, finish literature reviews on related institutional materials of various kinds of policy contexts of cultural education, regularity documents, teaching plans and teaching dairies of the Tibetan history and the cases schools of research at different times.

5.6.2 Investigation Method

It has long been recognized as the most direct route to collect data information. It will be used for describing totally situation of the attitudes of Tibetan teachers towards inclusive education in Tibetan ordinary schools, and explore the correlation relationship of different background variables of Tibetan teachers. If the research want to discuss the attitudes of Tibetan teachers globally, definitely by applying the methods of macroscopic survey on a large scale. But, it is sometimes difficult to make an investigation on Tibetan regions with vast territory which under the present

“special situation” for individual researchers. From this point, choose one or more Tibetan county with local characteristics and “basic education system” comprehensively as investigating areas among the macro-field of Tibetan, to inspect existence situation of inclusive education of all levels and all kinds in ordinary schools of regional “education field”.

(1) Investigation areas

Tibetan mostly resides in the southwest of the Qinghai-Tibet Plateau areas of China, which is the administrative division of Tibet Autonomous Region, Qinghai Province, Sichuan Province, Gansu Province, Gansu Province in today’s China. According to research questions, conditions and the preliminary research, this research takes some counties and community as investigation areas, they are: Chamdo Prefecture in Tibet Autonomous Region; Yushu Tibetan Autonomous Prefecture & Golog Tibetan Autonomous Prefecture in Qinghai province, the community of ecological immigration of Three River Headwater in Golmud City²⁸; Ganzi Tibetan Autonomous Prefecture & Aba Tibetan and Qiang Autonomous Prefecture in Sichuan Province. (Hereinafter referred to as “5 prefectures & 1 community”)(see Figure 3 & Diagram 4)

²⁸ The community of ecological immigration of Three River Headwaters located in the south suburb of Golmud city, where is the resettlement area of cross-counties in the project of ecological immigration of Three River Headwater in Qinghai of China. It is comprised of “Changjiangyuan village” and “Qumarleb County village”. Immigration in the community is all Tibetan, and there is only one ethnic minority primary school in the community.



Figure 3: Investigation areas “5 Tibetan Prefectures & 1 community”

Code	Province/Region	City/Prefecture
1	Tibet Autonomous Region	Chamdo Prefecture
2	Qinghai Province	the community of ecological immigration of Three River Headwater in Golmud City
3		Yushu Tibetan Autonomous Prefecture
4		Golog Tibetan Autonomous Prefecture
5	Sichuan Province	Ganzi Tibetan Autonomous Prefecture
6		Aba Tibetan and Qiang Autonomous Prefecture

Diagram 4: Investigation areas “5 prefectures & 1 community”

Based on the knowledge about social formation, demographic characteristics, and cultural identity of general Chinese county, Tibetan counties constitute Tibetan prefecture which have regional features with “clearly Tibetan social formation, large population of Tibetan, strong Tibetan cultural atmosphere”, so that be called “the miniatures of Tibetan society”. The education ecology among “the miniatures” has the basic education level of “primary school-middle school-high school”, and includes school types of village primary schools, central primary school, nine-year schools, and boarding schools, that is to say, Tibetan county of prefecture usually have comprehensive Tibetan basic education system. According to this idea, it will help

better understand the research object after investigating Tibetan schools with the interactive relationship of county social culture which its rely for existence, rather than treats school ecology as “isolation”.

“5 prefectures & 1 community” are both show “charm of miniatures” and the internal diversity. ①From the view of the administrative district, “5 prefectures & 1 community” belonging to 3 provincial administrative districts as Tibet Autonomous Prefecture, Qinghai Province, Sichuan Province. It also called Tibet Areas, Qinghai Tibetan Areas, and Sichuan Tibetan Areas which is the notion of an administrative district.²⁹ ②From the view of traditional Tibetan dialect, “5 prefectures & 1 community” includes U-Tsang dialect areas, Kham dialect areas, Amdo dialect areas; it uses to be so called U-Tsang Tibetan culture, Kham Tibetan culture, and Amdo Tibetan culture.³⁰ ③From the view of economic life types, “5 prefectures & 1 community” includes Tibetan city, Tibetan agricultural areas, Tibetan semi-agriculture and semi-pastoral areas, Tibetan pastoral areas, and Tibetan ecological immigration community.³¹ Those “internal diversity” above naturally are the background variables of Tibetan teacher as investigation objects. It’s important to point out that, the “1 community” in “5 prefectures & 1 community” is the resettlement community of ingoing places of ecological immigration of Three River headwater. Having reviewed of the specialty and importance of the Tibetan community as well as its own dynamic change of education development, the only ethnic school, and the unique views on community.

(2) Investigation respondent

²⁹ Chamdo Prefecture Qamdo county is placed under Tibet Autonomous Region, that is Tibet areas; Yushu Tibetan Autonomous Prefecture Qumarleb County is placed under Qinghai Province, that is Qinghai Tibetan areas; Garze Tibetan Autonomous Prefecture Kangding county, Danba county; Aba Tibetan and Qiang Autonomous Prefecture Barkam county are placed under Sichuan Province, that is Sichuan Tibetan areas. The community of ecological immigration of Three River Headwaters is placed under Qinghai Province, but it is not a traditional Tibetan areas.

³⁰ Chamdo Prefecture Chamdo county and Yushu Tibetan Autonomous Prefecture Qumarleb County belongs to Amdo dialect areas, as well as the community of ecological immigration of Three River Headwaters; Garze Tibetan Autonomous Prefecture Kangding county, Danba county; Aba Tibetan and Qiang Autonomous Prefecture Barkam county belongs to Kham dialect areas.

³¹ Yushu Tibetan Autonomous Prefecture Qumarleb County belongs to Tibetan pastoral area; Aba Tibetan and Qiang Autonomous Prefecture Barkam county belongs to Tibetan agricultural area; the community of ecological immigration of Three River Headwaters belongs to non-Tibetan city area; the other investigative areas belong to semi-pastoral semi-agriculture area.

Within “5 prefectures & 1 community” limit, the research makes choices of 4 primary schools types (including village primary school, central primary school, nine-year school, and boarding school), and middle schools. At the scope of “1 community”, the research takes the only one ethnic primary school of Tibetan ecological immigration as the investigation school. All the Tibetan teachers who are employed in schools above will become investigation respondents of this research. Investigation research takes school as unity, the uniform-printed questionnaires will send out, which will take back on the spot.

(3) Investigation methods

It specifically includes a questionnaire and direct interview. The investigation goes get the scale of “Attitudes towards Inclusive Education” as questionnaire which produced by the author. The scale is having two parts, one is demographics includes gender, national identity, age, educational background, of school age, handicapped degree, religious belief, etc. the second part is instrument. As a note, it is all a matter of minor change of the part of demographics depends on the characteristics of Tibetan teachers and Tibetan schools, the questionnaire adds the contents of personal information and concept definition, and the rest of the instrument stays the same. The second part “instrument” as the core content of scale, it checks the attitude of teacher. The instrument was composed of 7 items, and all of them are multiple choice questions. Each question has 7 options as “agree very strongly”, “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, “strongly disagree”, “disagree very strongly”. It includes 3 measurement dimensions: ①Cognitive dimension, which believes all students can succeed in general education classroom. ②Emotional dimension, which is developing personal and professional relationships. ③Behavioral dimension, which is creating an acceptable environment for all students to learn. All of 3 measurement dimensions in the scale are respectively by different questions.

(4) Statistical analysis

Using social science statistical software SPSS 18.0 as statistical tools to ensure that statistics analysis with the related data which from the questionnaires. The research will take descriptive statistics for data in order to find out clearly about the whole

situation of the attitudes of inclusive education, as well as the basic circumstances of Tibetan teachers. It will calculate mean value, standard deviation, percentage; as well as make univariate analysis of different background variables of Tibetan teachers.

(5) Research stage

The research will divide into 3 stages. The first stage from January to May, 2014, and the primary mission are determining the investigation questionnaire and design the sampling plan. The second stage will begin in June, 2014, the main mission is distributed and recycle questionnaire for the investigation areas. The final stage will start in July 2014; the mission is statistics analysis and writing investigative reporting.

5.6.3 Fieldwork

It is assumed beforehand that, Tibetan teachers will hide real attitudes deliberately while they felt some affection to their job which caused by investigation, so that the validity and reliability of questionnaire and research results will be lowered. It still seems that, the attitudes of Tibetan teachers towards inclusive education are produced in the natural environment and cultural ecology in Tibetan regions. Thereupon, it is necessary to restore the actual education field where the Tibetan teachers' lives and works, and it should comprehensively understand the meaning back from the attitude with one teaching cycle. With this method, it both set up for the shortage of investigation and explains the meaning of the attitude of the Tibetan teacher deeply, and this call fieldwork which is an application of anthropology.

If there is perhaps one method that investigation research method has gain the information about the attitude of the Tibetan teacher from macroscopic background, in that way, there is another method that fieldwork has to obtain the data about teacher's attitude from the microscopic field. The author will choose a Tibetan ordinary school in Tibetan regions as the case school of fieldwork, to deeply understand the attitudes of Tibetan teachers towards inclusive education.

(1) Case school

With the consideration of researchers as the research instrument, who can close to

research objects and achieve research objectives as choice oriented of case school. The research confirmed a case school which named “Huaxiang Tibetan School” in Golog Tibetan Autonomous Prefecture of Qinghai Province. This is research field of master degree research of the author who has a great relationship with school, as well as the Tibetan teachers who works there. At the same time, the school has the basic condition to undertake fieldwork for a long time. There are two specific methods will be utilized in the fieldwork, as participant observation and depth interview.

(2) Participant interview

That is the core method of anthropological fieldwork. The author plans to go deep into the living field of Tibetan teachers as a complete observer under the cultural context of Tibetan, it will deeply understand the performances and meaning of the attitude of the Tibetan teacher, as well as the related kinds of educational phenomenon and educational facts. The author tries to participate observation at the related educational field, for instance, classroom of school, sports ground, teacher’s office, library and other educational field, as well as all kinds of interaction field, such as examination place, parents meeting, class meeting, flag-raising ceremony, Children’s day celebration, Ethnic minority games.

(3) Depth interview

It is difficult to have a taste of the meaning of the attitude of the teacher, so that need to establish the basic friendship between Tibetan teacher and the author, that’s the basis of communication. Hence, the objects of depth interview of the field all come from the case schools. As Tibetan teacher, they have their own Tibetan traditional culture, religious belief, outlook on life, value, view of education, based on this, there are two ways of interview will be applied: ① under the guidance of outline of interviews, the author makes dialogue with Tibetan teacher on topics relating to the personal experiences of education, special education and inclusive education, and tries to describe the professional life of teacher. ② with opened interview, the author inspire the teacher to talk about his own growth experiences and life stories, in order to make teachers’ voice to be deserved and teachers’ speech can be accepted or utilized for educational development in Tibetan of China.

With the purpose of understanding of the attitude of Tibetan teacher roundly, the research will take other methods like focus group, individual interview, to widely obtain some kinds of information and data form government official, school headmaster, executive teacher, parents and student with different places. In the view of the complexity of respondents, the author will have a couple of special considerations of arrangements of interview time and address. What more, it will take some kinds of effective video recording equipment such as digital recorder and camera in order to record truthfully the change process of the expression and body language of respondents.

5.7 Research ideas

The first step, make literature reviews on the origin of inclusive education, and get research experiences from the theory of full inclusion, has a real good idea of the history of inclusive education both in China and developed countries.

The second step, maybe it is worthwhile to describe the realistic situation of inclusive education in ordinary schools of Tibetan region, as well as the exploration of its characteristics.

The third step, go into the educational field of Tibetan regions, and explore the real attitude of the Tibetan teacher and its nature, this is the mainly content of research, it including three aspects as following: on the one hand, related background variables of Tibetan teacher, includes gender, age, education background, of school age, job identification, religious belief, teaching subject, handicapped degree, background of special education, etc. On the second hand, the attitude of Tibetan teachers towards inclusive education includes the cognitive aspect, emotional aspect, behavioral aspect of attitude. On the third hand, it is provides a summary of the characteristics of the attitudes of Tibetan teachers towards inclusive education.

The fourth step, goes deep into the field of school education, explores and explains characteristics of the attitudes of Tibetan teachers towards inclusive education after getting the first hand information and lively data from the perspective of the insider.

The last step, rethinking on research finding—reflection of the attitude of teacher, as well as practices of inclusive education in Tibetan ordinary schools, construction of theory of inclusive education which has Tibetan culture features strongly.

5.8 Research limitations

“Special education” is the author’s doctoral degree programs; “minority special education and inclusive education” is a main research direction during doctoral study. China’s Tibetan specific groups namely “ecological immigration” is the study object of the master’s research of the author, as well as study interest. A year ago, the author takes “Tibetan teachers attitude towards inclusive education” as research title under proposal of the supervisor, when it focus on the development field of inclusive education and special education of Chinese Tibetan, which combine the major, research direction and personal interest. The author tries to discuss the characteristics of teachers’ attitude of inclusive education and its causes from the perspective of macro and micro, in order to solve problems of education reality from the academic point of view. In personal understanding, it should be a “Tibet-related issue” from the point of view of scholastic.

However, there has been a different definition about “Tibet-related issue” on the all walks of today’s China’s society. It can be understood as related to all issues of “Tibetan”, “Tibetan areas”, but also can be identified as complex and diverse problems of ethnic and religious culture, also may be judged to be extremely sensitive serious political problems. Now, the definition of diversity gradually penetrated into the academic research field, so that some scholars do their research work in Tibetan areas often is hindered by various forces.

The author has some unhappy research experiences in Tibetan areas can be evidenced. In November 2013, the author was taken to the local federal security bureau for the record trip in Tibetan Autonomous Region after provide legal proof of identity and under the premise of fully implemented survey procedure. At the same time, the education commission sent one staff as personnel’ accompanied by all the

research in order to avoid otherwise purpose of the research, and all survey data need to send to relevant departments with dual backup immediately. The following year in June, the author was kept out of the school gate in Lhasa special school... Obviously, all the problems including academic problem has generalize understood as “sensitive” problem by “Tibet” institutions and officials. It often turned off scholars by the qualitative results of “complex”.

“It is naturally in a state of semi-closed in Tibetan regions of China since the event of ‘3.14’ Lhasa Tibet”.³² The official carries out a series of “preservation of regional stability” for the purpose of the guarantee of long-term stability. It is hard to go into Tibet regions and do academic research. The scholars are confronted with over-strict approval procedures so that often stopped at the step of application. If the researcher wants to choose case schools or case teachers in Tibetan regions depends on their informant through other private sources, they always face someone company with the investigation, even if survey formalities conform to the regulations. The researcher should think too much except scholarly research under the circumstance of a special situation in Tibetan regions of China.

It needs to stress, the author always consider himself to be a Chinese scholar with a simple, positive academic motivation from the beginning to end, since the author set foot on the path of academic research as for the purpose of research in Tibetan areas. For the study, the academic purpose of the author is only to understand the Tibetan teachers’ attitudes towards inclusive education in current China, then to provide academic basis for creating inclusive teachers and inclusive schools with Tibetan characteristic in Tibetan areas, and to build the appropriate inclusive education theory in Tibetan. The author deems that is the responsibility of the Chinese education workers at the grass-roots level. It should be advocated and to give support. Fortunately, there has “the constitution of the People’s Republic of China” stipulated in article 47: “Citizens of the People’s Republic of China have the freedom to engage in scientific research, literary and artistic creation and other cultural pursuits. The

³² The author got in touch with informant who lives in Chamdo Prefecture of Tibet Autonomous Region told the contents above by phone in October 2013.

state encourages and assists creative endeavors conducive to the interests of the people that are made by citizens engaged in education, science, technology, literature, art and other cultural work.”

The author suddenly be given infinite power when the constitution into field of vision, it light up my way to continue with exploration of education in Tibetan areas. The author has no longer to worry about the research stop out of the school gate in Tibetan areas and to worry about those “invisible eyes” follow the research process... the author believes, the existing problems regard “the sensitive syndrome” of “Tibet-related issue” is hard to “cure” in a short period of time. But, as a researcher, the author only in complying with the constitution of People’s Republic of China and to cherish every time to meet on the academic road in Tibetan areas under the premise of respect of Tibetan educational facts. On this way, it can let the so-called “Tibet-related issue” keep purely as a kind of academic concern about Tibetan special education practice in research action.

One of investigative route of pre-research is from the Chamdo County of Chamdo Prefecture of the Tibet Autonomous Region to Yushu County of Yushu Autonomous Prefecture of Qinghai Province where is nearby. Despite being isolated by 530 kilometers, but it should take more than 11 hours by coach. It is unimaginable environment still scares me on the plateau where the averaged altitude is above 4000 meters high, by poor road and weather conditions as well as heavy traffic. Tibetan residential area has about 250 square kilometers where is accounting for more than a quarter of the whole country (Zhao Yonghong, 2006). Vast Tibetan area not only have a complex topography, but still under the high altitude areas, it has bright sunlight, thin air, “it is hard to breath”. It is a common phenomenon in the Tibetan region so that should experience the hard adaption at an early time when the non-Tibetan come into the Tibetan region. Owing to the unique natural environment and living condition of the Tibetan region, so that makes more problematic the invisible of the academic research.

PART II : A MACRO-INVESTIGATION ON THE ATTITUDES OF TIBETAN TEACHERS TOWARDS INCLUSIVE EDUCATION

1 Object of investigation

The objects of investigation in this part are currently 307 teachers who come from 54 ordinary schools in Tibetan regions of People's Republic of China.

2 Research method and procedure

Questionnaire survey and self-made scale are important empirical methods on the research.

2.1 Questionnaire construction

2.1.1 Theoretical construction of original questionnaire

(1) Literature review

It learned development tendency, research progress and conclusions of the scale or questionnaire of attitude towards inclusive education through literature reviews on documentary database of ERIC, CNKI, the National Library and Palacky University, for instance, The Scale of Teachers' Attitudes Toward Inclusion (STATIC) by H.Keith Cochran in 1997; Attitudes towards Teaching All Students (ATTAS-mm) by Jess L. Gregory 和 Lori A. Noto in 2012, etc. Among of them, the authoritative and universal index of the attitude measurement is basis of variable measurement of this research.

(2) Open-ended questionnaire survey

The study designed an open-ended questionnaire of the attitude of teachers towards inclusive education from the dimension of cognition, emotion and behavioral tendency under the definition of attitude construction by social psychology and the literatures on the attitude of inclusive education. (See Appendix 3) At first, let the teacher write down their own opinions and ideas about inclusive education, as well as

emotional experiences and behavior towards inclusive education. The questionnaire promised to keep private with anonymity, which enables the respondents answered it factually. Then, it formed partial items of questionnaire after frequency encoding and classification of answers of questionnaire submitted.

(3) Interviews

Inquire of the respondents about if accept further interview after finished the open-ended questionnaire. To interpret subject of research to candidates, then, to choose 30 respondents who has typical characteristics among of them with about 60 minutes depth interview twice between two-week. At last, to record the process of interview and coding on the contents for items supplemented.

(4) Construction of questionnaire dimension

To consult the scale of the attitude of inclusive education in the international academic, to combine open-ended questionnaire and the results of interview, then to construct original questionnaire from three dimensions as “cognition of attitude”, “emotion of attitude” and “behavioral tendency of attitude”. The meaning of each dimension is following: “cognition of attitude” refers to individual cognitive reaction of inclusive education which includes belief, judgment and idea; “emotion of attitude” refers to individual emotional experiences of inclusive education that includes like and dislike, accept and exclude; “behavioral tendency of attitude” refers to individual behavioral reaction of inclusive education includes behavioral tendency consistently and enduringly towards inclusive education.

2.1.2 The formation of pre-testing questionnaire

(1) The establishment of original questionnaire

To consult the scale of the attitude of inclusive education in the international academic, to establish original questionnaire of the attitude of inclusive education which including 30 items under the perspective of theoretical construction of structure of the attitude of inclusive education, that combine the survey results of open-ended questionnaire and depth interviews. Among of the items, it has 10 items from each dimension of cognition, emotion and behavioral tendency.

(2) The developing of scoring method

The items using 7 steps of standard for evaluation as “Agree very fully”, “Fully agree”, “Agree”, “Neither agree nor disagree”, “Disagree”, “Fully disagree”, “Disagree very fully”, which assign for reverse scoring.

(3) The examination of content validity

The author invited related professors, teachers and professionals which composed a committee of experts who comes from Sichuan University, Sichuan Normal University, Chengdu University. (See Diagram 5) The experts of committee mainly remove some items which loss of meaning of dimension after the modification of ambiguity and misunderstanding, as well as add new appropriated items from the assessment of readability and suitability.

For instance: at the dimension of emotion of inclusive education, it merged “I would implement individual teaching plan under the guidance of teacher who has practical experiences” and “I wish to learn from teacher who know how to design effective teaching intervention methods”. At the dimension of behavioral tendency of inclusive education, it deleted an item “students with mild to moderate disabilities should accept education with non-disabilities student in ordinary school”. From the view of evaluation result (See Diagram 6), the design of questionnaire basically reasonable that can be reflected the contents of research, which have effectiveness. Finally it form pre-testing questionnaire after the modification of some items.

Professional title	Professor of Special education	Associate Professor of Special education	Lecturer of Special education	Professor of Psychology	Professor of Statistics	Total
Number of people	2	2	4	2	2	12

Diagram 5: The statistics of experts of questionnaire validity

Item	Very reasonable	Reasonable	Basic reasonable	Unreasonable	Very unreasonable	Total
Number of people	4	6	2	0	0	12
percentage	33.33%	50%	16.67%	0	0	100%

Diagram 6: Statistics of experts of evaluation results of questionnaire

2.2 Pre-testing

The pre-testing mainly carried out with 32 Tibetan teachers who come from 8 ordinary schools in the Aba County of Aba Tibetan and Qiang Autonomous Prefecture in Sichuan Province & Nangqen County of Yushu Tibetan Autonomous Prefecture in Qinghai Province. During the pre-testing process, it widely soliciting opinions and revision, and making feasibility study of scale in the site, as well as data collection which prepare for psychometrics analysis of the scale at the same time.

2.2.1 Selection of pre-testing place

In order to get the attitude of the teachers towards inclusive education from all kinds of schools in Tibetan regions and related data of influence factors, both and operability of the study, the author selected 8 schools in Tibetan regions of China to pre-testing. At December of 2013, the author carried out questionnaire survey in above two places and schools respectively.

The original intention of selection of pre-testing place should base on following three points: firstly, the schools are respectively under the jurisdiction of Aba Tibetan and Qiang Autonomous Prefecture and Yushu Tibetan Autonomous Prefecture which are suitable for requirement of research title. Secondly, the schools all out in typical Tibetan social cultural environment as well as educational ecology which enable to reflect the reality situation of teacher existence of ordinary school in Tibetan regions. Thirdly, it is easy to enter and get data in the field which all the schools are recommend by informants or friends of the author, it have higher support and compatibility to resurvey.

2.2.2 Overview of pre-testing place

(1) Aba Tibetan and Qiang Autonomous Prefecture

(Hereinafter referred to as “Aba”). It located in the northwest of Sichuan Province of China, it close neighbor of Chengdu Plain, and the north part next to Qinghai & Gansu Province, the east, south and west of Aba is respectively border on the city of Chengdu, Mianyang, Deyang, Yaan, and Garze Tibetan Autonomous Prefecture. It renamed Aba Tibetan and Qiang Autonomous Prefecture since 1987 which is the nearest city closed to provincial capital among all the ethnic minority autonomous regions in Sichuan Province. Aba is in the southeastern edge of Qinghai-Tibet Plateau, the joint part between the north of Hengduan Mountains and alpine and gorge region in the northwest of Sichuan Province. The landform is mainly as plateau and alpine and gorge. The alpine and gorge in the southeast part, the plateau mountain in the middle part, and the plateau in the northwest. The Minjiang River, Dadu River which are the main tributaries upstream of Yangtze River running through the whole place, that is the only region of Sichuan Province by Yellow River flows through, that is an important water source of the Yellow River upstream. The temperature corresponding decreased from southeast to northwest according to the low to high altitude, the annual average temperature $0.8^{\circ}\text{C}\sim 8.9^{\circ}\text{C}$. The mountain valley area, with the change of altitude; the climate from subtropical to temperate zone, cool climate and Frigid Zone, it assumes the obvious vertical differences.

Aba has administer the counties of Barkam, Jinchuan, Xiaojin, Aba, Zoige, Holocene, Zamtang, Wenchuan, Mao, Songpan, Jiuzhaigou, Heishui, includes 220 townships (town) and 1353 administrative villages. It has 8.42 square kilometers. At the end of 2013, it has 919987 total populations including: 714898 of agricultural population, 205089 of non-agricultural population. Among the total population, it has 57.3% of Tibetan, 18.6% of Qiang, 3.3% of Hui, 20.6% of Han, 0.2% other ethnic minorities. Aba is the second largest Tibetan areas of Sichuan province and the main areas of Qiang in China.

At the end of 2013, Aba has a college, which has 431 full-time teachers and 7242 students. The recruitment of students is 2270 and graduate students are 2371. It has 5

middle vocational schools, which has 317 full-time teachers and 3055 students (including 136 “9+3” students); it has an open university which has 2458 students; it has 265 primary schools which has 6269 full-time teachers and 66968 students; it has 38 junior middle schools (including 13 nine-year schools) which has 2645 full-time teachers and 32293 students; it has 18 senior high schools which has 1205 full-time teachers and 15043 students; it has 266 kindergartens which has 22498 children. The enrollment rate of primary school and middle school is respectively as 99.7% and 100%. In addition, there are 3 special schools in Aba, among of them, there has 2 in the downtown and 1 in township. It has 45 teaching staffs, including 44 full-time teachers and 112 special students.

(2) Yushu Tibetan Autonomous Prefecture

(Hereinafter referred to as “Yushu”) It located in the headwater of three water source region of the hinterland of southwest Qinghai-Tibet Plateau which has above 4200 meters average elevation. Yushu refers to “ruins” in Tibetan language, it known as the reputation of “source of rivers, the township of song and dance”, “Tang-Tibet Ancient Road” and “Chinese water tower”. It roughly located between the east longitude 89 °27 ' ~ 97 °39', north latitude 45 °31 ' ~ 36 °10'. It linked together with Haixi Mongolian and Tibetan Autonomous Prefecture in north, closed to Bayingolin Mongol Autonomous Prefecture of Xinjiang Uygur Autonomous Region in northwest. Yushu has total area of 267, 000 square kilometers of land, which administer 6 counties as Yushu, Chindu, Nangqen, Zadoi, Zhidoi, Qumarleb, includes 10 countryside, 35 townships, 257 village committee, it has 283,100 total population, among of them, 269, 800 Tibetan population, which of 95.3% total population.

Yushu was founded in December of 1951, which is the first minority autonomous prefecture of Qinghai province. It is the highest percentage of the main body ethnic minority autonomous prefecture among the 30 prefectures, as well as the biggest area per capita and one of the most important autonomous prefectures of ecological position. The capital is located in Yushu County that a state of political, economic, cultural and transportation center, it is also a historical town in Tang-Tibet Ancient Road, as well as the border trade and distribution center in Qinghai, Sichuan, Tibet.

It has 144 all kinds of schools in prefecture, among of them, it has 131 primary schools and 8 junior middle schools, 1 senior high school, 1 secondary vocational school. It has 65154 students in all, including 50923 students in primary schools, 11900 students in the middle schools, 2331 students in secondary vocational school. It has 3076 all kinds of teaching staffs, including 2129 teachers in primary schools, 747 teachers in middle schools, 200 teachers in secondary vocational school. The enrollment rate is 99.2%, and student promotion rate from primary to junior middle school is 76.8%.

2.2.3 Results of pre-testing

The study takes “retest method” to test reliability of questionnaire. The statistics of questionnaire’ quantity and the schools of initial testing are as shown in Diagram 7.

Locality (Province/Prefecture/County)	School quantity	Questionnaire quantity
Aba County, Aba Tibetan and Qiang Autonomous Prefecture, Sichuan Province	4	9
	2	11
Nangqen County, Yushu Tibetan Autonomous Prefecture, Qinghai Province	2	11
		1
Total	8	32

Diagram 7: Statistics of questionnaire’ quantity and the schools of initial testing

Initial testing. The author was conducted with random distribution and recycling method one by one, it is able to accumulated 32 valid questionnaires, recovery rate was 100%, and a 100% usable response rate, the statistical of questionnaire distribution and recycling situation as shown in Diagram 8 below.

Questionnaire quantity	Recycling		Response	
	questionnaire	rate	valid	rate
32	32	100	32	100

Diagram 8: The statistical of questionnaire distribution and recycling situation

Re-test. After two weeks, the author asks for the local friends retest the same subjects again with the same testing contents. The data of twice tests are using the

statistical treatment by SPSS 18.0 and get correlations of repeated questionnaires through T-test. The results of reliability test as shown in Diagram 9 below.

	N	Correlation	Sig.
Pair1 Q1 & Q11	32	.988	.000
Pair2 Q2 & Q22	32	.980	.000
Pair3 Q3 & Q33	32	.981	.000
Pair4 Q4 & Q44	32	.657	.000
Pair5 Q5 & Q55	32	.855	.000
Pair6 Q6 & Q66	32	.955	.000
Pair7 Q7 & Q77	32	.762	.000

Diagram 9: Paired samples correlations

Psychometrics analysis. According to the data of initial testing, the study made psychometrics analysis to the validity and reliability of scale. The results show that, the correlation coefficient of questionnaire reaches 0.60 above, and were also significantly related ($p < 0.01$), the repeated questionnaire has good consistency and the reliability meets the requirements. It shows two results of repeated measured is consistence through T-test, there was no difference significant which has good construct validity.

2.3 Finalizing

Under basis of variable measurement, the study implemented optimizing and perfecting of questionnaire further. The contents of questionnaire mainly divide into three parts as following: (1) Part one is instruction mainly composed by research purpose, rules of answer and acknowledgement. (2) Part two is demographic variables of subjects which includes gender, age, ethnic identity, education background, etc. which as classification of subjects and information of interpretation. (3) Part three is the core content of questionnaire, which mainly concerns the attitudes of subjects towards inclusive education. The scale classified into 7 items that using 7 steps of standard for evaluation as “Agree very fully”, “Fully agree”, “Agree”, “Neither agree

nor disagree”, “Disagree”, “Fully disagree”, “Disagree very fully”, which assign for 1-7 score respectively. Among them, the item “1, 4”, “2, 3” & “5, 6, 7” are separately measures an attitude factor. The total score of each factor is on behalf of attitude level of individual, and the total score of all the items are on behalf of total attitude level.

2.4 Formal testing

Formal testing was completed during the March to October of 2014. The responses of questionnaires are current teachers of Tibetan ordinary schools in Tibetan regions of China. The ways of questionnaire distribution were network delivery and personal service, as well as the recycling ways. A total of 350 questionnaires were distributed, a total of 336 responses were deemed usable for the analysis, a 96% usable response rate. Among of them, a total 307 valid questionnaires, a total 91.37% effective rate. It shows as Diagram 10 below.

Number of issuing questionnaires	Recycling situation		Valid situation	
	Number of recycling	Recovery rate (%)	Number of valid	Effective rate (%)
350	336	96	307	91.37

Diagram 10: Statistics of questionnaire distribution and recycling situation

The schools of issuing questionnaires involved Chamdo Prefecture of Tibet Autonomous Region; Yushu Tibetan Prefecture & Golog Tibetan Prefecture in Qinghai Province; Aba Tibetan & Qiang Autonomous Prefecture and Garze Tibetan Autonomous Prefecture in Sichuan Province which has total 54 Tibetan ordinary schools. The statistics of questionnaire objects schools shows as Diagram 11 below.

Locality			Number of Schools	Number of questionnaires
Province/Region	Prefecture	County/Community		
Tibet Autonomous Region	Chamdo Prefecture	Chamdo County	4	20
Qinghai	Yushu Tibetan Prefecture	Nangqen County	2	23

Province		Qumarleb County in Golmud City ecological immigrant communities	1	6
	Golog Tibetan Prefecture	Madoi County	1	19
Sichuan Province	Aba Tibetan & Qiang Autonomous Prefecture	Barkam County	4	21
		Heishui County	5	19
		Zoige County	6	18
		Xiaojing County	5	20
		Zamtang County	5	19
		Hongyuen County	6	18
		Jiuzhaigou County	4	20
		Jingchuan County	7	20
		Songpan County	2	40
	Garze Tibetan Autonomous Prefecture	Danba County	2	44
Total			54	307

Diagram 11: Statistics of questionnaire objects schools

The statistics of school and teacher types are shown as Diagram 12 and 13 below.

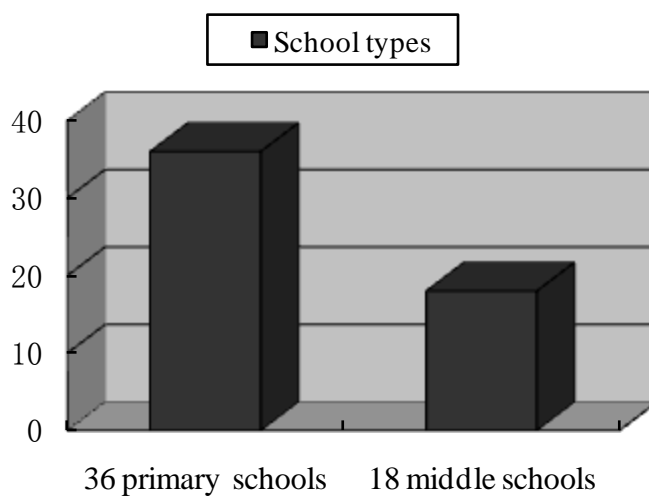


Diagram 12: Statistics of school types of questionnaire

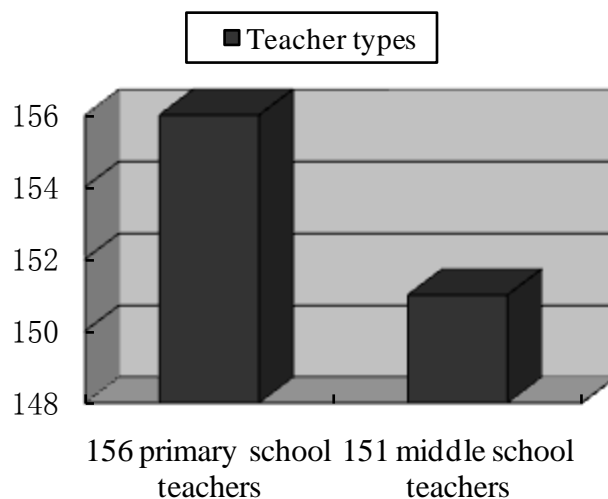


Diagram 13: Statistics of teacher types of questionnaire

2.5 Data processing

The study use SPSS 18.0 to process and analysis the effective questionnaires. To carry out a descriptive analysis with percentage which involved all variables of background factors; To carry out one-way analysis of variance to test the differences between the attitude of inclusive education and the factors as age, ethnic minority, professional title, education background, length of professional experience, religious belief, teaching subject. It will be used the method of multiple comparative analysis for further study if has significant difference.

3 Research finding and analysis

3.1 Basic situation description of Tibetan school teachers

(1) Gender of teacher

Different background factors		Sample size (person)	Percentage (%)
Gender	Male	148	48.2
	Female	159	51.8

Diagram 14: Statistics of teachers' gender (N=307)

The Diagram 14 shows that, among the Tibetan school teachers of investigation effectively, 148 male accounted for 48.2% of investigative person; 159 female accounted for 51.8% of investigative person, the number of female teachers is higher than male.

(2) Age status of teacher

Different background factors		Sample size (person)	Percentage (%)
Age	21-30 years	120	39.1
	31-40 years	124	40.4
	41-50 years	59	19.2
	50 years above	4	1.3

Diagram 15: Statistics of age status of teacher (N=307)

The Diagram 15 shows that, there are 120 teachers between the ages of 21-30, accounted for 39.1% of investigative person; 124 teachers between the ages of 31-40, account for 40.4% of investigative person; 59 teachers between the ages of 40-50, account for 19.2% of investigative person; 4 teachers above 50 years, account for 1.3% of investigative person. Among of them, the ages between 31-40 have the largest number of teachers, and the ages above 50 has the lowest.

(3) Length of professional experience of teacher

Different background factors		Sample size (person)	Percentage (%)
Length of professional experience	0-3 years	58	18.9
	4-10 years	96	31.3
	11-20 years	109	35.5
	20 years above	44	14.3

Diagram 16: Statistics of length of professional experience of teacher (N=307)

Among the valid investigation teachers, there are 58 teachers have 0-3 years length of professional experience, accounted for 18.9% of investigative person; 96 teachers have 4-10 years length of professional experience, account for 31.3% of investigative person; 109 teachers have 11-20 years length of professional experience, account for 35.5% of investigative person; 44 teachers have 20 years above length of professional experience, account for 14.3% of investigative person.

(4) Ethnic composition of teacher

Different background factors		Sample size (person)	Percentage (%)
Ethnic Minority	Tibetan	154	50.2
	Han	106	34.5
	Qiang	32	10.4
	Hui	15	4.9

Diagram 17: Statistics of ethnic composition of teacher (N=307)

On the aspect of teachers' ethnic composition, there have 154 Tibetan teachers which account for 50.2% of investigative person; 106 Han teachers which account for 34.5% of investigative person; 32 Qiang teachers which account for 10.4% of investigative person; 15 Hui teachers which account for 4.9% of investigative person.

(5) Religious belief of teacher

Different background factors		Sample size (person)	Percentage (%)
Religious Belief	Yes	133	43.3
	No	174	56.7

Diagram 18: Statistics of religious belief of teachers (N=307)

On the view of religious belief of investigative teachers, there are 133 teachers has religious belief that account for 43.3% of survey person; there are 174 teachers has no religious belief that account for 56.7% of survey person.

(6) Professional title of teacher

Different background factors		Sample size (person)	Percentage (%)
Professional Title	Primary school senior-level	67	21.8
	Primary school first-level	41	13.4
	Middle school senior-level	56	18.2
	Middle school first-level	41	13.4
	Middle school second-level	2	7.0
	No professional title	100	32.6

Diagram 19: Statistics of professional title of teacher (N=307)

On the aspect of professional title of teacher, there are 67 teachers has primary school senior-level title which account for 21.8% of investigative person; 41 teachers has primary school first-level title which account for 13.4% of investigative person;

56 teachers has middle school senior-level which account for 18.2% of investigative person; 2 teachers has middle school second-level which account for 7.0% and 100 teachers has no professional title that account for 32.6% of survey teachers.

(7) Education background of teacher

Different background factors		Sample size (person)	Percentage (%)
Education Background	High school or technical secondary school	9	2.9
	College degree	154	50.2
	Bachelor degree	144	46.9

Diagram 20: Statistics of education background of teacher (N=307)

On the statistics of education background of teacher of investigation, there are 9 teachers with high school or technical secondary school which account for 2.9% of investigative person; there 154 teachers with college degree which account for 50.2% of investigative person; there are 144 teachers with bachelor degree that account for 46.9% of investigative person.

(8) Teachers’ educational experiences with disabled children

Different background factors		Sample size (person)	Percentage (%)
Education Experiences with Disabled Children	Yes	68	22.1
	No	239	77.9

Diagram 21: Statistics of educational experiences with disabled children (N=307)

Among the surveyed teachers, there are 68 teachers have educational experiences with disabled children who account for 22.1% of investigative person; there are 239 teachers have no experience to teach student with disabilities which account for 77.9% of surveyed person.

(9) Teachers’ training experiences about inclusive education

Different background factors		Sample size (person)	Percentage (%)
Training Experiences about Inclusive Education	Yes	0	0
	No	307	100

Diagram 22: Statistics of training experiences about inclusive education (N=307)

Among the investigative teachers, there are totally 307 teachers all have no training experience about inclusive education which account for 100% of investigative person in the research.

3.2 Analysis of variances

3.2.1 Description of mainly variance measuring items

(1) Minimum, Maximum, Std.Deviation, Skewness, Kurtosis of the questionnaire

The author made description of variance measuring items of questionnaire with analysis of minimum, maximum, mean value, standard deviation, skewness and kurtosis, which are shown in Diagram 23 below.

Measuring item	N	Minimum	Maximum	Mean	Std.Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std.Error	Statistic	Statistic
Q1	307	5	7	6.15	.440	.713	.139	1.156	.277
Q2	307	5	6	5.13	.337	2.207	.139	2.891	.277
Q3	307	3	7	3.55	1.000	1.836	.139	2.538	.277
Q4	307	5	7	5.96	.532	-.044	.139	.550	.277
Q5	307	5	7	5.92	.555	-.034	.139	.210	.277
Q6	307	5	7	5.49	.568	.650	.139	-.588	.277
Q7	307	5	7	5.70	.844	.606	.139	-1.328	.277
Valid N (Listwise)	307								

Diagram 23: Descriptive statistics of mainly variance measuring items

(2) Reliability analysis

The statistics of Cronbach Alpha of questionnaire has shown in Diagram 24 below.

Cronbach's Alpha	N of Items
.831	7

Diagram 24: Statistics of Cronbach Alpha of the questionnaire

By the statistics of Cronbach Alpha of the questionnaire above, it is found that, the Cronbach α is greater than 0.8 that indicate an excellent valid of the questionnaire, which it meet the requirement of this research.

(3) Validity analysis

“Validity” refers to measuring instrument or means which accurately measure the degree of variable, or measurement standard or indicators can be reflected a degree of real meaning of the concept. Generally speaking, the validity should include face validity, construct validity and criterion validity.

It analyzed with the method of exploratory factor analysis to inspect the construction of questionnaire. The results has indicated that, all the factor loads of 7 items of questionnaire were greater than 0.6, so that retains all 7 items. The factor load analysis has shown in Diagram 25 below.

Item	Initial	Extraction
Q1	1.000	.763
Q2	1.000	.906
Q3	1.000	.737
Q4	1.000	.758
Q5	1.000	.639
Q6	1.000	.689
Q7	1.000	.650

Diagram 25: Communalities analysis of the questionnaire

It analyzed with the method of exploratory factor analysis again in inspect the 7 items. The inspection results of KMO and Bartlett which is shown in Diagram 26 below. Due to KMO value is reached at 0.851 that far surpass 0.7, as well as the result of Bartlett sphericity test exist distinct difference which the sig. as 0.000. All the data show that, the items of questionnaire has better structural validity which satisfies the demands of factor analysis further.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.851
Bartlett's Test of Sphericity	Approx. Chi-Square	778.990
	df	21
	Sig.	.000

Diagram 26: KMO and Bartlett's Test of the questionnaire

The results of factor analysis indicated that, the results of factor analysis the same as theoretical construction which can be extracting 3 factors with the method of principal component analysis, that the total variance explained of the questionnaire as flowing Diagram 27 below.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.134	30.482	30.482	2.134	30.482	30.482	1.992
2	1.858	26.540	57.022	1.858	26.540	57.022	1.969
3	1.150	16.425	73.447	1.150	16.425	73.447	1.342
4	.637	9.096	82.543				
5	.510	7.288	89.831				
6	.421	6.012	95.843				
7	.291	4.157	100.000				

Diagram 27: Total Variance Explained of the questionnaire (N=307)

3.2.2 Demographic differences of Tibetan teacher towards inclusive education

(1) Gender difference

Due to the gender are only two values, it can be used independent samples test to exam the differences which the results of analysis has shown in Diagram 28 below.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
REGR factor score for 1	Equal variances assumed	1.403	.237	.817	305	.415	.09337774	.11428145	-.13150215	.31825763

analysis 1	Equal variances not assumed			.815	297.563	.416	.09337774	.11463723	-.13222469	.31898017
REGR factor score 2 for analysis 1	Equal variances assumed	.125	.724	.379	305	.705	.04336510	.11437951	-.18170774	.26843795
analysis 1	Equal variances not assumed			.380	304.933	.704	.04336510	.11402432	-.18100899	.26773919
REGR factor score 3 for analysis 1	Equal variances assumed	1.121	.291	-.391	305	.696	-.04472694	.11437779	-.26979641	.18034252
analysis 1	Equal variances not assumed			-.392	304.930	.695	-.04472694	.11414503	-.26933858	.17988469

Diagram 28: The results of independent samples t-test of gender of teacher

The differences analysis has shown that, the P-value is greater than the level of significance, that is: Sig>0.05. Therefore, there are no significant differences in terms of gender for the attitude of Tibetan teacher towards inclusive education.

(2) Age difference

In order to understand if there have differences in attitude between different ages of Tibetan teacher, the study takes the method of one-way analysis of variance to examine it, that the results has shown in Diagram 29 below.

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	11.732	3	3.911	4.027	.008
	Within Groups	294.268	303	.971		
	Total	306.000	306			
REGR factor score 2 for analysis 1	Between Groups	6.958	3	2.319	2.350	.072
	Within Groups	299.042	303	.987		
	Total	306.000	306			
REGR factor score 3 for analysis 1	Between Groups	25.699	3	8.566	9.260	.000
	Within Groups	280.301	303	.925		

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	11.732	3	3.911	4.027	.008
	Within Groups	294.268	303	.971		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	6.958	3	2.319	2.350	.072
	Within Groups	299.042	303	.987		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	25.699	3	8.566	9.260	.000
	Within Groups	280.301	303	.925		
	Total	306.000	306			

Diagram 29: The results of ANOVA of age of teacher

By the difference analysis of age of Tibetan teachers, it is found that “emotion of attitude” and “behavioral tendency of attitude” are mostly affected by all difference factors so as to become significant difference. But there was no statistical significance in the factor of cognition of attitude.

It made a further analysis with comparison of the means between groups. It can be seen in Diagram 30 and 31, on the factor of emotion, teachers 21-30 years old have the richest emotion experiences towards inclusive education, which have enough energy in the school. But teacher aged 50 years above have the lowest emotion. On the factor of behavioral tendency, teachers aged 50 years above also have the lowest degree, but the teachers aged 21-30 years also have the highest degree because they still have freshness in their teaching position who just took part in the educational work for a short time, as well as simple family lives without any strings.

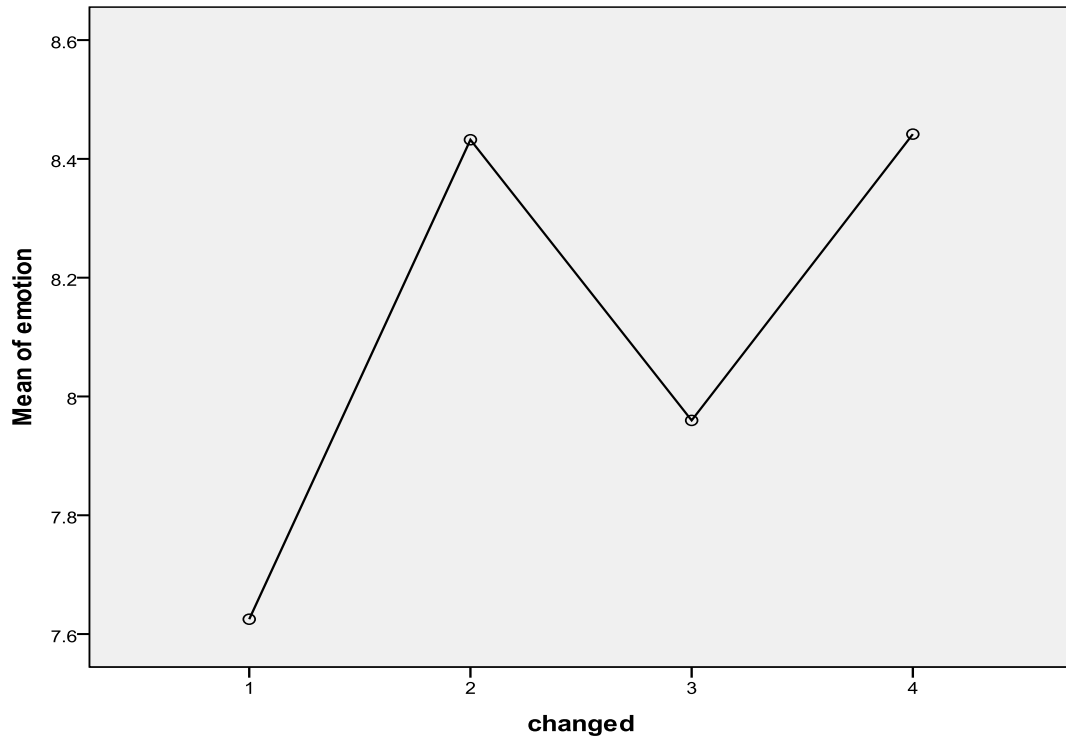


Diagram 30: Means plots of emotion of attitude of Tibetan teacher in different age

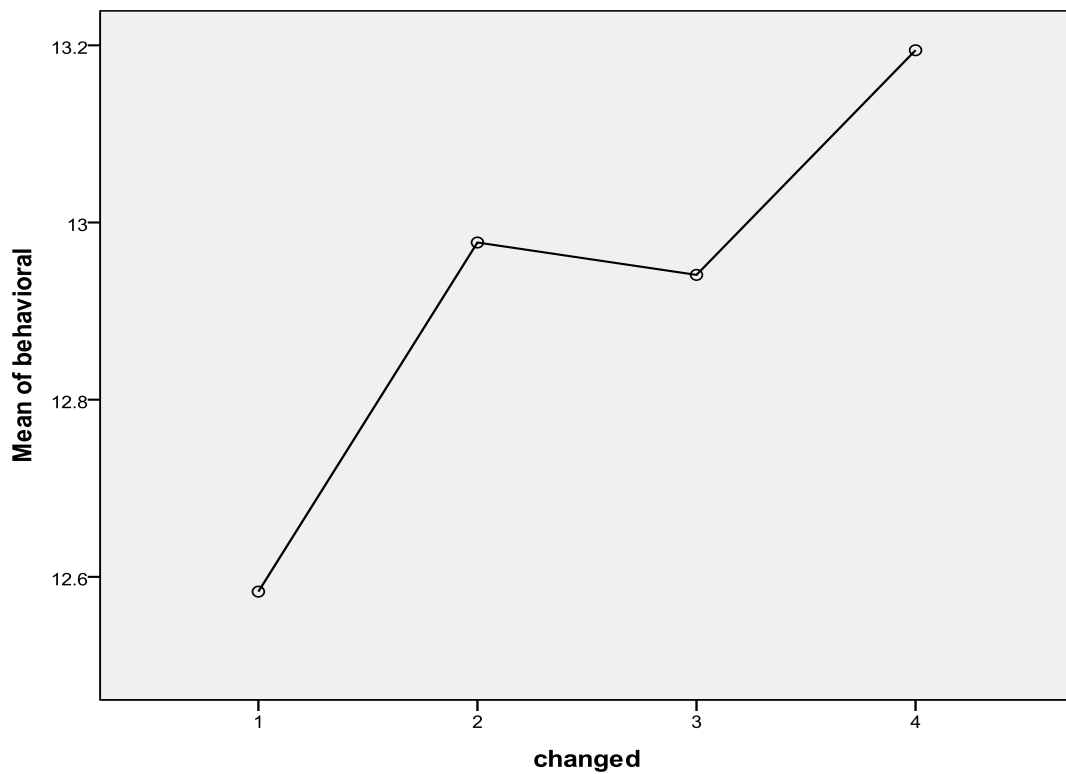


Diagram 31: Means plots of behavioral tendency of attitude in different age

(3) Length of professional experience difference

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	4.783	3	1.594	1.604	.189
	Within Groups	301.217	303	.994		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	4.176	3	1.392	1.397	.244
	Within Groups	301.824	303	.996		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	13.938	3	4.646	4.820	.003
	Within Groups	292.062	303	.964		
	Total	306.000	306			

Diagram 32: The results of ANOVA of length of professional experience of teacher

By the difference analysis of length of professional experience of Tibetan teachers, it is found that “cognition of attitude” is mostly affected by all difference factors so as to become significant difference. But there were no statistical significance in the factor of emotion and behavioral tendency of attitude.

With further analysis of the factor of cognition in different length of professional experience of Tibetan teacher, the results of means between groups can be shown in Diagram 33, the youngest teacher group who only has 0-3 years length of professional experiences has the highest cognition of the attitude towards inclusive education, but the oldest group who has more than 20 years length of professional experiences still has the lowest cognition of the attitude. The reasons are deeply rooted in their occupational tiredness in the school position and heavy family lives.

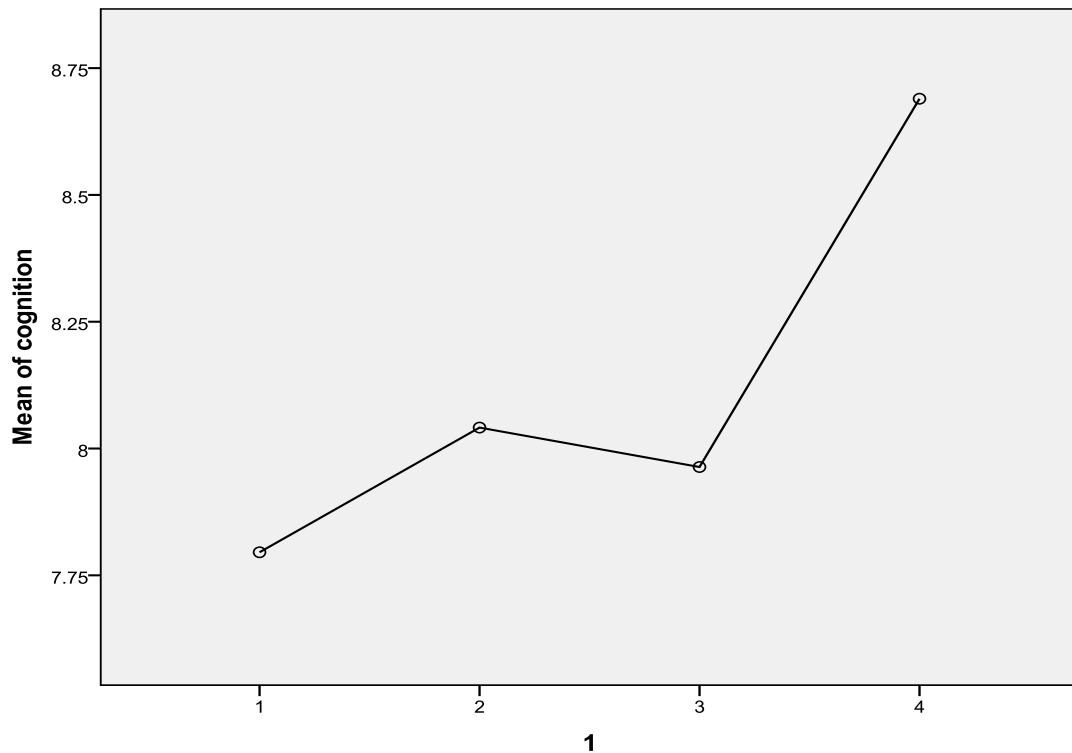


Diagram 33: Means plots of cognition of Tibetan teacher in different length of professional experience

(4) Ethnicity identity difference

The study takes one-way analysis of variance for purpose of understanding if differences in attitude between different the identity of ethnicity of Tibetan teachers, which the results has shown in Diagram 34 below.

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	6.549	3	2.183	2.209	.087
	Within Groups	299.451	303	.988		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	3.687	3	1.229	1.232	.298
	Within Groups	302.313	303	.998		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	3.051	3	1.017	1.017	.385
	Within Groups	302.949	303	1.000		
	Total	306.000	306			

Diagram 34: The results of ANOVA of ethnic minority of teacher

Diagram 34 of data has shown that, the P-value is greater than level of significance, that is: Sig>0.05. Therefore, there are no significant differences in terms of different ethnicity identity for the attitude of Tibetan teacher towards inclusive education.

(5) Religious belief difference

Religious belief of Tibetan has a long history which is an important part of Tibetan culture. Mostly Tibetan people have their own Tibetan religious belief in Tibetan regions. For this reason, the study should understand if differences in attitude between different religious beliefs of Tibetan teachers with the method of independent samples test, that the results have shown in Diagram 35 below.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
REGR factor score 1 for analysis 1	Equal variances assumed	1.403	.237	.817	305	.415	.09337774	.11428145	-.13150215	.31825763
	Equal variances not assumed			.815	297.563	.416	.09337774	.11463723	-.13222469	.31898017
REGR factor score 2 for analysis 1	Equal variances assumed	.125	.724	.379	305	.705	.04336510	.11437951	-.18170774	.26843795
	Equal variances not assumed			.380	304.933	.704	.04336510	.11402432	-.18100899	.26773919
REGR factor score 3 for analysis 1	Equal variances assumed	1.121	.291	-.391	305	.696	-.04472694	.11437779	-.26979641	.18034252
	Equal variances not assumed			-.392	304.930	.695	-.04472694	.11414503	-.26933858	.17988469

Diagram 35: The results of independent samples t-test of religious belief of teacher

From Diagram 35 above we can see that, the P-value is greater than level of significance, that is: $Sig > 0.05$. Therefore, there are no significant differences in terms of different religious belief for the attitude of Tibetan teacher towards inclusive education.

(6) Professional title difference

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	7.798	5	1.560	1.574	.167
	Within Groups	298.202	301	.991		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	1.494	5	.299	.295	.915
	Within Groups	304.506	301	1.012		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	6.919	5	1.384	1.393	.227
	Within Groups	299.081	301	.994		
	Total	306.000	306			

Diagram 36: The results of ANOVA of professional title of teacher

As the Diagram 36 above implies, the P-value is greater than level of significance, that is: $Sig > 0.05$. Therefore, there are no significant differences in terms of different professional title for the attitude of Tibetan teacher towards inclusive education.

3.2.3 Differences in educational background of Tibetan teachers towards inclusive education

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	8.763	2	4.381	4.481	.012
	Within Groups	297.237	304	.978		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	.794	2	.397	.395	.674
	Within Groups	305.206	304	1.004		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	2.214	2	1.107	1.108	.332
	Within Groups	303.786	304	.999		

3.2.3 Differences in educational background of Tibetan teachers towards inclusive education

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	8.763	2	4.381	4.481	.012
	Within Groups	297.237	304	.978		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	.794	2	.397	.395	.674
	Within Groups	305.206	304	1.004		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	2.214	2	1.107	1.108	.332
	Within Groups	303.786	304	.999		
	Total	306.000	306			

Diagram 37: The results of ANOVA of educational background of teacher

From the analysis results above we find that, “behavioral tendency of attitude” is mostly affected by all difference factors so as to become significant difference. But there were no statistical significance in the factor of cognition and emotion of attitude.

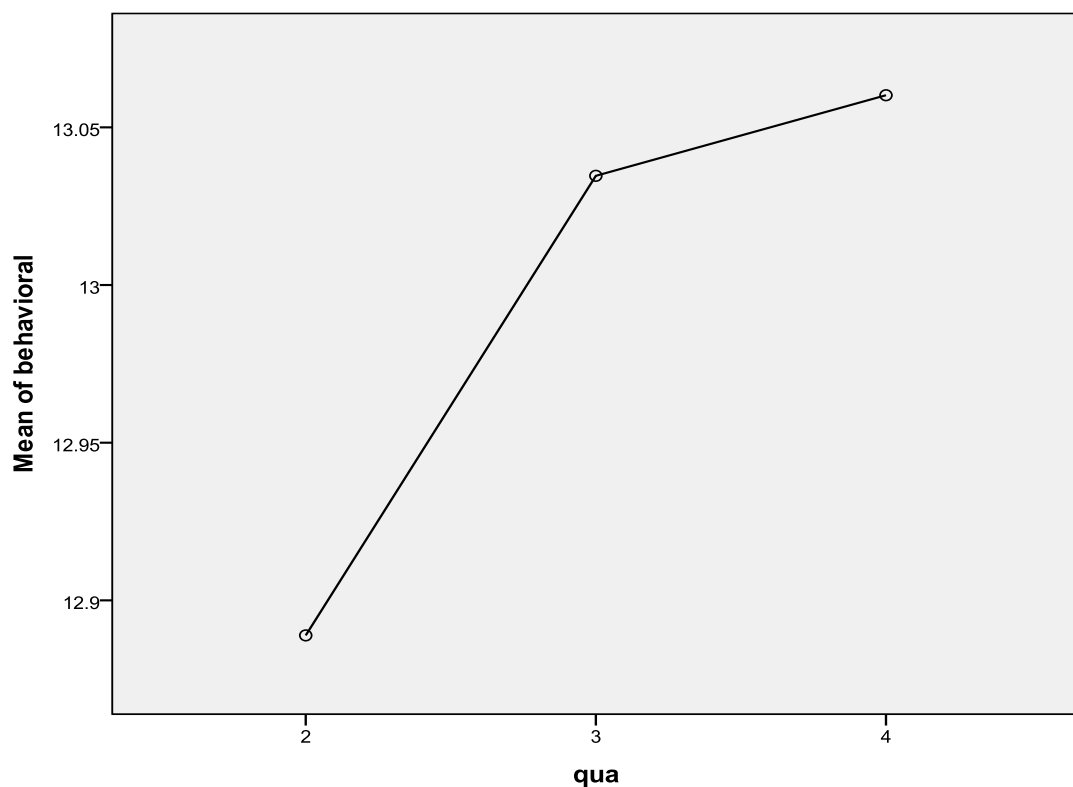


Diagram 38: Means plots of behavioral tendency in different educational background

3.2.4 Differences in educational experience of disabled children of Tibetan teachers towards inclusive education

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
REGR factor score 1 for analysis 1	Equal variances assumed	8.101	.005	-2.659	305	.008	-.36191437	.13609727	-.62972282	-.09410592
	Equal variances not assumed			-3.059	136.786	.003	-.36191437	.11831864	-.59588460	-.12794414
REGR factor score 2 for analysis 1	Equal variances assumed	8.349	.004	-.754	305	.451	-.10369524	.13753786	-.37433843	.16694796
	Equal variances not assumed			-.966	173.255	.335	-.10369524	.10736608	-.31560913	.10821866
REGR factor score 3 for analysis 1	Equal variances assumed	23.496	.000	-2.673	305	.008	-.36370207	.13608165	-.63147977	-.09592436
	Equal variances not assumed			-3.771	222.048	.000	-.36370207	.09644283	-.55376243	-.17364170

Diagram 39: The results of independent samples t-test of educational experiences of teacher with disabled children

The study should understand if differences in attitude between different educational experiences of Tibetan teacher with disabled children with the method of independent samples test. The results obtained from the Diagram 39 above have shown that, “cognition of attitude” and “behavioral tendency of attitude” are mostly affected by all difference factors so as to become significant difference.

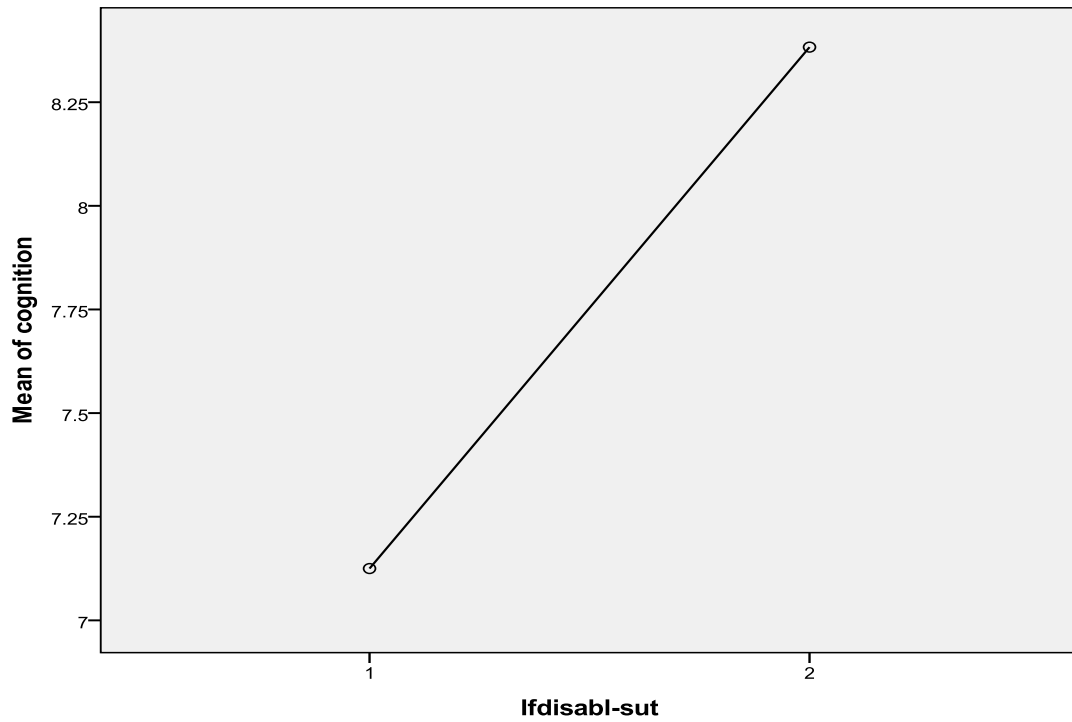


Diagram 40: Means plots of cognition of Tibetan teacher in education experience of disabled student with disabilities

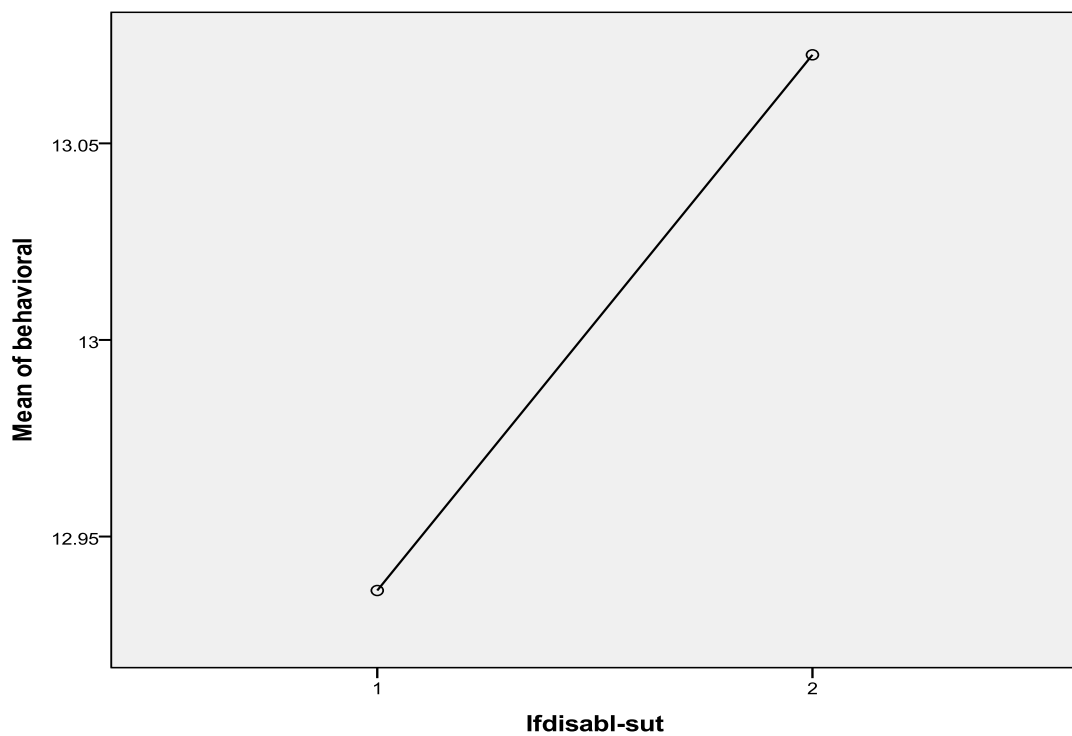


Diagram 41: Means plots of behavioral tendency of Tibetan teacher in education experience of disabled student with disabilities

4. Conclusion and suggestion

4.1 Conclusion

4.1.1 The demographic characteristics of the attitude of Tibetan teacher towards inclusive education

Among demographic characteristics of the samples of Tibetan teachers, the study mainly inspected the differences and characteristics of 6 variables as gender, age, length of professional experience, the identity of ethnicity, religious belief and professional title.

(1) Gender characteristics

There was no significant difference in three dimensions of the attitude of Tibetan teacher towards inclusive education. It indicate that, in Tibetan ordinary schools, no matter the male teachers and female teachers are all keep the same attitudes towards inclusive education, although they still have fully understanding the ideas and concepts in the practice of inclusive education. In their opinions, if inclusive education should carry out in Tibetan schools, which should solve the problems of poor educational environments and the overloading works of Tibetan teachers that the practice can be achieved smoothly.

(2) Age characteristics

With the comparison of the attitude of Tibetan teachers towards inclusive education in different ages, it found that the differences on the results of emotion and behavioral tendency. There wasn't appeared the increasing emotional experiences and behavioral tendency of the attitude of Tibetan teachers towards inclusive education according to the increasing age, but the young age group than that of old age group with the reasons of professional freshness and family condition without the burden of.

(3) The characteristics of length of professional experience

The study found that, there was significant difference in cognition of the attitude of Tibetan teacher towards inclusive education, which the youngest teacher group who only has 0-3 years length of professional experiences has the highest cognition of the

attitude towards inclusive education, but the oldest group who has more than 20 years length of professional experiences still has the lowest cognition of the attitude. The reasons are deeply rooted in their occupational tiredness in the school position and heavy family lives. It is almost the same reasons as the variable of age of Tibetan teacher has.

(4) The characteristics of the identity of ethnicity

In Tibetan schools of China, almost schools have different identity of ethnicity of teachers, whose are categorized as “Tibetan teacher” due to their working place. Among of them, Tibetan and Han teachers are common to see, other nations as well but not by much. The study has shown that there was no significant difference in the attitude of teacher towards inclusive education, which illustrates in Tibetan schools of Tibetan region, the attitude of the teacher probably observe the customs of the place without the different ethnic habits they had before.

(5) The characteristics of religious beliefs

In China, religion is not uniform, which it always appears different people with different religious beliefs, some Tibetan people believe in Tibetan Buddhism, many Hui people believe in Islam, and some Han people believe in Chinese Buddhism or have no religious beliefs. Usually, people hold different religious beliefs with different views on life or opinion of people, which maybe define one’s thinking and behaviors. The teacher as a human, it’s on the cards that probably the religious belief define their concept of educational value or teaching behavior. But in the study, it found that there was no significant difference in religious belief of the teacher have, which illustrate all the teacher with nationalities has the same attitude towards inclusive education.

(6) The characteristics of professional title

The study revealed that all the teachers have no significant differences with different professional title. That’s to say, Tibetan teacher by no means changes their attitude in according to one’s increasing professional title.

4.1.2 The characteristics of educational background of Tibetan teachers towards inclusive education.

The study has shown that, there was significant difference in “behavioral tendency

of attitude” of different educational background of Tibetan teachers has. It often appears that the higher degree of educational background has the most positively behavioral tendency of the attitude. This can be easily to explain that, the teacher learned more, their views of educational value and the understanding of teaching or students have more and deeply, so that they will have more positive and accepted behavioral tendency of the attitude towards inclusive education. On the contrary, due to the influence of the learning process, and the lack of knowledge, most Tibetan teachers with lowest degree of educational background have the lower willingness to accept the new concepts and practice of inclusive education, so that have the lowest cognition of the attitude when they towards inclusive education inevitably.

4.1.3 The characteristics of educational experiences with disabled students of Tibetan teachers towards inclusive education.

The research indicated that, there were significant differences in the factors of cognition and behavioral tendency of the attitude. Generally speaking, Tibetan teachers who have educational experiences with disabled children which appear positively, that results in the ascension of teaching experiences of special education, as well as teaching knowledge of the students with special educational needs. Some Tibetan teacher found that the disabled children can be made successful in their teaching process the same as the normal children, and the students with disabilities also be entrusts with an important post and been doing it very well.

4.2 Suggestion

By the analysis of characteristics of the attitude of Tibetan teacher has, and combine with the reality of Tibetan schools, it propose the following suggestions.

4.2.1 Suggestion on Tibetan teachers

The study has found that, it was significant differences on the factors of age and length of professional experience of Tibetan teachers. Hence, it should make a difference between to them and concrete analysis of concrete problems. Firstly, on the aspect of cognition, Tibetan school might set up relatively formal curriculum or

training about inclusive education or special education previously, which focus on the importance of cognition on the practice of inclusive education, as well as how to practice it effectively. Secondly, on the aspect of emotion, the Tibetan teachers who have educational experiences with disabled children that often have abundant teaching experiences and ideas. It advocates that to promote among the school teacher groups with the approach of emotional declare or educational narrative, which it must be lead more emotional experience of other Tibetan teachers, so that it maybe reach the thinking or reform of human essence, as well as the nature of education.

4.2.2 Suggestion on Tibetan schools

Most Tibetan schools have educational environment design on their campus and teaching building, but full of slogans without the beneficial for all in school. When the concepts and ideas of inclusive education make the students and teachers feel strange, it takes the best way of propaganda with “slogan” and “wall map” which plays an influential role to lead-in, so that probably renew the knowledge system of individual.

The research has found that some of the Tibetan teacher has an acceptable and positive attitude when they towards inclusive education under the teaching experiences with disabled students. It is thus clear that, those teachers has comparatively abundant emotional experiences get along with special students, as well as know the learning advantages and shortages, also witnessed the success and failure of the learning of special students, which all can be improved them have correctly personal cognition of inclusive education. As a management unit of Tibetan teachers, why not sharing experiences of special education in ordinary school by Tibetan teacher to all through enlargement way?

Some of Tibetan schools have prescribed and regular teaching observing system so that to form one of assessment contents of teachers. But most teachers ignore the construction of the teaching situation but focus on the application of teaching methods in lectures, especially teaching toward students with disabilities. Under the awareness of these phenomenon, if Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as

well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education.

4.2.3 Suggestion on Tibetan educational establishment

As a new concept, the practice of inclusive education has been successfully leading into a rare Tibetan school of the partial cities and counties of Tibet Autonomous Region. However, most Tibetan schools have no idea or information about the practice after five years of developments, how about the developed results and how about the difficult position and experience the pilot school faced on the process? Which no doubt play a restraining role to promote further practice of inclusive education in Tibetan areas. For this reason, to speed up the summary of experiences of inclusive education in Tibetan schools, this can be brought new hope to the next step practice in all the Tibetan areas.

Lots of Tibetan teachers felt strange about the pattern of inclusive education while the investigation process of the author, they attributed the reason was closed educational information and shortage of educational resource in Tibetan areas. In fact, it definitely was a certain relation to the policy making and information transfer of inclusive education. It has no explanation on the practice of inclusive education, as well as no educational information dissemination in Tibetan areas, how can be resulted in good scholastic resources? Consequently, as Tibetan educational establishment which undoubtedly to undertake the roles of policy-maker and information interpreter, and lead all effective education information and regulation into all kinds of Tibetan schools, in order to make more basic school teachers understanding of the new educational concepts timely and clearly, so that to form an acceptable and active attitude.

5. Limitations of questionnaire and prospects for follow-up study

5.1 To change the sample structure and sampling method

Due to the limitations of time, people, financial and material resources, this

questionnaire investigation takes the methods of purposive and snowball sampling to distribute the questionnaire in the ordinary schools of different Tibetan regions under the study of 307 Tibetan teachers. It is hard to reach the objective criterion fully although the author tried the best to scatter sources of samples. Therefore, the follow-up research can be taken from random sampling to improve the lack of sampling of the research. In addition, it was insufficient of the research which has taken Tibetan Autonomous Region, Sichuan Province and Qinghai Province as the sample locations, but it should take Gansu Province and Yunnan Province as the sample locations, which can be understood the differences of the attitude of Tibetan teacher towards inclusive education under the various economic and cultural background of Tibetan regions, thus to improve the representative of sampling and deepen the study.

5.2 To adopt more influencing variables

The questionnaire investigation checked a plenty of literatures, which have already took some variables into the research, so that made a relatively comprehensive discussion, but not only that effecting the attitude of Tibetan teachers towards inclusive education on the process of schooling practice. For instance, society-related factors including social stratification and the campaigns of mass ideas which products an important guiding role in the cognition, emotional and behavioral tendency of Tibetan teachers towards inclusive education. Therefore, the follow-up research can be introduced more newly influencing variables to discuss so that to rich the studies on the attitude of Tibetan teachers towards inclusive education under the basis of literatures and relative studies reviews.

PART III: A MICRO-ETHNOGRAPHY ON THE ATTITUDE OF TIBETAN TEACHER TOWARDS INCLUSIVE EDUCATION

It tends to ignore the practice trajectory of inclusive education under a real educational context of school as education organization, when the contour of status quo of Tibetan inclusive education has been clearly outline, but this just as the beneficial supplement for Macro research on the practice of inclusive education of Tibetan. If turns academic concern focus on the microscopic image, it takes the developing venation of inclusive education of a Tibetan school as the “field”, and it takes educational ethnography which is the research method focus on the basic educational field as research methodology, it must be product another academic cognitive to explore the development paths of inclusive education, when it reducing the panorama of inclusive education development in Tibetan schools at the same time, and then depth description of its school educational environment, teaching staff, curriculum and teaching content.

1 Introduction

1.1 The form of inclusive education in Tibetan schools

In the 1990s, “world conference on special education needs” put forward a new concept of education as “inclusive education”. At present, the academic circle is more use the definition from the United Nations educational, scientific and cultural organization: “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. 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)

It caused an educational reform in the field of special education while this schooling idea was put forward. Educational circles around world are scrambling for practice. The practice of inclusive education derived from the superior education but also implement in the field of general education. It seeks to develop a new balance or bond between two different education systems which are the parallel development or complementary.

The concept of “Inclusive Education” was introduced into Tibetan education after the practice in succession with many provinces in mainland China. “Inclusion is about the presence, participation and achievement of all students. Here ‘presence’ is concerned with where children are educated, and how reliably and punctually they attend; ‘participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results. ” (UNESCO IBE, 2008)

From above concept to understand the present situation of inclusive education of Tibetan, every ordinary school belongs to the broad sense of the practice of inclusive education, while they accept special children, to make the same educational right as the normal children. But, it appears two different developmental forms in today’s Tibetan educational system because of different forms of practice and its connotation.

First, it is the Tibetan children with disabilities learning in regular class into Tibetan ordinary schools. This form thanks to the series of education policy as “nine-year compulsory education³³” and “two foundations³⁴” have practiced in Tibetan. Tibetan children with disabilities have the unprecedented educational opportunities and accepted the modern schooling in the nearby ordinary schools. They have changed the traditional education way to accept religious education after sent them into the Buddhist temple or stay-at-home all day. Unfortunately, although the ordinary schools

³³In order to ensure that all school-age children have access to basic education, the state enacted a law in 1986, making nine-year education compulsory for all children at or above the age of 6, regardless of sex, nationality, or race.

³⁴ “Two foundations” means the plan to make nine-year compulsory education basically universal and to basically eliminate illiteracy among young and middle-aged adults in the western region; the state enacted an education policy in 2004.

have accepted the special children learning into regular class formally, but, it didn't impose any of special children of "inclusive" attention no matter from school administrators, teachers with the inclusive awareness and the degree of knowledge, even the construction of inclusive system in school. I see this as "non-conscious inclusive education form"³⁵. However, Tibetan areas have a large number of this kind of ordinary school accepted Tibetan children with disabilities learning into regular class, as well as they have diversity education level and wide coverage. It stresses the importance of developing in Tibetan inclusive education because of the creation of more opportunities for more Tibetan children to realize the educational equality. So, it must be an academic goal to how to excavate the development potential and to explore the promotion factors of inclusive education practice of Tibetan schools of "non-conscious inclusive education form".

Another way to practice inclusive education is "inclusive education pilot schools" which is the mark of official start of inclusive education in Tibetan areas, it began rebuilding 8 ordinary schools to "inclusive education pilot schools"³⁶ from "7 counties and 1 district" of Lhasa City in Tibet Autonomous Region. It was regarded as a model of "conscious inclusive education form". It means that ordinary school accepts all kinds of exceptional children learning into regular class actively under the perspective of ideas of inclusive education. The school provides support system such as the educational environment, teachers, teaching approaches, resources classroom and rehabilitation facilities with the corresponding to the personal growth. The education issue of Tibetan special children can be solved indeed when Tibetan special children nearby the pilot school accepts the mainstream education into the ordinary school. However, current "inclusive education pilot schools" only practiced within the

³⁵ In this study, "inclusive education" is divided into "conscious inclusive education form" and "non-conscious inclusive education form" according to the motives of education policy makers.

³⁶ Since 2008, 8 ordinary schools have respectively carry out pilot projects of inclusive education of disabled children within the range of the Lhasa City and its jurisdiction counties in Tibet Autonomous Region, they are: Haicheng Elementary School in Chengguan District; Nanjing Hope Elementary School in Medrogonkar County; Chushul County Elementary School; Nyemo County Elementary School; Damxung County Elementary School; Suzhou Elementary School in Lingdrub County; Nechung Town Central Elementary School in Doilungdeqen County; Datse County Elementary School.

range of the Lhasa City and its jurisdiction counties in Tibet Autonomous Region, with shallow practice experience, the scarcity of numbers and narrow radiating, so that it does not yet have the effectiveness of comprehensive promotion in “5-province (region) of Tibetan areas³⁷”. It is very hard to meet the educational needs of all the Tibetan special children.

Obviously, compared with the few 8 pilot schools of “conscious inclusive education form”, Tibetan areas exists a plenty of ordinary school of “non-conscious inclusive education form” which plays an important fundamental role in the development of inclusive education from the index of education object, schooling level and education pattern. Their advance quality also determines the practical level of inclusive education in Tibetan areas. “Educational planning by governments should concentrate on education for all persons, in all regions of a country and in all economic conditions, through both public and private schools.” (UNESCO, 1994) Therefore, I take the exploration of developing history and state quo of Tibetan ordinary school of “non-conscious inclusive education form” as my study point, as well as research Tibetan teachers’ attitudes towards inclusive education in these dimensions of spatial and temporal selection for purpose of benefits of more Tibetan special children and show solicitude for the development of inclusive education in Tibetan areas.

1.2 A case text of educational ethnography

Inclusive education form of “conscious” and “non-conscious” have developed slowly. It urgently needs to carry out research of scientific strength from the links of development history, practice quality, effectiveness evaluation, experiences summarize and theory construction, in order to construct the theoretical and practical system of inclusive education with Tibetan characteristics. However, related academic results are still absent in today’s social science literature resources. We just have to ask where the way out of Tibetan special education is.

³⁷ “5-province (region) of Tibetan areas” refers to Tibet Autonomous Region, Tibetan region in Qinghai Province, Tibetan region in Sichuan Province, Tibetan region in Province, Tibetan region in Yunan Province.

I think the study should combine macro and micro views on the Tibetan teachers' attitude towards inclusive education based on the responsibility of Chinese scholar who has long-term attention on the practice of ethnic minority education, as well as the cognition of Tibetan special educational environment and the understanding of the specificity of research object. After previous stage of 307 teachers from different Tibetan schools in Tibetan areas for systematic attitude measurement, I will take academic concern from the view of macro educational scene turn to micro. That is to say, I will take the result of teacher attitude towards inclusive education in the micro educational field as the complement of research after macro research. Thereby the study will show the strength of the development of inclusive as a complete educational system.

There has no investigator to take inclusive education of an ordinary school in Tibetan area as research field in China Tibetology in recent years. Even can be stated that one and the only one so far.³⁸ Then, it is a breakthrough of academic significance to comprehensively and deeply description of the history and present situation of inclusive education in case school in Tibetan areas. In addition, the school is must be the starting point of educational reform promotion when the concept of inclusive education introducing into the Tibetan educational cycle. With the practical sense, in Tibetan areas of China, it is the mirror of inclusive educational facts and the facing issue which happened in each Tibetan school. It provides another layer of vision of exploration on the practice of inclusive education of Tibetan areas, which can be verified the authenticity of macro investigation as a beneficial complementary.

Under the perspective of cultural ecology, ethnic minority culture is often close to its ecological environment, the resulting the ethnic minority culture which different from others. Thus, the progress of school education as an important field of the heritage area of Tibetan culture in Tibetan areas must be subject to its Tibetan culture. An ordinary school is the epitome of the contemporary large Tibetan basic education

³⁸ The author takes Chinese National Knowledge Infrastructure (www.cnki.net) as the retrieval platform; it takes "inclusive education" and "Tibetan" or "Tibet" as the term, it exact retrieval respectively as the way of "subject", "key word", "title", the result is zero. (retrieval time: 22:00, 09032015)

system. It has the same development frameworks and pervasive characteristic as other Tibetan schools. It also holds an important mission for Tibetan talents cultivating, but its real school education environment is the exact site where take place Tibetan teachers attitude towards inclusive education. “Cultural-Ecological Theory” not only gives attention to all kinds of factors of social and school, but also focuses on the factors within the ethnic minority communities. School and the surrounding community (village) is the survival and development of cultural environment of Tibetan teachers and the cultural traits is the foundation of teachers’ attitude of inclusive education. “Every thought and action is not a product of the race and instinct, but in which originated from a person who accepts their raising society.” (Margaret Mead, 1954) Attitude of Tibetan teacher must close to their inevitably related social environment where their survival and development. So take a case study as the starting point must produce another research result with other view of research.

The ethnic minority culture depends on the progress of ethnic minority education. Similarly, as the heirs of ethnic minority education, teachers’ attitude must be formed in the ethnic minority culture which they live by. To explore deep performance of causes of Tibetan teachers’ attitude towards inclusive education, it should comprehensively study the living, education and cultural environment where the teachers live by. Deeply understand their slice of life, schooling stories, and also study their attitude how to influence the inclusive education practicing in the school. In this way, the research results are possible to close the reality, avoid separating the meaningful core of Tibetan culture. As a Han scholar, I try to take educational ethnography which both a research method and a research result into the research field of inclusive education in Tibetan based on the acknowledge about my personal research ability and the natural environment of investigation areas, linguistic minority, “cross-cultural barriers” etc. I deem that educational ethnography as the fine tradition research paradigm will be a proper methodology and method of case study.

I need to discuss with three specific questions: First, how about present situation of inclusive education around special children in Tibetan ordinary school? Second, as one of the school educational subject, how about the attitude of Tibetan teacher

towards inclusive education they have? And what are the expressive forms for attitudes of Tibetan teachers? Third, what the attitude of Tibetan teacher towards inclusive education resulted in? With such problems into the case, with real and whole school environment as a research “field”, to form an educational ethnography text of case study of the Tibetan teachers’ attitude towards inclusive education.

As for the research result of this educational ethnography, I expect to realize the comprehension of general characters of the teacher population in Tibetan schools through life stories and the view of education. Because of this, the introduction of this micro case is the advantageous supplement of macro investigation. The study will to detail the research contents and to deepen the research results, as well as to strengthen the research value.

1.3 “Field”

Anthropology calls the place of investigation research is “field”----that is full of infinite and possible “land”. When I decide to explore my research questions with the case study paradigm of educational ethnography, based on the following two sides: on the one side, case school must have the development form of inclusive education in the synchronic and diachronic, at least exist the phenomenon of Tibetan child with disabilities learning in regular class. On the other side, case school should have the same natural, cultural and educational environment as additional Tibetan ordinary school; it also should be one of the most popular representative schools in Tibetan basic education system. Only in this way, the research data that I get in the case school can be reflected research subject. Also, the conclusions that I gained in the research can be applied to the development of Tibetan basic education system. There is no denying that, I can choose only a few Tibetan ordinary schools. I have to face the embarrassing situation of “Tibet-related issue” when I selecting the research field in Tibetan areas. In the face of limited choice, I choose “Qinghai Province Golog Tibetan Autonomous Prefecture Madoi County Huaxiang Tibetan language boarding

school³⁹” (hereinafter referred to as “Huaxiang Tibetan school”) as my research field in the study with the assistance of the reporter in Tibetan areas. (See Figure 4 & 5)



Figure 4: The location of “field work” of case school

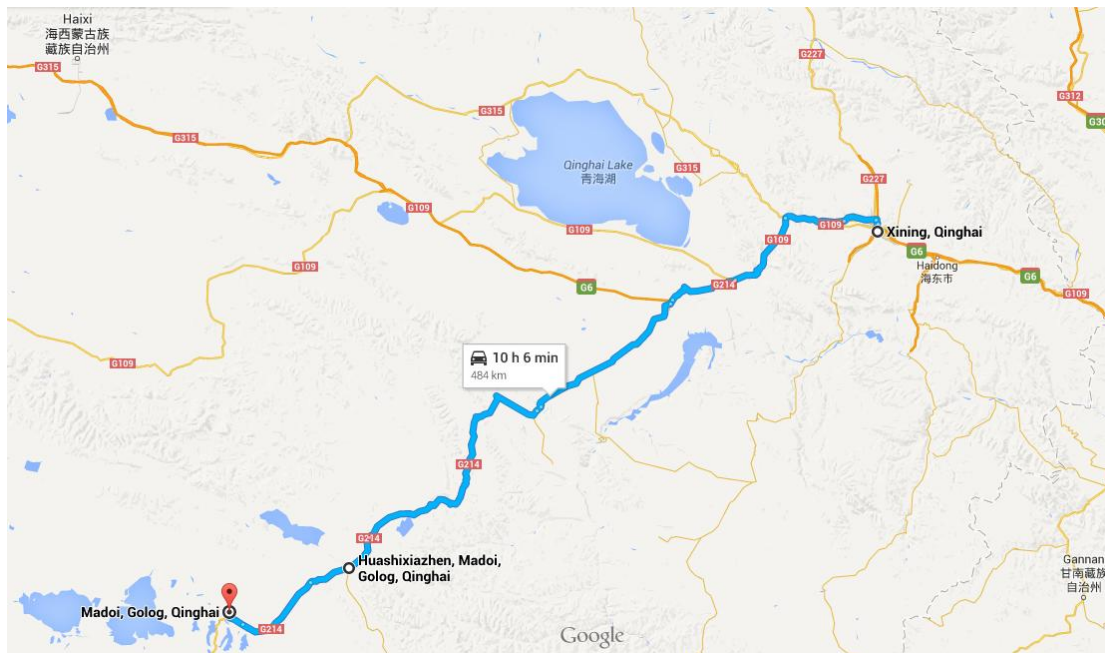


Figure 5: The roadmap of field work

The research views should drive from the outside to inside while I understand

³⁹ According to the tradition of ethnography, I didn’t use the formerly called of this case school and its located town (township), but I called “Huaxiang Tibetan language boarding school” and “Huaxiang”, respectively. In a similar way, my reporter “ChunMei”, Tibetan teacher “YungChen”, Han teacher “XueLian” and other interviewees in this article are also not an original name.

educational ethnography as a research method of school. The first view is the township of case school including the inner village or communities. It provides the real and stereo images for school field. It also contains general comprehension of the natural environment and the historical site, even the spiritual culture and institutional culture in ethnic cultural cycle. The second view is the understanding of school field; they are school environment, teaching staff, the curriculum and teaching methods. The research will deeply understand the Tibetan teacher, which it takes the attitude of inclusive education into the places of Tibetan teacher working and living. The third view is the exploration of the attitude of Tibetan teacher towards inclusive education.

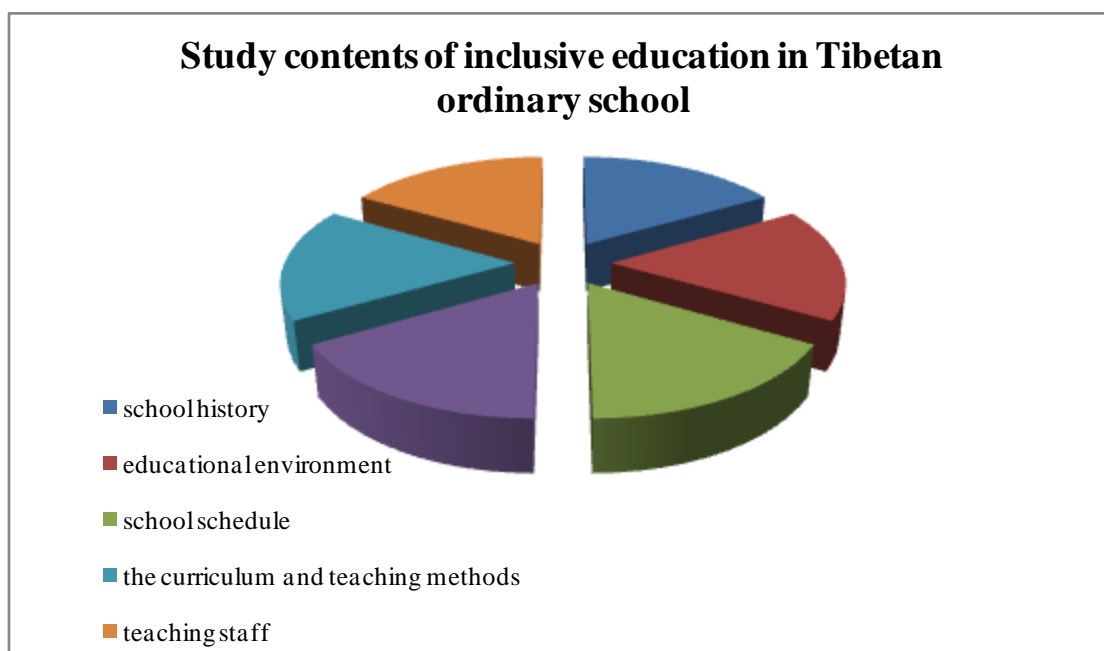


Diagram 42: Study contents of inclusive education in Tibetan ordinary school

Field work as a main way of data collection of educational ethnography, it should take researcher as main research instrument into the living space of research object. It also should be through the way of participant observation and depth interview to get data from other culture. The researcher should pick up the research from the native (research object) as the standpoint in order to keep value neutrality of data interpretation. It should be to observe the thing from “the internal vision of cultural holders”, “to operate the results from the original, rather than the results according to the anthropologist thinking it should be or need to be.” (Clifford Geertz) Thus, research texts of educational ethnography will satisfy the full description of other

culture, and the further interpretation and theoretical improvement in the research data. This is exactly what I expect on the case study of “Huaxiang Tibetan School”.

As a Han scholar, I must have an effective “guide” if I just try to complete the case study alone. Anthropology called “reporter” or “informant”. The significance of existence of “guide” in research is: on the one side, to lead me browse to the sensitive areas of “Tibet-related” in order to avoid disturbances of other factors without academic research. It is very important for non-Tibetan scholar with long-term accreditation waiting and burdensome procedures for study review if they don’t pay attention. The related study experiences what I got in Tibetan areas can be referenced last year. On the other side, the “guide” should help me into the case school to close to the expected investigation objects as soon as possible, which maybe get the in-depth research results. If somebody can be “guide”, it is very lucky, save both time and effort. In June, 2014, I met a dean of studies in “Huaxiang Tibetan School” through a local friend e introduced before I’m on the approach to the Tibetan area.

Dean of Studies, ChunMei, female, the Han nationality, age 26. Now she is working at the Huaxiang Tibetan School. As before, she was working at the central school of Gyaring Lake Township in the same county. I transmit her investigation questionnaires by email, one week before I came to the school. I have already got 19 questionnaires from the teachers at her school before I’ m arriving at the school with her helps. I asked her my research plan, expecting purpose and generous help seeking by phone at my room of the hotel in Xining City, one day before I came to the school. My original prediction was that she would “education” me “being human” due to the hastily arranged investigation. What are surprising are the results of phone contacting make me overjoyed.

I barely had the opportunity to get to know the reporter ChunMei, but sound she was an enthusiastic and pushy person, the words of her with human kindness make a deep impression on me. One afternoon in June 2014, the first time I came to Huaxiang Tibetan School in Madoi County. The reporter ChunMei appeared after ten minutes I wait at the guard room of the school. She was wearing a rose-red overcoat, a red turtleneck sweater exposed outside of overcoat, a fuscous jean, a pair of brown heeled

ankle boots. It seems a bit difficult while she walks on the school playground. She was taken a cold and cough on that day so that the nose and face both are red, that I unable to pinpoint what causes by cold or “red plateau”. As my judgment, ChunMei indeed is an elegant temperament and gentle teacher. She speaks simply; even I don’t see any of my concern on her face. By contrast, I looked rather “scrupulousness” myself. “Where did I come from and what I am expected, what I will do...” She was showing understanding in the face of my warning.

ChunMei is one of four Han teachers in the school, mainly responsible for relevant academic work and external administrative affairs, as well as the class of computer teaching all the time. She usually speaks Mandarin Chinese, but a few simple Tibetan languages she can speak and hear after long-term work in Tibetan area. According to the power of a school administrator, she comes in third after the headmaster and vice headmaster. I got totally 19 questionnaires of the school teachers with no effort at our meeting on the first day. That is to say, a total of 19 were sampled, a total of 19 responses were deemed usable for the analyses, and all of those questionnaires were completed independently by teachers one after another at the office of ChunMei. I was doing some complementary works if there were some non-standard expressions after I found the samples of teachers one by one. Finally, I visit the case school again and also to see ChunMei again in early December 2014, we have deepened our friendship on that time.

1.4 “I am not a spy”

Under the view of anthropologist, the research has always focused on the study of other cultures rather than their own culture. Normally, they choose one suitable field of other culture, then to enter and devote their time and energy after out of their own cultures, to learn the language, to understand the culture of research object, to participate the life and live with the native for at least one year. They leave out of other culture at last. So, the anthropologists as a research tool tries their best to keep value neutrality in the research cannot go so far as to make the research results be

biased. In accordance with the research approach of traditional anthropology, I made a choice of the one of Chinese ethnic minority Tibetan as an object to do my anthropological case study and to take Tibetan school as my investigation site. In this way, the Han nationality determines that I enter into the research with the identity of “outsider” of cultural study.

The issue of study ethic is always a talking point of ethnographers. Just as an Australian anthropologist Stewart felt himself like a “scopophilia”, most data derived from his field work which obtained from the careless conversation with people, but all of those people treated him as friends. The situation I met as same as him. On the first field work, most times I was observed in each corner and occasion of school, I try to get the whole picture of the daily operation of school. No matter the “early-early reading class” from 6 o’clock in the morning, or “in class”, “morning exercises”, “night classes”, even the “interim meeting” at the office, I continue to be there. I felt guilty and debt invariably toward the school teachers after I left. I like an animated spy when take every word and action of them as my research contents. Hence, I told each respondent frankly before the interview in order to guarantee the authenticity of data and interview. With regard to the individual privacy, I would take their advice if they don’t want to information made public. To do this is designed to make the respondents’ voice can be heard and accepted for vast educational practitioner. Sequentially apply to the practice of inclusive education in other Tibetan basic schools. Very fortunately, until now on, I didn’t receive any feedback from the respondents which are the request they don’t want to be public.

It may be mild that the surveyed data come to personal privacy. But if it concerns state secrets, the severity can be deeming as “spy”. In fact, someone “spy on” my actions when I “spy on” each corner on the campus at the same time. That’s looks like “to be taken in the view, on the bridge stood the viewer”. There just was an interview scene always on my mind: while I was talking with the respondent teacher Nyima in duty office, the vice headmaster come to the office and telling Nima several words in Tibetan language in my face. Then, he beckoned us continue. The vice headmaster was embarrassedly smiled when I was pledged to him “I will follow the Party forever”

at once. He asked me if I can speak Tibetan language, but I didn't say yes or no. in truth, nothing more than I understand tacitly.

1.5 Narrative structure

In a manner of speaking, this research makes possible for the research field of Chinese ethnic minority special education which takes educational ethnography into the research of the attitude of Tibetan teacher towards inclusive education. The original idea for the research to take a case study is for authentication of the results of macro investigation, that how deeply factors influenced Tibetan teacher, all of these answers will be given the truth. As educational ethnography, the case study should obey the “field work—ethnographic writing—cultural theory construction” of research path of traditional ethnography which set up by the anthropologist Malinowski. Among them, the research should participant observed the school and its surrounding environment, to make depth interview with two teachers. The main respondents concerns school administrators, teachers, students, parents, education officials, local government officials, the local people, etc.

This case study of educational ethnography mainly divides into introduction, the main research and epilogue. The introduction (Chapter 1) is the research design includes theoretical views, research problems, purpose and methods, and the starting point, key point and difficulties of the research of “Tibet-related issue” as a research instrument of “me”. At the same time, with briefly introduction of the macro situation of the development of inclusive education in Tibetan areas and the micro situation of the research field. Chapter 2 is including the educational ethnography interpretation of school history, educational environment, school schedule, the curriculum and teaching method, educating staff about the case school. Chapter 3 and 4 is the ethnographic narration of the educational attitude and the experiences of inclusive education with 2 teachers of school. The epilogue is a final illustration of case. The influence factors of the attitude of teacher towards inclusive education in Tibetan school are not only single but multiple. Chapter 5 is a conclusion of the study.

2 A way of education in Tibetan area

It was really difficult to develop the education in Qinghai Tibetan area as same as the way to the Tibetan. The Golog located in the center of Qinghai Tibetan area which takes religious education and religious culture spread as a main educational form before liberation. The value of education as “the home has a man, like a monk” was deep-rooted in local Tibetan family. It decided the educational choice for a long time so that inducted the resource of the Tibetan students still remain intriguing in some pasture. In 1955, the first “tent school” was established in Golog. It was had 54 students including 15 boys and 31 girls in the school which engaged a secularization of the monk as teacher. The numbers of schools were increased to 7 in 1957.⁴⁰ The tent school takes tent as classroom which has unfixed school times in a year and indigenous teaching according the nomads mobility. Mostly, the school set two courses as Tibetan language and Arithmetic without teaching plan and programme, even the schooling schedule less than 5 months in a year so that no teaching quality assurance. The pattern of tent school and keekwilee-house school was still raged for a while after that. Soon afterwards, some counties established primary boarding school continuously to form the educational pattern which takes a center of “Public boarding school”. Apparently, early education development in Golog has deeply influenced religious education and later schooling education, even the simple educational form and lower education quality as the main characteristics.

Move into the 21st Century, the educational development has improved a little in the Golog. Modern schooling has become a mainstream form in the development of regional education instead of the traditional religious education. In according with the statistical data of the Year-book of Golog Tibetan Autonomous (2011) shows that, “it totally has 68 all kinds of schools in Prefecture with 54 of primary schools including 40 boarding schools of Township, 6 boarding schools of Counties, 1 special school, 5 private school and 2 boarding schools of village.” Thus, the basic education system

⁴⁰ See an Introduction of Golog Tibetan Autonomous Prefecture, Beijing: Nationalities Publishing House, 2009, 1st edition. P318.

which takes primary school as center deeply rooted in the soil of the educational development in Golog Tibetan Prefecture that undertakes the important task. In addition, it has 182 children with disabilities of the right age which 134 of them were learning in regular class of different normal schools, and the enrollment rate is 73.6%. In Prefecture, it is the development trend as Tibetan children with disabilities learning in regular class of normal schools. Until now, there has been no special education school, but it is expected to be reached by the end of 2020.

Madoi County, which is a center of Golog Tibetan Prefecture, it is one of the most important parts of the territory of educational development. Previously, due to the reasons of unfixed teaching place, less qualified teachers so that tent school occupied the position of a leading role. On that period, the Tibetan children always enroll in the temples due to they cannot obtain the opportunities the way of success in modern schools, so that most students make the choice to learn the temples. At the beginning of 1960s, the boarding schools and full-time ethnic schools were gradually developing in the county. It has 58 all kinds of ethnic minority teachers including 44 bilingual teachers there. Until the end of 1995, the county has totally 94 teachers. Among them there are 75 ethnic minority teachers, 44 “bilingual teacher”. Thereinto, 5 teachers has the degree of bachelor, 7 with college degree, and 71 with technical secondary school education. The numbers of teachers and teaching qualities both have increased steadily in according to the increasing number of modern schools in Madoi County.

Nowadays, Madoi County has 5 schools, among them there are 4 primary schools and a middle school. There have 1678 students, including 648 students of middle schools, 1030 students of primary schools, and a kindergarten with 40 children. It has 216 all kinds of teachers totally in all including 108 full-time teachers. It appears a new height of educational development in Madoi County under the cooperation of some educational policies as “two foundations”, “nine-year compulsory education” and “two exemptions one subsidy⁴¹”

⁴¹ “Two exemptions one subsidy” is a financial aid policy for the learning problems of the children of rural families in the stage of compulsory education since 2001. The core contents are “free textbook, free incidental expenses, and subsidize boarder living expenses”.

The school made a great progress in 2006. It was rebuilt the teaching building, the apartments of teachers and student dormitory and make the campus layout more reasonable under the basis of the former address. The school has 515 students and 38 teachers so that made a new record in its growth at the same year. The teaching staff qualifications have an improvement. Among them there are 5 with bachelor degree, 17 with college degree and 2 graduated from secondary school. The rest teaching staffs own the intermediate-level and junior degrees but as the school support personnel. Along with the rise of *the key plan of "two foundations" in the Western regions of China*, the numbers of teacher in school has reached 57 which was the highest record and the level of qualifications of the teachers was also made progress. From the view of schooling scale, the school has set 9 grades and 16 classes; the library collection is about 6,400 and per capita is 26; the rate of equipping of teaching instrument is 100%. From the point of curriculum setting, it was setting in totally 14 courses such as the Tibetan language, Chinese, Mathematics, Physics, History, Geography, and English, Physical Education, Natural Science, Music, Art, Labor, Computer, Ideology and morality. It adds 6 courses under the basis of former in recent years and the foundation of curriculum arrangement is teaching program. The middle school center has adjusted into the Tibetan language middle school of the Madoi County after two years in order to readjustment of school distribution in 2008. The school environment and the teaching staff have improved following the increasing of education investment and continuous concern of the Chinese government toward Tibetan education in 2011. The school covers an area of 44,901 m² and construction area of 5,350.77 m². It has 11 teaching classes of 6 grades and 425 students. The teachers of school have 52, of which 27 teachers including 22 full-time teachers. 9 teachers have intermediate certificate. The school has 1 computer and internet classroom and 35 computers, equipment of remote education receivers, a school restaurant and 7,834 library collections. Statistics data of recent stages show that, the school is trying to bail out the evaluation of the backward in Tibetan region.

2.1 A good news came

The herdsman has not been possible to send children into a school far away from their house in the distance between school and the herdsman household, and the communication barrier of ethnic language. As a general rule, the herdsman used to choose a school nearby their house. Even so, it still needs a good way of educational placement as “boarding school” to make up many inconveniences of school distance. The study of boarding school in Tibetan region comes from the nearby township around school. The younger the student is, the less possible to choose cross-cultural school freely in the herdsman family. Under the “Convention”, there a consensus has been formed between the local family and the school which the people sent their children into the school nearby, but it may not reflect the right to choose and educational opportunity each other.

For a long time, it was unthinkable to image that the educational choice of the children with disabilities who can enroll into the normal school. They always stay at home do nothing or grazing sheep and cattle day to day, even accepting the traditional religious education into the temple nearby as a lama. The temple recruits lama for free, either can be solved the meals and lodging, and even finance supporting for them so that to reduce the burden on their family. With this, religious education has become a preferred way to accept education of the most Tibetan children with disabilities of the poor family. As for the educational right, it usually handles by the parents. They often say: “no matter the children can be chosen school whatever their wants by their supports”. But the parents have such absolute power to put their children into anywhere with the consideration of family well and size.

Huaxiang Tibetan School was accepted disabled children learning since 2008. They are benefited from the implementation of the key plan of “two foundations” in the western regions by the Chinese government. While the “two foundations” delegated to the local government and the officers step by step as a task, they told good news from one family to another as “the herdsman should send the school-age child into school to accept education for free.” To avoid the phenomenon of unwillingness by

parents, some of them are exaggerated the mandatory of policy by the propagandized approaches of group meeting and door interview. It was not well-received by many herdsmen of Tibetan region when the news came. The majority of natives still felt incompletely tot the beneficial from the action of children with disabilities learning in regular school, however, they only obey the direction of education policy.

The school has totally 8 students including 6 boys and 2 girls enrolled until August 2012. Among them, the oldest one was born in 2000, and the youngest one was born in 2006. In according to the types of disabilities, there is a child with visual disabled, a hearing disabled, two mentally handicapped, and other 4 children with physical handicapped. According to the native place of students, all the students are coming from the nearby pasture areas. The nearest slant distance is 450 meters and the farthest is 48.3 kilometers. The disabled boy Cairang is studying in grade two, he should spend more than two hours from home to the school. The road to school will become worse if meets with storm and snow day. Therefore, his parents sent him to a normal school with bad grace, and finally made a choice to stay at home. Nevertheless, they are looking forward to the implementation of “the project of returning grazing land to grass” can be arranged for their new home in the vicinity of school in the future.

The student ratio like Cairang staying at home after enrolled was not small. At present, there are two students with disabilities learning in school, of which a physically disabled and an intelligence disability, but other 6 disabled choose self-study at home after enrolled. Some kinds of educational subsidies are still to work with them. They do something after come back as usual except learning but satisfy the task of “two foundation” completed by local government. The education site becomes formalization right now, so that good news certainly has not struck a responsive chord in the hearts of the local families of herdsmen.

2.2 The school between the mountain and grassland

The school stands alone beside the “Happiness road”, it appears differences in architecture with Tibetan traditional characteristics which the gates always closed and

heavily guarded, so that the herdsmen cannot manage to get close to. (See Figure 6) There has been a soil slope in front of the school gates, which is usually characterized by gullies and swamps if with the rain or snow days. The school motto “diligent to learn, healthy growth” used by Tibetan-Chinese bilingual has been prepared on the wall next to the school gates. This is “the first type of model” bilingual teaching school. The students usually use Mandarin as communicative language. The school is just one entrance so that all of people including students, teachers and their families, food and water delivery staff and so on. Entry into the school, on the left side is guard room, which two securities on duty 24 hours in turns. There also has an electronic security monitoring system in order to ensure the personal and property safety.

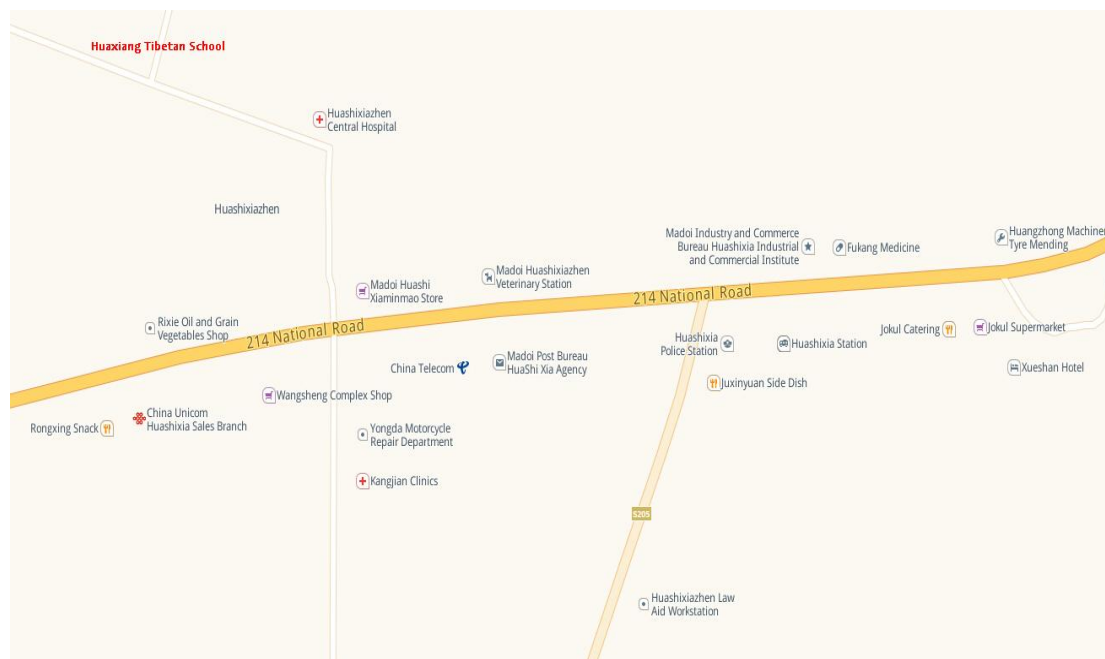


Figure 6: The location map of Huaxiang Tibetan School

As a boarding school, the students are learning and living at the school dormitory in most times. The school time is from Monday to Friday, and half a day in the morning on Saturday. Some parents would now come to school to pick their children up on Saturday’s afternoon, but they should send the children back to school before 5 o’clock on Sunday. The teachers would greet and bring the student into their class so that the new day starts at that moment. The school has school dress codes as “one week Tibetan costume, one week school uniform”, but all of them are purchased by

the school free of charge and pattern is consistent. Therefore, the students should dress according to the school rule begin with Sunday evening. Variety holiday should be learning in the school by students except weekend. The school has two long holidays, the one is summer vocation for about one month, the another one is winter vocation for about three months because it always too cold in the Plateau so that be regarded as the most unfavorable season environment to teaching and learning, and all of these considerations are comes from the matter of fact of Tibetan regions so as to the differences with other cities of the mainland of China.

The school has 5350.77 square meters of building area, and it made up of the main teaching building, pre-school classrooms, basketball court and sports ground, students restaurant, students dormitory and the apartments of the teachers, boiler room, public toilet totally 7 parts. The dormitory of boys and girls are in each side while cross the security room which made of makeshift shelters so that it was not the best building choice of Tibetan school. On the left side are boys' dormitory, teachers' duty room and headmasters' office. The duty room of the teacher is at the head of the boys' dormitory which next to the security room. Now, the chief officer and some teachers are going to on duty to "the mass lines" all day that would be involved in the more energy of each teacher. It is equipped with office desk and chair, sofa, bed and heating boiler in the duty room which the view of the window toward the entrance of school as same as the security room so that be formed another safety protection for school.

I was arranged at duty room by reporter during my field work here. This is a good place which gives consideration to work and rests there. In daytime, I can use random interviews— luckily, here and every day, always have differences of teachers on duty accepted my interviews here. Some free time I may observe including PE, morning exercise, flag-raising ceremony and other outdoor activities on the sports ground through the views of the window of the duty room. At the night, I always write daily dairy of field work and rest here. It's hard to image that, the rainwater often streaming along the stack of heating boiler down if encounters a rainy day. Deservedly, the sounds of water become the cradlesong following my sleeping while it droplets falls.

The office of headmaster is subsequent to duty room. I was quite puzzled that, why

the office set here? The reporter gave me three answers: firstly, it convenient on the reception of parents, all kinds of officers in related units so that remain unaffected who are on the process of teaching and learning. Secondly, the headmaster actively made his room for the teachers who more needs place to be employed in the basis of limited office in the school. The remaining side, it can be taken care of schoolboy better due to the same gender as the headmaster. The two rooms of nursery governess are respectively in the next of the headmaster's office and at the end of schoolboy dormitory. There are totally 16 dormitories which 5 to 10 person each one, neither has pull-down bunk bed and single bed, it also equips simple wardrobe, desk and furnace. The dormitory is opposites are the dormitories of schoolgirl. It forms the triangle among the schoolboy, schoolgirl and the main teaching building, but the sports ground is in the center of them where holds the outdoor activities such as flag-raising ceremony, morning exercises, sports meeting and so on.

The core teaching building is a pink two-story building behind the flag tower, which opposites the school gate with a red roof. Two thick heavy curtains that protect the entrance of the teaching building, as well as cold wind protecting in order to keep the heating temperature of the teaching building. There is a mirror for appearance self-inspection, where in the aisle of entrance, in order to remind clean wear keeping for everyone. The introduction of the school, history, a public field of administrative and party affairs, some kinds of institutions such as teaching office expenses management institution, executive administrative regulation and so on are posted up on the wall around the mirror. There are various pearls of wisdom of Tibetan and other nationalities hangs on the wall of the school aisle, as well as feelings and experiences of "the mass line", "safeguard stability", teacher attendance and fine, that is a common phenomenon in Tibetan area includes the government agency, monastery, even in the house of herdsman. Moreover, some national unity posters also hangs on the somewhere, which the teacher grasps the deeper meaning better than the students. As for a campus spiritual culture, in my opinion, it appears the infiltrating and transmission of state power and national spirit, as well as the function of education orientation on the one side. It also shows the various work contexts which far beyond

the own teaching work of school teachers, be suspected as formalism.

All the school teachers' offices are sets on the second floor of the teaching building that according to the teaching subject, they are: Chinese department, Tibetan department and Mathematics department. Generally, there are 6 to 8 teachers in one office. The office of vice headmaster and dean of studies is closed here, the position of those two and the headmaster are consists the highest grade leaders in the school. Each office equips the modern furnishings, office cabinets and other kinds of modern office facilities. Even the automatic pencil sharpener, book sewer, water color brush and other modern stationeries, and a terrestrial globe, wall map and other teaching aids are on the different desks. It is said that, most teachers would choose work on their house while they meet severe weather on account of low efficiency heating of office they have. Each office hangs on the special administrative institution, for instance, job responsibility in the office of dean of studies, daily behavioral norms and the working instruction of head teacher in the Chinese department, and other institutional contents. "The new curriculum standards of primary school language" on the blackboard by the writing of chalk is extremely striking.

The student dining hall is on the right side of teaching building which has 341 square meters of coverall area. It equips noodle press, shortener (noodle processor) and steamed bun making machine that can be judged it provides pasta and Tibetan food as the mainly diet types. In addition, there have 1000 hectares of school-owned pasture and 674 heads of livestock population which are another dietary source of the school teachers and students. The headmaster said, "The flocks and herds in school-owned pasture are stronger than other pasture's, it can be slaughtered before next March, so that school teachers and students can be eaten high quality red meat at that occasion." Thus, the input of school-owned pasture both can make up insufficiency of educational expenditure, and the improvements of daily living and schooling condition.

Another side of teaching building is a bungalow which includes two pre-school classrooms and school storehouse. The children of pre-school all come from Huaxiang Township that receives free education. The classroom toward directly the

basketball ground where is a part of sports ground. It has two basketball stands and a fit cement tracks—this is the only one outdoor sports facility. In the class break, some student plays here but they often use volleyball or rubber ball shoot at the basket. I asked several students why, they said the basketballs which the school distributed to each class all was broken. There can be considered other sports due to the space limited. Undoubtedly, it forms snow cover and puddles of water when the snow day comes, but it still become the most enjoyment of recess games of Tibetan students. The school has two students with disabilities, the physically disabled one sometimes play snowball fight with other classmates or ski with self-made snowboard in the school sports ground where the snow freezes. Another mentally disabled student will not attend an open field activity.

There has been an only public toilet in the school which provides for all the students, teachers and their families. It is located in the road junctions among the student dormitory, teaching building and teachers' apartment. It is in fact a grim problem to keep clean with regard to scarce water of the school. It also brings any inconveniences for children with disabilities due to the gradient, ladders of toilet. The duty teacher Yonggang said, "We are worrying about the safety problem of public toilet for all of the school person not only students, for instance, only gradient in the entrance without ladders, no armrest and lighting facilities... to say nothing of children with disabilities." But he disabled student Cairang think less than his teacher that, "the school toilet have already convenience more than in the pasture where we go to toilet anywhere." There have been two different values of the physical environment between the student and teacher in the school.

Apartments of teachers are sets behind in the teaching building which is a single-storey house beside the Huaxiang Mountain. The room proportion is distributed according to combine the family size and educating age of teachers. For instance, teacher YungChen owned three rooms because she has four family members and with 16 years length of professional experience. But the newly-married ChunMei, dean of studies, have two rooms. Most of beginning teachers in the school only have a single room. The purchasing of household appliances and daily living consumer

goods is all by themselves, to do the sleeping and dietary regimens all in their own room. Some teachers love to move the desk and chair out of their rooms, chatting with people, reading the books, checking homework, or napping under the sun umbrella while they met a king's climate of weekend. It is conveniences and economized for school life if teacher-teacher marriages who both work in the school. But it is a significant risk of home life of teachers and stability of teachers due to a separate family which is a common phenomenon in the school.

2.3 Daily schedule

The school day starts at 6:40 in the morning. Students should complete rising and washing before that time. 40 minutes of “morning reading” is in the sports ground, which the participants are all the students, the teachers on duty of each class and the chief officer. The students take the textbook and moving with loudly reading, units of 3 or 5 classmates. The original intention of the teacher is “reading loudly” can be increased the memory of knowledge, and students believe that “loudly reading” would not influence each other at close range. During the “morning reading” time, each teacher on duty is responsible for the supervision and guidance around the students, but the chief officer is monitoring and supervising among all the classes. Contents of “morning reading” usually are varied depending on the different subjects. The times of “morning reading” usually “walking” before the daybreak, even breaking dawn sometimes rely on the voice of reading by children. However, the early morning of temperature in plateau indeed too low, but their learning spirit and willpower always made me inexplicably moved from inside spontaneously—sometimes, I tried to wake up from the warmer sleeping bag in the duty room to observe the reading activities by children through the windows in the early morning, but felt too cold so that stiffly struggled. It also made me puzzled that if this learning arrangement outside is suitable for both knowledge increasing and willpower exercising. To solve this mystery must look the facts that the mean annual temperature here is only -4.1°C . A teacher whose on duty said, “we also deem that the temperature is too low, but it is a good thing for

students if they have more learning times, and it is benefiting for willpower exercising outside. At last, it becomes a learning arrangement habit in school gradually, may not be so worrying about the influences of temperature. What's more, they are not so delicate in the plateau children.”

The “morning reading” is based on the students standing and reading in the sports ground as the mainly learning pattern. Then, the “morning self-study” does the same things but should move the body into the classroom from 7:40 to 8:20. Contents of “morning self-study” generally include four subjects; they are Tibetan language, Chinese language, Mathematics and English, which are responsible for each subject teacher. For instance, class 2 grade 1 have Tibetan language lesson this morning, thus the subject teacher of Tibetan language will be arranged in the lesson of “morning self-study”. The teacher usually uses the teaching methods as reading, recitation and dictation into the lesson in order to help students improve their learning abilities. The “morning reading” and “morning self-study” are the warm-up of school learning, the purpose of both the time “early” extruding and the “willpower exercising” expressing by the school. In most of the time, in the plateau which has a long chilly season, the velarium in the sky often opens after those two lessons. Students should finish the breakfast in the dining hall during 8:30 to 8:50, the new learning day begins.

The first lesson in the morning begins at 9:00, it has 40 minutes. After 10 minutes class breaks, then begins the next lesson until 10:30 which it finished. The mind and body of students and teachers are reaching the boundary of tired after 4 hours learning while they came. Thus, there is the class exercise time from 10:30 to 10:50 that is a mandatory activity of physically and mentally restored at all. When the bell ring, the campus radio to sound the musical composition named “Sportsmen March” at the same time to remind all gather in the sports ground on time, to do the exercise by the forms of radio calisthenics or Tibetan dance Guozhuang. The official repeatedly emphasized that all the teachers must attend the class exercise and reduce the risk patients of occupational disease as much as possible, which the teachers happy to accept it. The third lesson begins at 10:50, then the fourth lesson from 11:40 to 12:20. Therefore, all the lessons in the morning have done, and the students enter into the

lunch break time from 12:20 to 14:50. Under normal circumstances, the subject teacher, life teachers⁴² should supervise the students back to their dormitory take a nap. But also have students to do some outdoor games or their homework.

There have been two lessons in the afternoon which begin at 15:00. Likewise, each class has 40 minutes and then rest 10 minutes until finished at 16:30. Those two lessons and the four lessons in the morning are the formal curriculums in the school, so that gathers the majority of main subjects as Tibetan language and Mathematics will be arranged in those six lessons. Hereof, all the prescribed curriculums have done. After half an hour of extracurricular activities, it will be entered in one hour night self-study times from 17:00 to 18:00. At this moment, the sky still dawn, but the official consider that, on the one hand, from the perspective of plateau temperature, the nightly are colder reached sub-zero which influences the students' mind and body; on the other hand, from the point of the needs of school teachers and their families, it should spends more times to take care of their families and to communicate with members, especially most of them are female.

Dining time starts at 18:00. Until now, all the lesson of this day is not done. It will have a class of "night review" for one hour which is the time of homework, or review to the important and difficult points of the course. Some teachers will use the time fully to teach the "student with learning difficulties" one by one. Teachers try the best to request the students finished all the homework during the class. The study of one day finally ending after the class of "night review" and students finally back to their warm dormitory to have a good rest, but teachers should mark exercise carefully, writing lesson plans and their housework. At the moment,, the darkness falls, the plateau night was silent.

2.4 Some important "school ceremony"

It holds the flag-raising ceremony at 8:30 on Monday morning every week which is

⁴² Life teacher refers to in Mainland China boarding schools, there are caretakers who are responsible for management of students' residential matters, caring about students' feelings, and enriching students' school lives.

a compulsive at all. Campus radios will reminder that before the ceremony. Students wear tidy clothes and bright red scarf stand on front of flag tower as the unit of class. Teachers are standing behind them. The students of higher grade and the teacher on duty will host the ceremony. Three students walk on the platform with tidy pace—there are one flag raiser who fixed the flag on the rope and two flag-bearers are standing beside. The flag-raising ceremony begins, and all of the students and teachers are sing the national anthem and salute at the same time. There have three steps consists of the ceremony, they are flag-raising, keynote speech with Tibetan language and Chinese by student, and the job summary and arrangement of this week and the next. Totally time will never be more than 30 minutes so that not influenced the first lesson in the morning at 9:00. Nowadays, the flag-raising ceremony is the most important ceremony in the school with a grave occasion. Almost all the teachers deem that, it has the most important facilitation role of patriotism in developing, national cohesion and the outlook for the country increasing.

The setting-up exercises begin after the second lesson of every day's morning which has the comfortable and lively atmosphere. The original intention is the compulsive and positive ways of resting that also known as break active recess. The school has a special arrangement that interchange radio calisthenics with Tibetan dance Guozhuang—which is popular among the Tibetan area, is a large-scale dance that is indispensable for the major Tibetan festivals. Compare with radio calisthenics, the Tibetan student universally owned superiority on the aspect of dance mastering—just as what a Tibetan proverb said, “the Tibetans can walk can dance.” While the bell ringing, no matter students, teachers and school leaders, all should put the works down and go and dancing Guozhuang in the center of sports ground. Currently, Tibetan dance Guozhuang has become one of a special activity in the Tibetan school. Thus, Tibetan school has been taken the important field to inherit the Tibetan culture, and the school official tries their best to inherit the Tibetan Dance Guozhuang passed on generation after generation.

Students are always looking forward to Children's Day coming. This is the grand festival for the entire school. On this day all the students and teachers usually dress up

for the holiday celebrations. All kinds of traditional ethnic activities such as Tibetan Dance Guozhuang, ethnic-minority costume shows, Tug-of-war competition. According to the routine, the school will show in class as the unit with performance and competitive activities, teachers also would participate. The student Droma recalls, “We are getting ready for indigenous dancing, modern dance, even hip-hop and other talent show. We are very happy when the teacher tells us it will be held on the festival of Children’s Day, all the classmates are cheering in the classroom. ” the festival usually holds two or three days, but not every year has, it depends on the financial situation of school or the whole learning season arrangement of school. A variety of ethnic minority activities are neatly set into the festival, which is fully given expression to the ethnic elements of daily life in the Tibetan area.

2.5 Curriculum provision and teaching contents

The school is always in the process of optimization of the aspect of curriculum provision. Since 2008, they cancelled 4 curriculums as Physics, History, Geography, and Natural Science. It sets up 9 courses, they are Tibetan language, Chinese, Mathematics, Art, Music, Science, Physic education, Labor skills, Ideological and moral lessons at the junior grade (Grade 1 to 3), and it set another 2 course as Computer and English at the higher grade (Grade 4 to 6) under the basis of lower grade. Finally school curriculums optimized as 11 in all. The curriculum setting is drawing close to the requirement of the general teaching outline so that to appear “the complete unification” of Tibetan education.

It takes Chinese textbooks as an example. The school now gradually cancels the Tibetan areas unified textbooks, but takes People’s Education Press edition as teaching material which the same as non-Tibetan areas in mainland China, in order to make the students have more competitive in the unified examination of future’s non-compulsory education stage. We know that, “the Chinese teaching in primary and secondary schools of Tibetan areas is the second language teaching, it should take language teaching as the center, takes the speech skill enhancement as the purpose.”

(Di Guowei, 2006) Therefore, it causes Chinese textbooks by using in Tibetan areas which the purpose is creating suitable Chinese language environment for Tibetan student, then realize the transition from the Tibetan language to Chinese language. However, “in the course of second language teaching, the teaching language should go through a transfer process as the native language of the student—simultaneously usage of native language and purposive language —purposive language.” (Di Guowei, 2006) Meanwhile, “the communicative environment and scope of language using of the most of Tibetan students are limited, so that the lesson Chinese and its homework become their mainly environment by Chinese language usage, even the teaching language by teachers become their object of study and imitate.” (Di Guowei, 2006) So, under the perspective of language teaching environment transition of losing that should be brought shocking. How the teachings make the stable language and knowledge basis of Tibetan student as stronger competition?

In recent years, the computers, networks and other modern teaching facilities provide the hardware support on the development of the modern school and the improvement of schooling education environment. The computer room in the school has 41 desktop computers and 2 projectors. The school arranges an executive teacher teaching the lesson part-time and manages the classroom especially. This teacher said helplessly, “the electric power facilities and network conditions of Huaxiang Township are often unstable so that cannot ensure the usage of computer and networks resources at any moment.” Now, the lesson Computer only set in grade 3 to 6, which have two class hours per week.

On the aspect of equipped and using of teaching instruments, the school appears bipolar condition as following: on the one side, the school respectively equips the teaching instruments about teaching apparatus, information education instruments and sports mechanics which conform to the quantity and quality requirements of “two foundations” of Madoi County. On the other side, the utilization rate of teaching instrument of more than half of school teachers is zero. Such high vacancy rates lead to more instruments should stay at the school warehouse calmly. One of the school teachers told the “trouble”, that “the school has produced related requisitioning

system of teaching instruments, so that we need to register to receive it at the designated place specially, it should return it within the prescribed period of time. ” she believed that the complex receiving procedures made the real trouble.

The school pays more and more attention to the aspects of teachers’ lesson plan and preparing in recent years, but still has a few teacher repeated use of one teaching plan and appears to lack of knowledge and a new understanding. Teaching plan censorship now has not reached to the extent of quality review, but only with amount controlling. Not bad, some teacher tries their efforts to renew the lesson plan seasonably, or made it plentiful and diversification by the way of cooperation benefits each other. Because of the audit system of teachers, so they have at least three inspections in the opening, mid-term and final to the lessons of the individual teacher in the school season. Under the situation of lack of regional textbook and knowledge, some of the teacher would teach indigenous knowledge in their lesson. For instance, teacher Nanxia arrange his Art lesson at the pasture where out of the school, first, let the students sit on the grassland, then to observe the features of Tibetan pasture, a few minutes later, to request them describes the hometown in the heart according to the current scene. This scenery teaching method lively shows that, how wonderful of natural lessons are, so that to cultivate the aesthetic sentiment, to strengthen the plot of hometown and to develop the creativity and imagination of the students.

Lahm is an excellent and well-developing student in grade 6. She has owned recognition of “special group” in the daily learning process. She clearly remembered that some related contents about “disabilities” in textbooks which learned before. She said, “Hawking enrolled in the Oxford University when he was 20 years old, he had a terminal illness at the same time. His hands and feet only a little perception, thus sits on the wheelchair, but he makes an enormous accomplishment later.” She really touched the strong-willed and indomitable spirit from him. Lahm read some writing works of Helen Keller from the library of the school, “She suffered from a strange sickness when she was only nineteen months old and live in the world of silent speechless for a long time. She completed the book ‘If I Had Three Days in the Light’, so that I was highly admired for her talent and spirit.” All of above she said comes

from the textbook of Chinese and the book for outside reading, but no impression in Tibetan language textbook or the process of everyday teaching from school teacher.

2.6 A group of young teachers

There are 24 full-time teachers in the school in 2014. From the view of ethnic composition, there are 20 Tibetan teachers and 4 Han teachers, which appear the coexistence phenomenon of “Tibetan teacher-based, Han teacher-aided”. From the view of gender, there are 9 male and 15 female teachers. From the perspective of education background, there are 2 teachers with degree of education technical secondary school, 11 teachers with a college degree, and another 11 teachers with bachelor degree. On the aspect of age structure, 21% of all the teachers are the age of 20 years or above, 63% of which are the age of 30 years or above, 16% of which are the age of 40 years or above, thus it can be seen, the school is a group of senior teachers. From the point of graduate school, there are 20 teachers graduated from the Qinghai Province except other 4. The graduated from being concentrated in Qinghai Nationalities College, Qinghai Normal University, Qinghai University, Golog Nationality Teachers College. Tibetan talents learning and working in the local have a larger proportion. From the point of teachers’ major, the most major is Tibetan language which has 9 teachers, the second more is Chinese language and literature which has 9, the rest respectively are Computer, Mathematics, English of 7 aspects. Because of school curriculum setting, 71% of totally teacher population that majors is not in demand, so that they cannot use their majors in practical work.

From the view of numbers of teaching staff in recent 8 years, for respectively 21 in 2007, 21 in 2008, 19 in 2009, 19 in 2010, 26 in 2011, 25 in 2012, 23 in 2013, 24 in 2014. The school has been rated as the reasonable “student-staff ratio”, but there exist a special phenomenon behind the stable group of teaching staff which the dean of studies ChunMei said, “it is meet the requirement of ‘student-staff ratio’ according with the statistics of the number of school teachers in the roster, but it does not mean the number of actual work in the school.” Some teacher doubt that, a few teachers

only in the roster without work. Generally speaking, few teachers obtain the salary without working. Therefore, there having an unreasonable ratio in “student-staff”, so that no mature teacher resource administrative system here is the best problem which the school faced. From the view of teachers’ stability, the school exist some hidden danger, they are: firstly, the numbers of teacher not enough to satisfy the teaching demands for a long time, so that leads teachers overloaded with work, limiting their capacity to undertake teaching. Secondly, the family factor of non-Tibetan teacher and non-native teacher have possible to shake the stable state of mind.

According to the results of a questionnaire investigation of 19 teachers, there has been no one to accept the training of the related professional knowledge about special education or inclusive education. Most teachers have no idea about the concept and principle of “inclusive education”. In the interviews, respondents mostly understand the student with disabilities usually from the perspective of sympathy, they deem that the disabled children now learning in the school has enough because they have already overcome a lot of difficulties such as dysfunction and life inconvenience. And then, teachers are often toward the disabilities with the same educational methods as the normal student, or to cut their learning requirement due to the physically handicapped. For instance, to arrange the mental disorder student sits on the front classroom, to let the physical disorder student do less sports or labor activities. On teaching method, most respondents express that they have no distinction between disabled students and the normal. Because the overloaded works teacher has, so that they cannot teach students with individual educational plan for all.

The dean of studies ChunMei is few teachers were participated the training outside the province, just only an experience. She was attended director of the school educational administrative work certification training in Shanghai as a school dean of studies. But the reason for participation is all the school dean of studies should employment with certificates in Madoi County which the official files, and obtained the certificates should training and assessment. Many teachers feel hopeless that they thought, “The teaching quality improvement and student achievement depend on the teachers keeping learning and training, as well as the self-perfect of teachers.” How

the teachers improve the teaching quality? If there's no upgrade their knowledge system. However, there have more training opportunities for Tibetan school teachers, but the fewer teachers can be obtained. Obviously, there has a realistic contradiction between the educational qualities with teachers' vocational training.

The curriculum schedule of class 1 grade 3 shows that, YungChen is a teacher who is teaching Tibetan language, Science, Labor skills, Ideology and morality, Music totally 5 subjects in a school season, in addition, she is also a head teacher. PuChung is serving the teaching works in Chinese language, Art, Labor skills lessons. What's more, she also is serving the executive office work in the school. From the view of the teaching task, she has 3 subjects teaching works to do; she has no rest time under the basis of 14 class hours per week. This phenomenon is widespread in case school, even in the schools of Tibetan regions. Some teachers indicated that overloaded works disturb the school and teachers over a long period of time.

Moreover, the works beyond teachers' duty as "safeguard stability", "the mass line" which also troubled teachers in the school, most teachers feels bewildered, they said, "The school is close to the state highway which is the only way that leaders at all levels must be passed. No matter is the campus image presentation, or educational supervision, there is no way to go." Usually, teachers put the teaching works down and organized the students to meet all kinds of inspection. Thus, it becomes formulaic burdens which simply waste teachers' time, as well as to disrupt the school order. Some respondents showed an optimistic attitude, they said, "at least we have one aspect of the performance got leaders praise."—all kinds of inspection have been by the unanimous praise over the years.

3 Life stories of Tibetan teacher YungChen

3.1 Afternoon tea of Teacher YungChen

My reporter ChunMei is the dean of Huaxiang Tibetan School. She told me that the first person she would recommend to me was YungChen after she knows my research purposes and some personal thoughts. YungChen is a Tibetan female who was born in

1976. She is the colleague of ChunMei and best friends. In a long period of time, ChunMei was a regular dinners for YungChen's home, though the distances between their apartments just less than 100 meters. The teachers' apartments were built on the back of the main teaching building. There are three rows of simple and crude town houses made of bricks and tiles. Each row has over ten rooms. Though these houses have red roofs but still look very shabby compared to the body of the back mountain. These houses look like the kind of 1970s popular mainland style that has red tile gray bricks, boxy, no gorgeous location or colorful interiors. However, compared to the pastoral tents and sheds or soil sheds, these teachers' apartments at least more solid than them from the outside appearance. There is one muddy road between these rooms, without any gravel on it. May be the eve of rain or snow not yet fully absorbed by the soil, seems limp onto the ground.

There are four people in YungChen's family. But just three of them are resident population in Huaxiang Tibetan School. There are YungChen's husband, their second son and YungChen. As for YungChen's daughter who is a high school student study in Madoi County so she only back home on holiday occasion. Sometime, YungChen's mother will visit them and stay here for some days, then back to the town near there. When I first time visited this school, I was guided to YungChen's home from the Duty Office by ChunMei even if I have not remove my backpack and settle down. During my first visit, YungChen's mother was there too. She brought some fresh Tibetan butter for them. The family looks warmly and lively. ChunMei likes this happy family atmosphere very much because she lives alone here. She and her new husband live separately in two places. So almost every day these two friends go to work together, off work together, cook together or chatting together. ChunMei can speak some Tibetan ordinary language. She learned it from YungChen's home. YungChen has works in school for sixteen years. She is a good adviser of ChunMei. Maybe just because this, ChunMei believed forthrightly that I can got all answers about this school's history and reality from YungChen. I do not doubt that.

She looked so shy. Her face was red. It was not only because she has the Tibetan Tradition Red but also because the shy when she met stranger. During the time I sat

there, YungChen just doing some house works or chatting with ChunMei. YungChen did not talk much. She is an introverted person. My judgment was confirmed in daily contact with her later. YungChen's husband Tsering showed his extraordinary kindness to me. He beckoned me to sit down and offered his help to unload my two heavy backpacks from my back and check. With his remind, YungChen had just understood the situation, she began to work with my arrival. I feel a little embarrassed for their enthusiasm. YungChen went into the house and brought out a plate of fried dough cake which was a mixture of butter and flour. It looked golden. She motioned me to taste it. I know this was the most noble courtesy guests can get when they visit the normal Tibet family. Plus they have already set full of fruits and candies, the desktop looked very rich. There is a phrase which praise the Tibetan just like "The costumes worn in his body, the food left to the honor guest" suddenly emerged in my mind. I as a guest faced full of happiness at once.

Tsering is a typical Tibet man who has a chiseled face with a handful of beard and dark skin. I call him teacher when I first meet him. In fact, he once was a principal in Huaxiang Tibetan School that means he is the veteran leader of this school. However, he was transferred to the government later, as deputy mayor now. When my second visit of them in 2014 winter, he was transferred to Madoi County Standing Committee from the township government. Probably because of the long-term government work, Tsering has a set of interpersonal etiquette. When I just sit down, teacher Tsering inquired me which one I want to choose between butter tea and ordinary green tea. Tibetan butter tea is an ordinary life drink in Tibet family. The Tibetan people drink it almost every day. As for the majority Han Chinese or other ethnic people, Tibetan butter is not a necessity in their lives. They even rarely have the opportunity to taste it. So his ask showing that he has seen much of life, because he knows the eating habits difference between different ethnic groups and this difference may give inconvenience to people from outside. I ordered green tea. He took out a ceramic cup with a handle from the house firstly, and then he soaked the green tea in it. They choose to drink Tibetan butter tea filled in the Tibet style cups.

YungChen's second son's appearance and character are from YungChen. He is not

good at words when in front of stranger, he just smile. When he saw my arrival, he left his seat slowly and walked straight to the door and leaned against the wall. Though this was a short distance, he walked a bit slowly. He looked at me from time to time while we talking. But whenever our eyes contacted, he buried his head shyly. That day, he dressed in red robes. Teacher YungChen calls it “cassock”. According to my limited experience, he is a monk in Tibetan Buddhist monastery. In Tibetan, it is still a common phenomenon that one family with a son must have a monk. However, the monk appeared in a home with two teachers still instantly shocked me. Later contact confirmed that YungChen’s son is a sixth grade student in Huaxiang Tibetan School. His hands and feet are inconvenience because he suffered a serious illness that caused his muscle atrophy. When he recovered, his body bear partial disability.

When speaking of his son's disability, teacher YungChen opened her dialogue box. She looked a bit emotional. I can see there was something deep in her heart. Initially, the child had sustained fever, but at the end lead to meningitis firing just because he hadn’t gotten timely heal. After the illness delayed too long, the couple began to visit good doctors to heal the child. The family visited to Madoi’s local and major hospitals in Qinghai Province. They have tried Tibetan medicine, Chinese and Western medicine, etc. Most doctors told them that they had missed the best time for treatment. Later, the couple believes in Tibetan Buddhism. They went to Golden temple, asking Living Buddha whom are good at Tibetan medicine and whom can tell the future. Buddha said that was a n incurable "disease". The child cannot quit it, but his life can be extended if he always covered the robes with Living Buddha’s blessing. Because this Buddha was a very prestigious one in local place, the couple believed his words. YungChen told me his son needed to wear the robes for a lifetime, if it was not allowed in working place in the future, then his son would go to the temple. It seems that the couple will totally believe the robes have magic. This magic robe can promise their child a healthy long-term life. So I can saw YungChen’s son just wearing a coat of Tibetan Buddhism, while learning the knowledge of science and culture. YungChen’s son listening to dialogue about his own medical records history, he occasionally bow his head and did not say anything, his face in a calm.

3.2 Growth and family life

YungChen is a local native Tibetans in Madoi County of Qinghai Golog prefecture. She lives in the Tibetan pastoral since she was a child. Because she is a girl, so when she was ten she had just studied in the pasture boarding school in the county. Though both the boarding schools, compared to Huaxiang Tibetan School, the school she had studied before is worse on the condition of living and learning conditions. Before she was attended the inauguration of the school than now stepping Tibetan schools a lot worse. She told to me that the Tibetan children are happy now because they have good reading condition. It was a “five year” primary school. After graduation, she was admitted with honors to Madoi County Tibetan Middle School. This school is a well-known local school with a history. YungChen has spent three years in the county. It was her first time away from pastoral areas and left parents to the county. In order to realize her teacher dream, she has entered to Golog Prefecture National and Normal School after she graduated from junior high school. This school is the only high school in Golog prefecture. At that time, YungChen’s major was education. She determined to be a teacher and dedicated to Tibetan areas’ education. After graduation, she was assigned to Huaxiang Tibetan School and working until now. After she began to work as a teacher, in order to improve herself, she had studied the Tibetan language and literature in Qinghai Normal University in her spare time and gotten an undergraduate degree.

YungChen is a local native Tibetans in Madoi County of Qinghai Golog prefecture. She lives in the Tibetan pastoral since she was a child. Because she is a girl, so when she was ten she had just studied in the pasture boarding school in the county. Though both the boarding schools, compared to Huaxiang Tibetan School, the school she had studied before is worse on the condition of living and learning conditions. Before she was attended the inauguration of the school than now stepping Tibetan schools a lot worse. She told to me that the Tibetan children are happy now because they have good reading condition. It was a “five year” primary school. After graduation, she was admitted with honors to Madoi County Tibetan Middle School. This school is a

well-known local school with a history. YungChen has spent three years in the county. It was her first time away from pastoral areas and left parents to the county. In order to realize her teacher dream, she has entered to Golog Prefecture National and Normal School after she graduated from junior high school. This school is the only high school in Golog prefecture. At that time, YungChen's major was education. She determined to be a teacher and dedicated to Tibetan areas' education. After graduation, she was assigned to Huaxiang Tibetan School and working until now. After she began to work as a teacher, in order to improve herself, she had studied the Tibetan language and literature in Qinghai Normal University in her spare time and gotten an undergraduate degree.

On the top of Tibetan wooden cabinet, there are two Thangkas of Buddha; one is Dalai Lama's, other one is Panchen. In addition, it enshrines a number of metal Buddha sculpture and several light butter lamps. During the holidays, YungChen will light butter lamps for family's safe and auspicious. When speaking of parents, YungChen always feels guilty and regret. Her elderly parents living in pastoral area, they visit her from time to time. But because of her work, she rarely returns to the pastoral to visit his parents. She said that if living condition permit, she will live with parents together here. The "conditions" she means are housing and time. It will be crowded if the parents come to live with them together. One time condition, YungChen and her husband have no time to take care of elderly parents and younger son's daily diet. They will have some free time during summer and winter vacation. During that time, they plan to invite parents to live with them in Xining, but their older parents will suffer tired journey and different lifestyle. This is a dilemma.

At YungChen's home, they often have deep-fried fritters, cakes and other Tibetan baked desserts made by herself. Every time I go to her house, I will see her fry mixed vegetables and beef dishes if I fortunately meet her cooking. I can hear the fried voices in the simple pan from time to time. The living room is filled with oil smoke. In 2014's early autumn, YungChen's family has suffered some changes. Because of the work arrangements, YungChen's husband had transferred to the town government as civil servant in People's Committee of Gyaring Lake Township. Since

then, Tsering's workplace is in other pastoral far away from home. Only at weekends, he will spend 1 hour on the way backs to home. Teacher YungChen can't take care of her son's residence alone. Considering of the family's situation, the couple decided to let the son whom just graduated from elementary school drop out of school and learning by himself. She is worried about his son every day since he is a disabled child whom can't take care of himself. Without their look after, who can help him, how he feels at home, can he finish the home work, these problems bothering her in recent days. Indeed, she often has home care.

After her son has suffered illness, for a long period of time, she will exercise her son's life self-care ability to enhance his withered hands and foot, such as dressing, doing simple labor, etc. They thought these things would help her son to be more independent. No matter how long it will take him to do one thing for his inconvenient, she will carefully watching and guiding nearby. Her son has gradually learned some family stuff he can do. However, they are often in a hurry or do not have enough time to wait her son do these things by himself, so the child's daily diet work was done by them gradually. After that they hurriedly back to job. The whole family has some changes in recent years. In fact, the change from the "son-centric" to "work-centric" is just the two years' thing. Their lifetimes are gradually be occupied by their job.

Now, YungChen said: "I don't mind my tire if I have time to help my son. The most important thing is that I can do something for my son in the limited time to decrease the pain of health reason." Every day, the first thing she will do is cooking for her children after work. Her weekly working time is increasing than before. The family now has one idea that teacher YungChen will work at county's school if Tsering's working place is unchanged. However, they worried about the uncertain of Tsering's working place. Tsering's job now has fixed term. He may works in other place in the secondary term. So they family will eventually separate. If thing like that, they may be in a long-separated state. So now, all plans look weak when face the reality. "It does not matter where to live, the most important thing is that the whole family live together." YungChen said. Though the distance between Gyaring Lake Township and Huaxiang Tibetan School is just thirty kilometers, it is still not convenient to live there.

Considering they can stay with the child, they don't care about of the living conditions. It can be said that this time might be their trough. Actually, as early as 2006, the family already has experienced a large trough. That year, she has transferred to the Yellow River Township Center School. Her husband also works there. Life became nice, but unfortunately his son suddenly ill. In order to heal her son, they have visited many hospitals in Xining. For the convenient of her son's treatment, they have done every possible thing to apply for the transfer back to Huaxiang Tibetan schools. Life finally became calm and quiet.

I thought, as educators, the couple should spend more time on their two children's education. However, teacher YungChen's word amazed me. She said they no time to tutoring their two children. She added: "Let alone our own children, even the students we teaching our class, we have no time to tutoring them. We have no time to teach them the knowledge on the books. These students often finish their tasks and homework by themselves at school. If we have chance at home, what we can do is to educate them how to behave." "Where's the time?" She told me the truth. Except of the normal school hours, she spends her spare time on correcting students' homework, preparing class. And some home stuff also occupies her time. The couple pays no educational attention to their own children. Their children grow up under other teachers' care. They have gained good score by their own efforts, especially the older daughter who studying in high school now. YungChen felt guilt and remorse to this. She slightly choked that "I spend Most of my time on the school level, but ignores my children at home." She looked at her son when she speaking. Her eyes were red.

"Yes, I am a religious person." YungChen was blunt in her reply. "Most of our Tibetan believe in Tibetan Buddhism, there are many monasteries and white tower surrounding in our township where we live, lots of native people go and serve Buddha at regular intervals, we believes that where is the Buddha, where is direction of our pilgrimages, and in the spirit of each Tibetan people is a bower for their spirit." It's hard to image that, she takes education associated with Buddhist teachings. She said, "there has many different understanding in treat with students, as teacher, we should to provides education for all, however, we should not only realize and cultivate their

one aspect advantage or disadvantage. If teachers are tries our best to provides helps so that makes great improvement maybe. Those all the same as Buddhist teachings that all the people have their own characteristics, but our education can be improved.”

3.3 School things

Although the school gave YungChen additional work, she still has beautiful impressions on this school. She said the benefits of work meet with their needs. So their lives are getting more and more comfortable. She added, except of less personal time, the other things in here are good. She is a contended woman. In recent years, the Chinese government continues to invest in the Tibetan areas' education to ensure the Tibetan teachers like YungChen can have stable income. YungChen did not express the desire of wage's endless growth. However, she worried about the wage growth might change situation and give them more pressure. Since now I have little family time, if wage growth, we may have no time. “It seems that she cannot endure more because of the current work and family pressures.

YungChen began her teaching career since 1998. Now she has a primary teaching qualification certificate. The fall semester of 2014, she taught mathematics to third grade students. There are 22 hours per week, including core classes and sub classes. She smiled and said: “The burden is fairly large. I have a sufficient time to complete my teaching task, but because of I have parents and children, this made me cannot concentrate on my work. I thought about them every day. Did they get up now? Did they have the dinner? Can they take care of them? So when I feel a little absent-minded when I teaching. If I do not have these family problems, I think I can handle my workload now. ”When it comes to the relationship between work and family, YungChen's tone was somewhat hasty and excited. She looked at her mother and child after that. I could feel that she thought she owed to them."In fact, as for teacher training, I have some willing. I also agree that training can help me to receive new expertise knowledge and get a chance to communicate with peers or listen to the guidance of experts and professors. This is a good thing. I teach Tibetan mathematics,

so I want to take some math-related professional training. However, because of the overload workload, we almost did not go out of training. “It seems that training was an annoying thing to YungChen.

It is ridiculous that there are annual training hours requirement to assess teacher’s performance on the current evaluation system. At the end of semester, teachers struggled to find the training opportunities, or use other forms such as on duty instead of training hours to make up for the lacking of training hours. Most likely, their limited summer and winter holidays was occupied by forced training. They participate in a variety of training in order to get more assessment points. As for using the holidays to participate in-service training, Voices has a different view. She said, “Our family has elders and children. We need to go the hospital in Xining. So we want to take advantage of the holidays to complete these things we can’t do in our normal time. Now it becomes one kinds of difficult because we had to attend the training. ”

In 2009, YungChen was awarded as excellent teachers in Qinghai Province. She is also a representative of the people's committees. Her main work is related to education. Such as communicate with county leaders on education or reflect the existing problems in local education.

3.4 Special education nearby

The special education around YungChen was started from their own family education. Her younger son’s disability has made her feel guilt. There is no a disabled child or special kids in her class. However, she knows there are disabilities in other classes in this school. "YungChen told me she did not worry about the mighty additional burden if there are disabilities in her class with 50 students. She would like to think learning strategies according with their different learning condition. If disabled students transfer to her class, she would use the same strategies. She said that she would consider physiological factors because of their disability. YungChen showed her sophisticated and confident again. She added that she would accept disabilities except one with brain problems. On that condition she would recommend

them to other special schools. That means the visual, the physical and other hearing disability will not affect her teaching. But special children with intellectual disabilities might reflect her teaching achievements. There is a deeper problem behind of her words. There exists achievement assessment of school's evaluation system. Once the student scores below the county average scores, teacher performance will be affected. YungChen said, "I suggest students with disabilities go to special schools because their teaching methods and facilities might higher than ours that can meet with their learning need. Besides that the learning requirements are different between normal students and disabled one. The learning environmental requirements at least can meet the special students' needs." YungChen knows that the current schools haven't the "resource room" and other physical environment for children's special learning needs. She also said that she did not know whether the normal teaching methods were suit for the disabled students? She asked one question that did special teachers have particular teaching method. She was unaware of the difference. Before that she has no access to contact with special school counterparts. She also has no chance to communicate with them. She has these questions just because she has no idea about teachers in special schools. However in her mind, she imagined that the special educational teachers must have different mentality and definitely has benign moods when they faced with different special students every day. She thought the special educational teachers also should have two qualities. One is "patience"; the other is "kindness". Patience let them believe that disabilities can be taught. Kindness is the fundamental attitude ensures teachers accept them from their hearts. YungChen added that teachers might also have special skills, such as teachers should familiar with Braille or sign language.

"If you have the knowledge of special education, I am willing to learn." When we talked about special education, YungChen mentioned the training topic initiatively. I immediately asked her one question why she cared about the special education training, did it just because her son's physical disability. She admitted it honestly. She said she did not know the teaching methods designed for her son's disability. If there has one, she would happy to learn no matter how busy and tired she would learn it.

She added, “If the students were sent by parents to our ordinary school, I will teach them with the same teaching methods. I will also care about their special need help according to their personal aspects. I believe that I can achieve educational goals once I pay attention to them from the heart and have long-term education program.”

3.5 Remarkable students

“Some of students I taught usually come back to see me.” YungChen said with a satisfied smile. “In my memory, there has a girl student who was learning in the school of Yellow River Township makes me impressed. She is a local native Tibetan, and now study in the Northwest University of Nationalities. She will graduate from the university this June and work in the Madoi County. Why I have impressed? The first reason is, it is hard to have a college student here (the Huaxiang Tibetan Township), then, she is a worked so hard person who so clearly understood respect person and contribute to Tibetan society, it’s a good example that she will work back to their hometown. It is only a few young people willing to return when they have been gone to the Golog Prefecture or Xining City now in our township, due to the poor conditions on all aspects. So, it appears very commendable while she made her job selection back so that we have seen a hopeful glimpse of Tibetan future.” When it comes to the topic of impressed student, YungChen lovely to talk about it, her eyes danced with delight. But she has a little bit embarrassing when we talk about the negative of the students in her class.

“There has no special bad students, but have ‘students with learning difficulties’. They felt so inhibited and their difficulties mainly reflected in school record. As a teacher, I can do is to: show solicitude for their learning and living. In learning, I would ask them what kind of problems they didn’t understand; in daily life, I always reminder them to wear clean-washed clothes and maintain the personal hygiene so that we cannot feeling a little disconnected. Step back again, I can encourage students with learning difficulties from other ways without study, and we need to cultivate their personal living habit such as time keeping, good manners and trustworthy. It

should learn in the early years which will be with our entire lives.”

3.6 The expectation of Tibetan school

I always expect that respondent teacher can be put forward some problems they faced in school from their perspective, or some new constructive thought or idea. But they often feel pressured to talk vaguely. However, YungChen at least gave me positive answers for three times: the one is cognition to the low level of teaching quality, the other one is the opinion of teachers' salaries, the last is the worried about lack of Tibetan elements in textbook of Tibetan school. She said, “I'm very clear that, our Tibetan school have low level of teaching quality now, even can be described the words ‘the low side’”. The author remembered the girl college student that she mentioned above, which is hard to have a college student in the township, especially in big environment which takes examination record as an only assessment standard of educational quality, the teaching level is the direct factors caused the school record of students. So that it is so precious for become a college student. YungChen has satisfied her salaries, she truthfully answered: “it was not bad in food, clothes, live in larger homes and enjoy better transportation services in recent years. But the salaries of teachers were still lower in the nearby villages.” Due to the status of the representative of the National People's Congress, she also concerning about the village education and teachers, perhaps she was a village teacher before. She said, “There have many difficulties in the nearby villages, including the lower salaries of teachers, but their education enthusiasm decided the fundamental of whole level of Tibetan education so that we have to pay more attention.”

YungChen wishes all the students have a good school environment although they are in the Tibetan pasture, but they also need sports ground for play and warm classroom for study. She hopes the environment change can be made better comfortable. The author remembered a picture while in the process of field works that several pre-school children played around the puddles of water outside, and some students shoot at the basket by football, which enjoys their poor educational

environment. It deeply impressed in her heart that the problem “what kind of learning environment and resources can we provide to the students?” which can be truly achieve inclusive education for all.

4 Life stories of Han teacher XueLian

4.1 On duty

If I was well aware of Tibetan teacher YungChen depended on the personnel relationship of reporter ChunMei. But I draw closer to the Han teacher XueLian was derived from the “encounter” at the duty room where is also my temporary shelters in the school during the period of my field work. In July 2014, I came to case school which is my first day there. The reporter arranges me to live at the duty room where next to the security room, and that’s when, I met the teacher on duty who is XueLian.

XueLian, female, one of four Han teachers in the school. She was born in Huaxiang Township, but the native place is Xuzhou City Jiangsu Province. “My mum told me that I almost die of when I was a little girl due to lack of oxygen which I do not adapt the Tibetan environment.” In fact, a lot of Han people should have extensive adaptive process of Tibetan environment when I enter into. Including the Han teacher while they intend to work and live in Tibetan area.

She was studied in Xuzhou County primary school when she was 7 years old, but owing to household relations she was forced to leave his hometown back to the Huaxiang County in Qinghai. When she was 13 years, she learned in the junior department ethnic primary school in Madoi County, then she got her wish was admitted to the secondary teaching education of the nationality teachers school in Golog prefecture. However, she was not satisfied that then went on studying at Northwest Normal University after graduated, and finally obtained the college degree. In 2004, she came to the Huaxiang Tibetan School as a full-time teacher after graduated--she retained that position for 10 years.

In July, at this time in most place of mainland China is summer, people already began to wear summer clothing but except Tibetan areas. When I saw her, she was

wearing a mid-length down jacket with dark color, a thick scarf around her neck, and knee-high boots on her feet. She took a glass and a rolled up notebook on duty in her hands. At that time, she was busy with working arrangement for other colleagues, and led the students to put up a poster as “health and safety” in the campus. I knew she was not a Tibetan while I saw her face, and her fluent Mandarin after spoke was proved my judgment again. After that, I was introduced to my purpose of field work actively, she was discussed about the questionnaire positively which I sent here before. It could be the same ages and native language—Mandarin, the national language of China, so that our communication was very smoothly.

Remembered two years ago, XueLian accepted a notice from school leaders that arranged her tenure the chief officer in the school. Who gave her assessments as “work carefully, pro-active attitude, professional dedication strongly”—which is the best candidates to do administration. She felt huge pressures from the heart, she said, “I might get approval from the colleagues if I could do it well; but I probably done it bad so that I could not complete the administrative work, as well I will delay my own teaching work, it must be affect students’ study, finally but it came to nothing.” She recognizes the scale of the task but still accepted.

As a chief officer, she should be responsible for all about moral and political education works of the school. It’s a recurring scene in my works—inspection meeting, working overtime, social engagement, deal with all kinds of affairs, both running away from teaching and administration...but all of those works should be done after daily teaching so that all the spare time were still with works. That’s to say, she has no off hours. Eventually, she is going to the extreme mental and physical exhaustion. In September 2014, at the beginning of a new term, she left her post but focuses on teaching after consulting with school leaders. “To be honest, I’m outgoing administration both has the reasons between the school and I. nowadays, I’m much tied especially my psychology.” She said. This is not to say that she left all the school works without teaching; in contrast, she will face more severe challenges—is to promote educational quality of Tibetan school as her own responsibility.

For now, she summarized some experiences and new thinking of administrative

jobs to his replacement as following: firstly, chief officer should falls on male, which is determined by the particularity of daily affairs, for instance, to participate “safeguard stability” with Tibetan communities around the school, to deal with school accidents, to stand up for the students solidarity and so on. At the very least, once the incident occurred, that the situations must be out of the control by a female, but the male can be solved effectively. Secondly, one should have excellent Tibetan language ability, or he is a Tibetan of course the best. It certainly differences to communicate with Tibetan students between Tibetan teacher and Han teacher who cannot speak the Tibetan language. As well as deeply understanding the mind of Tibetan students, probably the language gets a head start. Here is an assumption that if possible to cultivate the “bilingual teacher” for Tibetan schools, in order to provide language supporting teachers professionalization both administration and teachers in teaching.

4.2 Home in Tibetan

The same as other teachers of Huaxiang Tibetan School, XueLian settled on the apartment of school. Once, I had an interview in her apartment. I saw the Thangka at first glance while I came into the house. She smiles to explain that, “this is a gift from my Tibetan friend which the content of Thangka is ‘the King of Wealth’—it is the guardian god of the four kings of heaven.” When it comes to this topic, she appears so exciting, then said, “I know it inappropriate hang in my here, perhaps suitable in some restaurant. But this is a gift from the colleague of my husband which it should be cherished. This is about faith which the Tibetan very believes it so that I cannot put it in anywhere. Now that here, I must be treated carefully and put a high value. Although I am not a Tibetan, but I have been infected with Tibetan culture.” What is worth mentioning that I was made an investigation here as “how many teachers has spiritual supplies in their apartments?” the answer is 19 teachers. It is no surprise to me. “You should respect it (Thangka) if you trust it, anyway I am believed”, she said to me before I left her house last time.

XueLian and her husband are in a long-term separation. He is a teacher works in a

primary school of Darlag County of the Golog Tibetan Prefecture. Compared with her husband, the living environment of Huaxiang is better than there. It has not had communication signals and irregular electricity sometimes, so that he cannot watch television and use internet constantly. “I was tried my best to transfer work together in a school but our plan fell through. Although the living conditions of Tibetan areas are very difficult, but our department can be made it warm and happiness. At least, we couple lives and works together can make a family. But now, I’m here and he is in Darlag County, my son is in Xining City, we always have tiffs even more and more...” In fact, more than half of the populations in the school are facing the same dilemma.

4.3 A confident Han teacher

XueLian was very confident when we talk about class work performance. She said, “I definitely have excellent work efficiency better than others.” especially in the aspect of personnel morality of students. “I’m not kidding here absolutely! I think highly of development in an all-around way. I was paying special attention to the character shaping of students which are better than the Tibetan teachers who focus on the study of improvement. Especially, I would actively learn and understand the intention of those contemporary policy and documents. For instance, to strengthen ethnic harmony, peer solidarity. Tibetan teacher was tending to have a feeling of superiority on this aspect.”

As for the Tibetan school, most of Chinese language classes could be arranged by Han teacher due to their superiority of daily communicative language. She majored in Chinese language and literature in college and she has taught Chinese language in Tibetan school from 2005 until now. As for the academic record, “the students who taught by me are better than the other teacher, that’s also for sure. My mother language is Chinese which I talk since the childhood now for more than 30 years. From my language level I can fully understand the textbook, as well as to satisfy the teaching requirements. I believe that, a Tibetan teacher who teaches Tibetan language still has advantages in the process of teaching.”

Here had an experience in teaching process, she said: “a class I taught last year which the head teacher is Tibetan Mathematics teacher that the mathematics record of the class was above other subjects. I was very curious the reason why. I just think that bears on the involvement in the work of the teacher.” here is the truth: at first, head teachers would arrange the lesson for the first time what they taught in more than 4 classes of one day, like the classes of “morning reading”, “morning or evening self-study”. Secondly, the head teachers would put much more effort into the process of learning improvement which is concerned with their performance assessment. The more achieved of student studied better, the more income of teachers higher.

On teaching process of the Chinese language, she said frankly, “students always made me angry, but all of these were made by me—self-stress was too much. I always expect students can have a skyrocketing rise in learning. Under this circumstance, I was so disappointed if they cannot make progress timely.” Then she said, “Afterwards, I began to reflect myself. I realized students were born and grown here who never speak Chinese even heard, but now it is not an easy thing for them while we asked to understand and master it within a limited time.” Since then, XueLian get used to adjust her state of mind constantly. I still believe that the teacher who has begun to adjust themselves clearly within begins to work and live more confidently.

4.4 Exceptional children in the class

XueLian has some experiences and ideas about exceptional children in her class. She clearly remembered a student with physical handicapped learning in teacher Nyima’s class. The student now at the grade 2, she was taught him Chinese language lesson last year. She said, “I figured it out a famous proverb like ‘when God closes a door, he opens a window for you.’ while I saw him at the first sight. If God makes the child disabled, he might give him infinite wisdom.” Reason she said that, because that student is very smart and has a high learning ability with greatest marks in classmates. He had a very good memory for courses which peers are required to spend more time than him. Sometimes, the teacher even forgets he is a disabled child. When it comes

to talk about special children, XueLian was thought of the child with disabilities first.

“I don’t know if he is a special child?” XueLian was very confused to ask. But now there has a student who made her pay more attention. “I think he might be a child with intellectual disorder. In the lesson, he always won’t do it well no matter how I instructed. For example, a Chinese phonetic alphabet ‘a’, I instructed it by hand a lot, the collective teaching in the class, then individual teaching one by one after class, but he still knows nothing. ” she was discussed with her colleagues about the student when she found the problem, the results of discussion as the same, Mathematics, Tibetan language...this time, XueLian defined the student as “problem child” but not a child with a handicap. Much later, she made an experiment in the class, like this: she asked that boy, “Could you please bring your exercise book there?” the student heard that and went back to the classroom to bring his book in front of the teacher. Then she asked again, “Could you please turn to page 11 and copy each new character in lesson 3 for 1 line, and make 2 phrases.” The student can open the book timely; also can copy the characters correctly without making phrases. XueLian was realized the problem of the student has put forward a test to her educational ability, but there is no effective solution so far.

XueLian was talked about this “problem child” with her schoolmates before. The head teacher of the student said she has such an experience that: I have been looking for the parents of the student at the beginning of the school season. His parents said that they were brought his child to the hospital, and checked the body and mind both, the diagnosis result is “have something wrong with the brain”. Only this, as for what kind of diagnosis content was? And how about the therapeutic method was? They cannot talk clearly. The boy has a little older sister who also learning in Huaxiang School that XueLian taught her last year. The sister is a sensible child, as well as study hard in the class who had a fine record last term. Through integrated into account, XueLian and her colleagues deems that there were no genetic factors, and they agreed that there has been no problem with the boys’ older sister and the parents. She was confused better, and said, “I do not have any idea about where the problem and solution are? And I was indeed strange to diagnostic methods to the special child.”

With my questionnaire investigation of field work, there has nobody in the school to accept any training about special education or inclusive education. Another side, schools in Tibetan areas was lacked of educational information resources, so that teachers rarely accept new advanced education information or renew individual knowledge system in the nick of time. Thus, much less for the diagnostic method for exceptional children, even the therapeutic approach.

She did not give up and began to find some way to teach the student, she wants to change. In order to solve the writing problem of student, she gave him a fresh exercise book and practice step-by-step alone. First, she led writing, and then retells it. Second, she holds the student hand after him holding the pencil, and now starts to teach writing stroke by stroke. “Maybe he was too little so that cannot fully understand what I educated”, she said. So she always repeats the fundamental points of writing while teaching. “Explain the key expression—consciously correct bad writing posture—-independent practice”, which it always repeat more. Even these, the student suddenly appears writing strange and flat-footed after she put her hands away. The results of homework still empty next day leads to feel of helplessness. This educational story which a concern about special children in the school, XueLian was realized the importance of “the children with learning disabilities” but she cannot find the most effective ways. “Individual teaching” can be achieved by XueLian even or other Tibetan school teachers, but needs more training and learning. That’s to say, when we find some special children in our school, we can use individual teaching method in our teaching process, perhaps the school teacher needs more training opportunities to learn the special educational skill. As least, Individual Education Plan is the right way to teach which can help students’ confidence and writing ability, and makes teachers teach students according to their level.

She believes that the opposite of the “problem student” which should be “gifted child”. She deems that these students should have only a small number, sometimes it’s like a one in million even higher. Then she said with emotion, “Our school has one who is Lausanne in class 1 grade 1. And I said in the class, the memory of him is very clearly. She can speak and repeat expressly each lesson what he learnt. Nonetheless

no one else does that. He did not have first place in the final exams every term, but also all-around development of moral, intellectual, physical.” When it comes to talk about other special child in the school, XueLian talked about him, she appears very exciting, because of this student was in her class and made her have a sense of educational accomplishment.

4.5 The expectation of “inclusive education”

In the past two years, XueLian often faced with all kinds of educational policies and files but she did not see the title about “inclusive education”, even “special education” in her primary school, she said, “in my impression, I did not see any related topics about inclusive education, and I also rarely heard of any educational practices in Tibetan regions.” In fact, the practice of inclusive education in most normal schools of Tibetan regions failed to implement. But it can be said, XueLian was a person in the school who has the most contact with the variety of official documents because of her job responsibilities of the position.

“I certainly welcome the disabled children or special children learning into our school with us. I’m willing to my all enthusiasm and knowledge that throw into the teaching process for them.” XueLian said it very affirmative. Then she said, “But the education for disabled children not only need our teachers, but need the helps from school headmaster and dean of departments. In the meantime, it needs the helps together with the community, local government and medical units, so that maybe can be helped them accept education as the normal children.” She got a point, but it is hard to realize full inclusion in the Tibetan region because of township infrastructure or other living conditions. “For instance, you know that, in our place, there have only one health centers, the hardware conditions is not strictly a hospital with a limited professional. It is hard to complete all the examination and diagnostic testing with exceptional children, especially the project of psychological intervention. You see the earthquake in Kangting which is the capital of Garze Tibetan Autonomous Prefecture, the mental health aid after earthquake in the second day. So how about mental

intervention in this place and who makes? ” at all the events, the Tibetan language school of Huaxiang Township has no condition to implement inclusive education right now if the condition has changed. In fact, many Tibetan schools are facing the same circumstance, if the official considering both the construction of working and living conditions, and the improvement of teachers’ inclusive consciousness, and to master inclusive skills which it must be changed the development of schooling situation in the school of Tibetan areas.

It aims at the object of inclusive education, which still stops at the classification of special education by XueLian. She mentioned it, “I don’t think orphan, children from the divorced single-parent families, leftover children and other children who caused by the social problems are special children although there probably have no support from the family, but they may be has the normal psychology, normal body and intelligence development level, and learning record or achievement same as the normal children, that’s no problem for them.” In her eyes, the students above are nothing more than special children but probably are problem students. So, we can make a conclusion that only disabled children can be defined as special children.

She was worried about the present situation of teaching staff about the implement of inclusive education, she said: “the headmaster did not make any policy or regulation of inclusive education in our school firstly, as well as all the files we received from other educational institutions so that we know nothing about it. Then, we did not accept any training about a related topic, so that we have much more to learn, if the school will practice inclusive education, including the skills or methods. So it is far too early to say inclusive teacher. ”she has been thought carefully out. Then she said, “It must be leading an educational reform if inclusive education as a new thing comes to the Tibetan schools with a long term. Meanwhile, we have to experience an adaptive process from unfamiliar to the familiar. Moreover, the school is a whole; it should depend on team works without alone, as well as the combination with educational policy-maker, administrative teacher and all. As a school teacher, I am expecting someone can help us or to establish a pilot for us to learn and a summary of experience.” The reason why she said so is the purpose which in order to

establish an orderly inclusive environment in the school and to avoid the waste of all kinds of human, financial and material resources in the reform process, even to reduce the risk to break the original order of education.

XueLian did not know about “barrier-free access” when she heard of the words. I was explained it to her, then she laughed, and said, “Our school already has a barrier-free access where in front of the school dining hall. It has graded entrance to the dining hall but not a ladder as teaching building, but it made by nature without any assumptions by people.” Actually, there has been one, but original idea about that its convenience for food distribution of school restaurant. Obviously, most places of the school have nothing about barrier free especially in teaching building and public toilet. But all the inclusive environments shall be incorporated in the school which fully considering the needs of all the students.

According to the chapter 10 of school system reform in the National mid and long-term reform and development Plan (2010-2020) clearly states that “the population of city (prefecture) and the county where more than 300 000, the numbers of disabled children and teenagers basic implement a special school.” So it’s very sad that the special school is going to expect in her school where in the Golog Tibetan Prefecture. Long ago, she heard that the school of Huaxiang have a “girls’ class” which code named “Spring Buds Program”. Nevertheless soon the class went bankrupt and the reasons not clear. In her memories, there also has an orphan class in nearby Gyaring Lake Township for a long time where accepted the orphan from all over the county. Afterwards, the class went close too and disperse orphan into different schools of the county. With this clarification, in this Tibetan region where had taught special children with special class, but they had the remotest shot of succeeding. But one thing is sure that “no educational policy, no pedagogic action”, the same is true in the practice of inclusive education in Tibetan schools.

In her opinion, normal school should be positioned before they tend to accept children with special needs, as “what kind of special children should learn into the regular school?” to think about this idea should base on all kinds of school conditions. I believe that different children with special needs should learn into different school in

Tibetan area. For instance, the educational material environment of the county is better than the township, it should accept a wider variety of special needs. As educational policy-maker, it needs more think about the special education layout, and how to include normal and special education into normal school harmoniously is the start point. I imaged that, if children with different handicaps in my class, it must be coursed that teacher cannot to cover all the students due to the limited energy and skills of the teacher. From the view of special children, they would be impossible to receive satisfying education in one class because the limited conditions of education development are bound to do everything, especially in the Tibetan areas. From this point of view, I suggest that to set up a special class in a normal school by special teachers. In this way, their learning abilities should be developed better under the basic special teachers' professional guidance.

When it comes to the topic of the support system of inclusive education, XueLian was very worried about support of Tibetan family, which is hard to give support to the education. She said, "you know that, most of Tibetan parents located in closed and natural environment, the knowledge level was quite low and illiteracy rate was extremely high, they often believe the school should give their children fund of knowledge and high achievement so that to change the fate of children and their family in the near future. They are very high expectations for the school. Nonetheless we couldn't do it as a teacher in primary school. " I could appreciate the feeling of XueLian, on the one hand, in fact, most of students here have no family education when they come back every weekend, their parents only ask the children did you complete your homework or you must go and do your homework right now, etc. the lack of family education is very serious in Tibetan pasture areas. So that, we should be asking what effective family support we can get in Tibetan areas.

XueLian indeed used the individual teaching method to "learning difficulties student" and she always wants to try in the teaching process. "I could use individual teaching approach only after class, because a class period is quite limited, and I should complete the teaching task of a lesson for all student fist, then addresses individual student needs." Sometimes, she has a lot of work without teaching to do,

such as the works of head teacher or administrative posts. Most of teacher were faced the same situation, they usually have no alternative due to that was a regulation. In fact, at the beginning of the school term, Huaxiang Tibetan School has already taken “one teacher with two courses” as the school rule to put out in 2014. XueLian has a teaching idea that, “we can complete the teaching to special needs or especially children with disabilities in most cases. I would have done more if had time, the colleagues have done more if they had times. Anyway, we can establish a teaching team with a reasonable teaching plan.” She seems aware of advantage of collective cooperation in teaching process. As for inclusive education, she tries to think forwardly, and performs positive attitude although she has more works to be done.

She was surprised when I told her Lhasa has already developed the pilot school of inclusive education in recent years. “It was very good to do that, I wish it will be make successful”, she said and think it over again, “but they are in Lhasa which the capital of Tibet Autonomous Region, which is the largest city in Tibetan areas and educational resources, even including the education investment and other support system. If Huaxiang Township will develop the pilot school which maybe to have little effect.” In Tibetan areas of China, uneven development between capital and non-capital, urban and rural areas and among different regions is still acute problems which restrict development level of school education. Correspondingly, to develop inclusive education should consider all around the school including natural, culture even economic environment which practice by relying on.

XueLian have doubts about the support system of inclusive education comes from the non-organization. “They raised money and some educational material today, but the rest works not for later but for never, all the specific things should be completed by teachers, so that increased our workload again. We should like to ask, is this still a way of social support system of inclusive education?” she said it reasonable, almost all the organization hasn’t come into being long term concern and support in the process of school education, they haven’t put their mind into education development for a long period of time. But the development of inclusive education is a long process, so any of the support system should be patient and do not expect too much in a short

time, which means, sustainable development of inclusive education.

She believes that there has a lot of room for professional improvement, especially the reform of inclusive education maybe into their school in the future. Based on the local schooling environment conditions, she was clearly thinking of that. “We need to open our minds and more contact with outside world—some of the teachers are very closed, they are not good at to accept new things, particular in older teachers. Originally we didn’t have more opportunities to training outside, but they also training intentions were less intense. Under this situation, the specialized knowledge system of them appears behind the times, so that delayed most of the students”, said XueLian. There has a phenomenon in the school, some teachers still did not use multimedia teaching system in the classroom, and even the school has those in each classroom. So that it can be brought to a new field of vision to children under the old educational technology? This is a real problem here.

She deems that it should have a correct, acceptable and positively attitude toward children with special needs, although probably their academic performance compared with normal children is distinguishing. “I think it must be had sympathy when I toward them, but just because of this why I concerned them”, she said. Most often, she first thought is disabled student of the school absolutely while they received additional sponsorship or subvention; she makes some changes to wipe out the obstacle for learning beyond. Then she said, “In action, on the one hand, I should respect the opinion of disabled children, if they want to join any activities after I told them the safety and operation index clearly. Furthermore, as a teacher, who should get professional knowledge of special education and inclusive education in order to solve real problems perfectly. That is to say, we should learn and handle more about the special knowledge, not only for normal children in the school. ” but the reality is cruel and inconsistent, there has a gap between the needs of teachers and workload.

“It is hard to image that I may refuse a special needs child in class.”XueLian said honestly, “I think there has no reason to exclude, particularly here is a school where teaching and educating.” She said then. “If I had to refuse, I only think there has another better school where suitable for the child.” She give it a little thought said,

“Maybe I should participate more training to learn how to include all special needs, but who give us opportunities?” I can understand points, in basic level school of Tibetan region; the teacher usually faced multiple troubles like as educational conditions fall behind, scarcity of quality educational resources, etc. Therefore, we practice inclusive education reform in Tibetan school, we cannot only give Tibetan teachers such requirements, and we should take into account the entire educational environments in Tibetan region including human, financial and material resources.

5 Conclusion

Because of less development of the research on the field of inclusive education in Tibetan areas of China, as well as the limitations of the study of “Tibet-related issue”, so that the experience of theoretical and practical of inclusive education for reference is nothing much in recent years. Under these circumstance, the author only rely on the own academic ability to carry out this research in Tibetan areas. As a consequence, all these insufficiency and shortcomings need to be made up for in the future study.

5.1 On Tibetan school

Under the basis of the State’s Western “two foundation” Program, the Huaxiang Tibetan School accepts children with disabilities learning with no condition, and to establish the students’ files management system as the category of disabled and disability degree. Hence, children of herdsmen family obtain an equal entrance opportunity as normal student, they enjoy the same educational field and condition, which coincide with Framework for Action on Special Needs Education (hereinafter referred to as “Action”), as: “All children should learn together, wherever possible, regardless of any difficulties or differences they may have.” (UNSECO, 1994)

From the educational practice above, we can draw a conclusion that it was a formalized practice of “inclusive education” in Tibetan school. They has realized initial inclusive which create equal educational opportunities for all children. But the object of inclusive education in school is only for “children with disabilities” so that it

has become synonymous with the special needs children. But “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. These conditions create a range of different challenges to school systems.” (UNSECO, 1994)

In this way, the Tibetan school lack of effective educational diagnosis methods of special children, such as the diagnosis for autistic disorder, hyperactivity and anxiety neurosis, etc. so that all the special children learning together, but the school cannot realize the special needs from each child and obtain support category and contents of special children timely, that against to the arrangement of education environment and suitable educational training, to delay and influence the rehabilitation and becoming excellent of special children.

All levels of government play a major role during the practice of the program of “two foundation”. The works point of education development in local government is put on up to the standard of basic education index “three rate”, as school enrollment rate, admission rate and consolidation rate. It was short of cognition toward schools and the concept and connotation of inclusive education. On the other side, the school located in Tibetan pasture environment which has diversity of natural and cultural ecological environment so that to provide unique cultural resources and intensions, but the school isn’t fully utilized. In most times, the school appears isolation which as an authority of the state tool. The practice of inclusive education should combine with circulatory supports from the related local government, communities, hospital or health center, even and families of herdsmen.

5.2 On Tibetan teacher

School teachers are the “insiders” of educational environment. In their eyes, it’s hard to find suitable schooling conditions, high-efficiency teaching facilities and

modern education information resources to develop inclusive education which can be satisfying educational needs of special children. What's more delighted were the positive attitude of teachers and well established system of school could serve as advance power for next practice of inclusive education. There is no denying that the school on aspect of environmental construction of inclusive education has no active, systematic and consciously thinking on it. However, the educational phenomenon of disabled children learning in a regular class which request and reminder the school and teachers should establish suitable Tibetan inclusive environment.

Mainly troubles that school teacher faced are short of teachers and work overload at present. Under the basis of this, the practice of inclusive education which must be “not valued” and “feeling overwhelmed”. When it draws to inclusive education, teachers know less about historical origin and theoretical connotation. There is no question that teacher also lacked of related knowledge and experience, perhaps empty someone has. Thus, it is not anything to talk about application and embodiment of inclusive education in Tibetan school. The teacher shows their sympathy while disabled children learning there and special care as reduces homework or activities, even reduce the teaching requirement and educational expectation. Because of limited to objective factors, the teacher only takes “equalitarianism” to their students with disabilities, so that cannot to talk about to satisfy special educational needs of each child. The situation is headed in the opposite direction of “teaching students in the light of their handicaps” or “educational interaction takes children as center” which the inclusive education idea advocates. But the Salamanca Statement proposed that, “every child has unique characteristics, interests, abilities and learning needs” and “education system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.” (UNSECO, 1994) it should be noted, the attitude towards inclusive education of most teachers in the school is positive, and they are willing to try learning knowledge about inclusive education, then put it practice in Tibetan school. It is thus evident that, it is so early to define the Huaxiang Tibetan School as “inclusive school” which although has “exists inclusive educational facts but without inclusive conscious”, but it laid the foundation

for construct the system of inclusive education in Tibetan ordinary schools.

5.3 On the attitude of Tibetan teacher towards inclusive education

Tibetan environment of nature and culture determines the pattern of attitude of Tibetan teacher. Although two teachers above, the one is native-born Tibetan, the other one is “born in Tibetan area” but a Han people, their growth and development both affected by the Tibetan natural and cultural environment, no matter the material and cultural environment and spiritual. Yungchen believe in Tibetan religion which products the view of education as “the good in people” and “strive to succeed” of her. Her colleague XueLian, she does not believe in religious but insists in “believe in fate” who lives in Tibetan area. All of those educational beliefs are coming from the Tibetan natural and cultural environment which the teacher relies for existence. “People are the people in the culture”, in the similar way, the teacher of Tibetan school, “teacher is the teacher in the Tibetan nature and culture”. Therefore, to get a thorough understanding of origin of Tibetan culture and the Tibetan cultural terms is the starting point of the realization of attitude of Tibetan school teachers. That’s to say, the origin of the attitude of the Tibetan school teacher is the Tibetan culture.

The inclusion of ethnic identity of Tibetan teachers is laying a good foundation of educational reform of inclusive education in Tibetan school. As for local Tibetan teacher, Yungchen and XueLian are all comes from the Huaxiang Tibetan School which has much more teaching experiences in Tibetan ordinary school. As for a teaching team member, they two have a different teaching division. The former is an academic leader of teaching field of primary Mathematics, the latter is a prominent teacher of teaching field of Chinese language, and it has been recognized and respected by colleagues for both of them which play an important part in the development of the Huaxiang Tibetan School. The phenomenon of “Tibetan and Han” has been coexisted in a Tibetan school for a long time which illustrates the inclusion of faculty ethnic identity of multi-national country itself.

Positive attitude of Tibetan teacher needs to create specially for the implement

of inclusive education. Two case teachers in Huaxiang Tibetan School both have positive attitude towards inclusive education which we can draw from their working experiences of disabled children or educational sections, as well as their experiences of family member with disabilities, so that made a basis for application and practice of inclusive education in Tibetan school in next phase of implementation. But their positive attitudes are not give full expression to the teaching process because of humble school conditions, overload working state, training opportunities scarcity, and the principal ignored, etc. All of these subjective and external factors are constrain the intensity of performance of the attitude of teachers. Obviously, Tibetan teachers above has enthusiasm to treat students with disabilities, the one has family member with disability, the other one has educational experiences with disabled children, no matter family background or educational experiences with special needs, both have deepen their cognition about inclusive education, even the special emotion as sympathy and enough love, as well as the responsibility, which rich their emotion, all of those made them behavioral tendency more positively. However, the Tibetan teachers point out, due to family reasons, it appears with the phenomenon of a state of overwhelmed, which out of line of basic life. But they are major force of reform of inclusive education in Tibetan school, it undoubtedly show that the difference between them which need to bring to the attention by authority.

REFERENCE

- Acedo Clementina. (2008). Inclusive education: pushing the boundaries. *Prospects*, 35, 5-13.
- Allport, Gordon. (1935). "Attitudes," in *A Handbook of Social Psychology*. ed. C. Murchison. Worcester, MA: Clark University Press, 789–844.
- Andrew, Elkins, Berry, Burge. (1979). A Survey of special education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties. Queensland: University of Queensland, Fred and Eleanor Schonell Educational Research Centre.
- Cao Jieqiong, Zan Fei. (2003). Comparison and thinking on the inclusive education in America, Japan, and the mainland China. *China Special Education*, 4, 70.
- Chadna (2000). Special education: Empower through education. *The Journal of the International Association of Special Education*, 3(I), 17-22.
- Chen Cheng. (2007). A research of operation status of learning in regular class resource room program and development strategy in the city of Shanghai. Shanghai: East China Normal University.
- Chen Wei. (2007). The Thinking of the Balanced Development of Compulsory Education in Qinghai Tibetan Nationality Area. *Journal of Qinghai Nationalities Institute*. Vol.33, No.3. July.
- Chen Yunying, Yang Xijie, He Ershi. (2004). *Open File on Inclusive Education*. Huaxia Press.
- Chou Rongzhi. (1990). *Selected Articles of the Retarded Children Learning in Regular Class*. Zhejiang Educational Press.
- Chou Rongzhi. (1991). Discuss Retarded Children Learning in Regular Class Once Again. *Journal of Shandong University (Social Science Edition)*. 6th Issue.
- Cui Yanping, Ding Xiangping, Yang Shengyuan, Wang Tongmei. (2012). The present situation, problems and development of children with intellectual disabilities learning in regular classrooms in Shanxi primary schools. *Journal of Shanxi Dation University (Natural Science Edition)*. 05.
- Department for Education and Skills. (2001). *Special Education Needs Code of Practice*. Nottinghamshire: the Department for Education and Skills, 7-8.
- Eileen A. K & Cowdery, Edwards Glynnis. (2004). *The exceptional child: Inclusion in*

-
- early childhood education*. Clifton Park, NY: Thomson Delmar Learning.
- Forlin Chris. (2006). Inclusive education in Australia ten years after Salamanca. *European Journal of Psychology of Education*, 1 (XXL), 265-277.
- Geertz Clifford. (2004). *Local Knowledge: Further Essays In Interpretive Anthropology*. Basic books, edition 3.
- Goolad John I, Lovitt, Thomas C. (1993). *Integrating general and special education*. Benedictine University. New York: Merrill.
- Halinen Irmeli. (2005). Towards inclusive education: the case of Finland. *Prospects*, 35, 77-97.
- Huang Rongqing. (2009). The changes of all Chinese Ethnic Groups' Illiterate Population and Illiteracy rate. *Chinese Journal of Population Science*. No.4.
- Huang Zhicheng. (2004). *Inclusive education: Focus education for all*. Shanghai Education Press. Edition 1. 10.
- Hua Guodong. (2003). Disabled children's learning in regular class and the development trend of such practice. *Education Research*. No.2, (General, No.277).
- Hua Guodong. (2003). What's learning in regular class for? *China Education Newspaper*. 5.2.4th edition.
- Imber, Michael, Geel, Van Tyll. (2000). *Education Law*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Jess L. Gregory, Lori A. Noto. (2012). Technical Manual for Attitudes towards Teaching All Students (ATTAS-mm). the CEC, TED Conference.
- Kahler. L, Valette-Florence Pierre (2012). *Marketplace Lifestyles in an Age of Social Media*. New York: M.E. Sharpe, Inc.
- Laarhoven Van. R. Toni, Munk D. D, Lync Kathleen, Bosma Julie, Rouse Joanne. (2007). A model for preparing special and general education pre-service teachers for inclusive education. *Journal of Teacher Education*, 58, 440-455.
- Lipsky D. L, Gartner Alan. (1998). Taking Inclusion to Future. *Educational Leadership*.
- Liu Donggang. (1999). A discussion on the inclusive education outlook and special education of teachers colleges. *Journal of Chongqing Normal University. Edition of Social Sciences*.
- Macao Education and Youth Bureau. (2002). *Make sure equal opportunities and full development of student education*.

-
- Madoi almanac Complication Committee. (2001). *Madoi almanac*. China county year book press.
- Ma Hongying, Tan Heping. (2010). A survey of the status quo of Shanghai teachers for special students learning in regular class. *Chinese Journal of Special Education*.
- Mead Margaret. (1954). *Coming of Age in Samoa: A study of adolescence and sex in primitive societies*.14. Penguin books.
- Minton Elizabeth A, Khale Lynn R. (2014). *Belief Systems, Religion, and Behavioral Economics*. New York: Business Expert Press LLC.
- Mitchell L. Yell. (1998). The legal Basis of Inclusion, *Educational Leadership*, 10.
- Pan Lei, Zhang Yanshu. (2008). To construct the support system of learning in regular class. *Chinese Journal of Special Education*.
- Peng Xianguang. (1995). A survey of the status situation of blind child learning in regular class of Ningxia Hui Autonomous Region. *Research on special children and teachers*.No.1.
- Peng Xianguang. (2011). On the challenges facing China in the promotion of inclusive education and relevant suggestions. *Chinese Journal of Special Education*, 11.
- Peters SJ. (2004). *Inclusive education: an efa strategy for all children*. Washington, DC, World Bank.
- Qian lixia, Jiang xiaoying. (2003). The practices of inclusive education in several countries. *Modern Special Education*.
- Qi Tianlian, Lv Xiaotong, Gao Qiaozhi. (2008). The current situation and project of disabled children learning in regular class—an investigation of A school of Beijing. *Journal of Zhongzhou University*. June.
- Savolainen Hannu. (2009). Responding to diversity and striving for excellence: the case of Finland. *Prospects*. 39, 2-29.
- Shen Renhong. (2006). Family sustaining for learning in regular classroom. *Chinese Journal of Special Education*.
- UNESCO. (1994). *Final Report: World Conference on Special Needs Education: Access and Quality*. UNESCO.
- UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Salamanca, Spain: UNESCO.
- UNESCO. (2003). *Open File on Inclusive Education: Support Material for Managers*

-
- and Administrators*. Paris 07.France.
- UNESCO. (2004). *Educational reconstruction in post-conflict situations: access and inclusion: Report of the IIEP Summer School 28 June-9 July 2004 Paris*.
- UNESCO. (2005). *Guidelines for inclusion: Ensuring access to Education for All*. Paris: UNESCO.
- UNESCO. (2009). *Policy Guidelines on Inclusion in Education*. Paris 07SP. France.
- UNESCO. (2009). *Towards Inclusive Education for Children with Disabilities: A Guideline*. UNESCO Bangkok.
- UNESCO IBE. (2002). *Prospects: quarterly review of comparative education*. Springer publications Unit. Geneva 20, Switzerland.
- UNESCO IBE. (2008). *“Inclusive education: the way to the future” final report*. Geneva, Switzerland: UNESCO IBE.
- UNGEI. (2010). *Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal*. UNGEI.
- Wade, Suzanne E. (2000). *Inclusive education: a casebook and readings for prospective and practicing teachers*. Mahwah, N.J. L. Erlbaum Associates.
- Wang Li. (2012). Lhasa City 8 counties (districts) established pilot school of inclusive education with disabilities. *Tibet Daily*, June 27. Edition 11.
- Wang Mei. (2007). Reflect on the education problems of Autism children learning in regular class. *Journal of Modern Special Education*.02.
- Wang Zhenling, Ding Shendong. (2007). Background, Present Situation and Countermeasures of Developing Elementary Education in Tibetan inhabited Regions of Qinghai Province. *Journal of Research on Education for Ethnic Minorities*. Vol.18, No.1.
- Wei Xiaoma, Yuen Man Tak. (2000). An Investigation into teacher’s attitudes to special needs in the primary school and special school. *Chinese Journal of Special Education (Quarterly)*. No.3.
- Wei Yibing. (2007). A case study on self-concept of Autism children of learning in regular class. *Chinese Mental Health Journal*.
- Wu Pingchuan. (2005). A study on the problems and strategies of disabled children learning in regular class—takes Anhui province as an example. Central University for Nationalities. Master Dissertation.

-
- Xiao Fei. (2005). Mainstreaming in China: history · actuality · perspectives. *Chinese Journal of Special Education (Monthly)*. No.3.
- Xu Bailun. (1992). *Teaching instruction on children with visual disorder learning in regular class*. Beijing: Huaxia press, 6-10.
- Xu Jiacheng. (2012). To strengthen the balanced development of special education of urban and rural areas. *Observation of Beijing*.
- Yang Xijie, Xu Meizhen. (2004). Current development of resource room in integrated school of Beijing. *Chinese Journal of Special Education (Quarterly)*. 06.pp:30.
- Yu Suhong. (2011). An investigation into the current integrated education in ordinary schools in Shanghai. *Chinese Journal of Special Education*. 04.
- Zang Keming. (2010). An analysis of the policy development of learning in regular class. *Journal of Educational Development*.
- Zeng Yaru. (2007). On mainstreaming school teachers' attitudes, teaching strategies and needful support in learning in regular classes. *Chinese Journal of Special Education*.
- Zhao Yonghong. (2006). *Cultural Snowland*. China Tibetology Publishing House.6. Edition 1.
- Zhang Ningsheng, Chen Guanhua. (2002). A review of integration: the attitudes of primary school teacher toward student with special needs “learning in regular schools”. *Chinese Journal of Special Education (Quarterly)*. No.2.
- Zhang Xiuqin, Liu Jun, Zhu Shaohui, Sotaijia, Sonanjia. (2004). A Research Report of the Textbook The Tibetan Language Currently Used in Qinghai Province. *Journal of Research on Education for Ethnic Minorities*. Vol.15, No.6.
- Zhou Hong. (2012). Discuss on the problems and reasons in the work for learning in regular class. *Journal of Modern Special Education*. Z1.

APPENDIX

Appendix 1: Questionnaire of the attitudes of teacher towards inclusive education

Questionnaire Survey

Dear teacher,

I am Ph.D. student of Palacky University in Czech Republic, and my major is special education. I designed this questionnaire for my PhD research in order to understand teachers' attitude towards inclusive education, furthermore, to achieve and promote the development of inclusive education theory and practice in Tibetan schools. There is no "right" or "wrong" answer to the items, so I hope you can help me to complete the questionnaire according to your realistic idea. The questionnaire will be used for academic research only, and ensure the privacy of your personal information. Thanks again for your support.

Part I : General information

Name		Gender	
Birth		Ethnic Group	
Whether disability	Yes () No () Type ()	Religion	
School		Class & Grade	
Teaching start time		Course of instruction	
Professional title		Other duties (administration)	
Major		Graduate school	
Education background	A. Junior middle school B. High school or Technical secondary school C. Junior college D. Bachelor E. Master or above		

Part II : Items

Items	Options						
	① Agree very fully	② Fully agree	③ Agree	④ Neither agree nor disagree	⑤ Disagree	⑥ Fully disagree	⑦ Disagree very fully
1. The majority of separate classrooms by the use of students with mild to moderate disabilities should be eliminated.							
2. Students with mild to moderate disabilities should be accepted education in the regular class with non-disabled students.							
3. Students with mild to moderate disabilities can be accepted effective education in the regular class.							
4. I am willing to be utilized individual teaching mode under the guidance of experienced teacher.							
5. I believe that regular class is an effective way for children with mild to moderate disabilities to learn social skills and close to success.							
6. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.							

7. All the students with disabilities should be taught in normal school with non-disabled.							
--	--	--	--	--	--	--	--

Please leave real name, address and contact way, if you willing to accept interviews.

Name:

Address:

Contact way:

Appendix 2: Interview syllabus

Interview Syllabus

1. Are there any students with disabilities learning in your class?
() Yes; () No.
2. If yes, how about type of disability?
3. In your eyes, how about their performance in school?
4. How do you think if someone with disabilities learning in your class?
5. What kind of difficulty you faced now?
6. What you can do for them?
7. Do you have any expectation on them?
8. Could you please tell me something about someone with disabilities you have experienced?
9. How do you think what kind of related supports they needs to practice inclusive education in Tibetan areas?
10. Have you ever attended any training about “inclusive education”, “special education”, “learning in regular class”?

Appendix 3: Open-ended questionnaire about the attitudes towards inclusive education

Questionnaire about Inclusive Education

School:

Gender:

Dear teacher,

Welcome to participate in the survey. The questionnaire with anonymity will be used for academic research only, and there is no “right” or “wrong” answer to the items, please complete the questionnaire according to your realistic idea. The survey promises that your personal information is strictly confidential. Sincerely thank you for your support.

1. What do you think about inclusive education?
2. What kind of emotional experience you had when talking about inclusive education?
3. What you have done to practice inclusive education?
4. Do you have any ideas about the implementation of inclusive education in ordinary school?

Appendix 4: Abridged diary of fieldwork

AM, June 17, 2014

The long distance bus arrived Huaxiang Township of Madoi County after about 7 hours. This day bus is the only one a day from Xining to here. There have few choices of other destination passing through here if missing the bus. The two drivers take turns at driving the bus because of the long distance. There has a stop to take a rest and have meal on the half way so that it will be taken more 2 hours than nonstop car. There usually have more restaurants can be chose such as Islamic cuisine, Sichuan cuisine, Northwest pasta, Xinjiang naan, but without Tibetan meal.

PM, June 17, 2014

The security guard of the Huaxiang Tibetan School raised his vigilance when a strange visitor the view of windows of security office. Suddenly, he stood up from the bench, then went out and met to ask my purpose in coming. The security guard is a Tibetan uncle over the age of 40 with darkness skin and the face of “red plateau”. His leg with mild disabilities, and while him smiling to me with the yellow teeth casually. He is wearing thickly dark security uniforms during I was investigating the school. The mandarin level of him was so nice by contrast with other herdsman as the same ages that are living in the pasture. May be it concerned with the school “mandarin promotion”. “Who are you? Where are you coming from?” the uncle security asked for me. He relaxed a little bit slightly when he heard from me that I am the investigator by the recommendation of the Dean of Studies ChunMei. The security uncle was a few friends who chatting and meeting every day during my field work in the school.

June 18, 2014

The visit of YungChen’s family and me was a sudden visit; it did not comply with the principle of my fieldwork. If there are interviews in next day, I will be well prepared for the interview. However, precisely because this sudden visit, I had the

opportunity to know real environment situation of teacher YungChen's everyday life. YungChen is a subtle and kind woman whom loving her son very much. Tsering is an enthusiastic and generous man. YungChen's son is an introverted and shy boy. They left me with good impression at our first meeting. I have drunk YungChen's afternoon tea and listened to her tell the story of her son, in front of Huaxiang Tibetan teachers' apartment doorstep. I can remember the Plateau's clean and pure blue sky of that day.

June 19, 2014

Huaxiang has forms the pattern gathered public institutions, dwellings, commercial and trades around the junction of "Y" where formed by the No.101 provincial highway and No.214 state highway passes through. On the aspects of local institutions, mainly has township government, local police station, army service station, transportation depot, school, health-center, credit cooperative, etc. the dwellings mainly is communities of "the nomadic settlements" which built in recent years, as the Tibetan single detached house as the architecture pattern. As for the trade pattern, it takes retail departments, restaurants, inns, motor repair shops, herbal medicine shops and other exclusive shops as primary. Among the operators of these shops, ranging for local Tibetan and Han, Hui, Sala people who come from inland cities, so that formed in reality as well in name "multiple-ethnic center".

Huaxiang was exposure to the grassland in the pasturing area, where is in the northeast of Madoi County. It was 67 kilometers from the county seat. There was no public shuttle bus from township to county without private taxi. The total population of 30,000, Tibetan accounted for 97.3% of, covers an area of 3,188 square kilometers, and population density of 0.94 people per square kilometers, so that it belongs to the extremely sparsely populated areas. It can be seen clearly the large rocks which exposure on the mountain while the bus arrived. The local Tibetan Buddhist believer put many prayer flags and Marnyi Stones around the mountain in order to pray for peace. The rocks on the mountain in prairies were very conspicuous and isolated.

December 13, 2014

The student Droma recalls, “We are getting ready for indigenous dancing, modern dance, even hip-hop and other talent show. We are very happy when the teacher tells us it will be held on the festival of Children’s Day, all the classmates are cheering in the classroom.” the festival usually holds two or three days, but not every year has, it depends on the financial situation of school or the whole learning season arrangement of school. A variety of ethnic minority activities are neatly set into the festival, which is fully given expression to the ethnic elements of daily life in the Tibetan area.

The Tibetan teacher Nima said: “Students are always looking forward to Children’s Day coming. This is the grand festival for the entire school. On this day all the students and teachers usually dress up for the holiday celebrations. All kinds of traditional ethnic activities such as Tibetan Dance Guozhuang, ethnic-minority costume shows, Tug-of-war competition. According to the routine, the school will show in class as the unit with performance and competitive activities, teachers also would participate.”

December 16, 2014

The products of public life as the mainly commodities supplied from the stores of Township, probably includes costume, subsidiary foodstuff, foods, accommodations, etc. Most of products are bought from Xining City. The prices always higher than other inland cities, such as 350ml Coca-Cola should be sold 4 Yuan a jar, and “Master Kong instant noodles” can fetch 5 Yuan per bowl. Moreover, because of there was no tap water facilities so that the people need to buy barreled drinking water in their daily life. As for the style of cooking in restaurants of township, most of them deal in Sichuan food, Islam food, noodles without Tibetan food. During my field work in Huaxiang, most of times I was ate in the school restaurant, but I also go and eat in the township to improve my diet. In my less ate out, the cheapest price for eat need 45 Yuan per meal, including rice, a meat dish with a soap.

Appendix 5: Abstract in Czech

Resumé

Inkluzivní vzdělávání jako nového vzdělávacího konceptu, předložený v roce 1990, vznikla v oblasti speciální pedagogiky, se zaměřením na speciálními vzdělávacími potřebami. Po desítkách let do Číny, jeden model z inkluzivního vzdělávání v běžných školách "Učení v Regular" prototyp se objevil v tibetských oblastech pedagogické praxe. Avšak pouze některé děti se zdravotním postižením měly přístup k těmto vzdělání, většina dětí se speciálními potřebami, jsou často v důsledku zdravotního postižení, diskriminace a příliš daleko od speciálních škol a dalších škol byli vyřazeni ze subjektivních a objektivních faktorů. Oficiálně brzy si uvědomil, že v této fázi "učení v Regular" nespĺňuje všechny speciální tibetských studentů se speciálními vzdělávacími potřebami, je tam jeden a pouze v podobě příležitosti pro vytvoření školy pro děti se zdravotním postižením, ale v podstatě to neodrážela obecné školy "Inclusive" speciálními vzdělávacími potřebami vzdělávací prostředí, vzdělávací prostředky, schopnost, metody výuky pro děti se speciálními mezi touto novou formou praxe, závisí na výzkumu síle zásahu. Pro speciální vzdělání kruhů, včasné odrazem současné vzdělávací praxe, inkluzivní vzdělávání rozvoj cesta průřezová tibetský buddhismus a 5 let inspirovat budoucí praxi, to je posláním lži. Tak, praxe budování teorie postavena na jádru tibetské kultury v Tibetu škole inclusive, koho učenci naléhavě dal v úsilí.

V běžných škol, učitel je nevlivnějším faktorem úspěchu na vzdělání, a postoje jsou klíčovým prvkem úspěchu v praxi inkluzivního vzdělávání. Proto, jako ideální zástupce, aby se tibetský učitel jako výchozí bod penetrace v zájmu pochopení vývoje situace inkluzivního vzdělávání, stejně jako příspěvek k inkluzivního vzdělávání praxi v regionu tibetské. V důsledku toho výzkum zvedne postoje učitelů tibetského vůči inkluzivního vzdělávání jako výzkumný objekt. Výzkum studiem tří prvků faktory postoj jako kognitivní, emocionální a chování tendenci tibetských učitelů vůči inkluzivního vzdělávání, s cílem prozkoumat vlastnosti postojů tibetských učitelů vůči inkluzivního vzdělávání.

Na výzkumné metody makro-vyšetřování základě výzkumu vyvinul tři charakteristiky postoje tibetského učitele, jako demografie, vzdělání a vzdělávací zkušenosti s studentů se zdravotním postižením. Podle analýzy charakteristik postoje tibetského učitele má, a spojit s realitou tibetských škol, studie navrhuje několik návrhů na tibetský učitel, tibetské školy a tibetskou vzdělávací zařízení.

V ýzkum také zjistil metodou mikro-etnografie, že (1) Tibetský škola existuje formalizovaný praxi "inkluzivního vzdělávání", kde nedostatek účinných vzdělávacích metod diagnostiku speciálních dětí; (2) To má deficitní pedagogických pracovníků inkluzivního vzdělávání, které učitel také postrádal souvisejících znalostí a zkušeností; (3) Má pozitivní postoj tibetských učitelů směrem k plné začlenění, aby se udělal základ pro aplikaci a praxe inkluzivního vzdělávání v tibetské školy v další fázi realizace. Ale postoj tibetského učitele k inkluzivního vzdělávání přijatelná a pozitivně položil základ pro konstrukci systému inkluzivního vzdělávání v běžných školách tibetských Číny. Tibetští učitelé poukazují, z rodinných důvodů, zdá se, s fenoménem stavu ohromen, který z řady základních života. Ale oni jsou hlavní silou reformy inkluzivního vzdělávání v tibetské škole, to bezpochyby ukazují, že rozdíl mezi nimi, které je třeba upozornit autoritou.

Vzhledem k omezením individuálních akademických schopností a podmínek pro výzkum, nedostatek reprezentativního vzorku studie, index vyspělé konstrukci je třeba prohloubit, tibetský učitelů životní a životní situace, aby prozkoumala dost hluboko, stejně jako učitelé a další životní příběhy ještě litovat pluralismu, v navazujících studiích naléhavé, které mají být vyplněny.

Klíčová slova: Inkluzivní vzdělávání; Postoj; Učení v pravidelném třídě; Tibetský učitel; tibetský škola

Appendix 6: Abstract in Chinese

摘要

“全纳教育”作为一种新兴的教育理念，提出于 20 世纪 90 年代，它源自于特殊教育领域，专注于特殊教育需要。传入中国数十年之后，全纳教育模式之一的普通学校“随班就读”在藏区的教育实践中显现雏形。但是，只有部分残疾儿童能够获得这样的教育机会，大多数特殊儿童则常常由于残疾、歧视以及距离特殊学校过远等各种主客观因素被学校拒之门外。官方不久便意识到了现阶段的“随班就读”并未满足所有藏族特殊学生的特殊教育需要，有且只是在形式上为残疾儿童创造了入学机会，而从本质上则根本没有体现普通学校的教育环境、教育资源、师资力量、教学方式等方面与特殊儿童的特殊教育需求之间的“全纳”，这种新的实践形式有赖于科研力量的介入。对于特殊教育学界来说，及时反思当前的教育实践，剖释 5 年以来藏区全纳教育发展路径，以期启发未来之践行，则是使命所在。由此，构建扎根于藏文化之核心层的藏区学校全纳理论之实践，亟待学者为之付诸于努力。

在普通学校里，教师对学生的成功产生最大的影响，而教师对全纳教育的态度则是决定全纳教育是否成功的主要因素。因此，以藏族教师作为研究的突破口，以此了解中国藏区全纳实践现状、推动区域全纳教育践行，便是一条理想的捷径。故而，本文将中国藏族教师的全纳教育态度为研究对象。通过研究藏族教师对全纳教育的认知、情感及其行为倾向等态度要素，归结藏族教师全纳教育态度的特点，以探索藏族教师全纳教育态度的特点。

基于宏观调查的研究方法，研究发现了关于藏族教师对全纳教育态度在人口学变量、教育背景以及与残疾学生的教育经历等三个方面的主要特征。通过分析藏族教师全纳教育态度特点的分析，以及结合真实情境中的藏区学校，研究提出了对藏族教师、藏区学校以及藏区教育组织等三方面的建议。

在宏观调查结果的基础之上，本文进一步以一所藏区寄宿制藏文学校的两位教师的教育民族志为研究方法，展开对藏区教师全纳教育态度的微观个案研究。经过研究发现：（1）藏区普通学校存在形式上的全纳教育实践形态，且严重缺乏行之有效的对特殊儿童的诊断方法。（2）全纳师资力量的极度匮乏，以及教师全纳教育相关知识及教学经验的缺乏。（3）积极的藏族教师的全纳教育态度，形成

了对藏区学校下一阶段全面实施全纳教育的有利基础。但是,学校藏族教师指出,由于学校全纳教育政策、家庭关系处理以及教师工作负荷等其他原因,致使教师在实施全纳教育改革方面力不从心,值得官方加以重视。

由于个人学术能力以及研究条件的限制,研究的代表性样本不足、指标设计亟需进阶深化、藏族教师生存及生活情景探讨不够深入,以及教师生活故事仍需多元等遗憾,亟待在后续研究之中加以弥补。

关键词: 藏区学校; 藏族教师; 全纳教育; 教师态度; 随班就读

Appendix 7: Some pictures of field work in case school



School gate



in class



Flag-raising ceremony



Morning exercise—Tibetan Guozhuang



Teachers' office



Teachers' apartment



Basketball court



the hall of teaching building

PUBLICATIONS

Zhou Yu, Fu Haihong. (2013). A Research on Educational Situation in Out-Migrating places of Ecological Immigration in Three Rivers Headwaters. *Journal of the Second Northwest University of Nationalities*. 03.

Zhou Yu, Ge Chen, Li Yanyan, Xie Yuhan. (2013). A literature Review on Learning in Regular Class. 14th International Conference on Issues related to individuals with Special Needs. Olomouc. 03.

Li Yanyan, Liu Li, Zhou Yu. (2013). Learning in PH.D Studies Program of Special Education—A Case Study on Palacky University in the Czech Republic. 14th International Conference on Issues related to individuals with Special Needs. Olomouc. 03.

Zhou Yu. (2015). A Case Study of Economic Anthropology of the Development of Follow-up Industry of Ecological Immigration in Three Rivers Headwaters. *Journal of Qiannan Normal College for Nationalities*. 02

PALACKÝ UNIVERSITY OLOMOUC

Faculty of Education

Institute of Special Education Studies

Postgradual study programme: 75-06-V 002 Special Education

Research on Tibetan Teachers' Attitude towards Inclusive Education

By

Yu ZHOU, MEd

PhD study programme - Special Education Studies

Supervisor

Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.

Olomouc, Czech Republic

2015

Abstract

“Inclusive education” as a rising educational concept, it focuses on special educational needs which derived from the field of special education, and it was suggested in the 1990s. After ten years, it introduced into China. It appeared “learning in regular class” which is a part of the model of inclusive education in schooling practice of Tibetan regions. Nonetheless, only a few Tibetan disabled children have educational opportunities, but not are excluded from school because of the subjective and objective reasons such as their disabilities, discrimination, and a long distance to special schools and so on. However, the official found that “learning in regular class” has only created enrollment opportunities to school with disabled children in form, but there is not appears “full inclusion” in nature on the aspects of educational environment, education resources, faculty, teaching pattern and others between ordinary school and the special educational demands of disabled children.

The form of inclusive education is currently in the pilot phase. There has done not have a scientific way to examine results of the implementation of inclusive education. Of course it is dependent on the intervening of academic force. It should take into consideration the present schooling practice in time, in order to enlighten the future development of special education. It is worth to construct the theory of inclusive education of Tibetan schools which deeply rooted in Tibetan culture by scholars who concentrate more about Tibetan education with special needs.

In ordinary schools, teacher is the most influential factor of success to education, and the attitudes are the key element to succeed in practice of inclusive education. Therefore, as an ideal shortcut to take Tibetan teacher as the point of penetration for the sake of the understanding of the development situation of inclusive education, as well as the contribution to inclusive education practice in the Tibetan region. As a result, research picks up the attitudes of Tibetan teachers towards inclusive education as research object. The research by studying the three element factors of attitude as cognitive, emotional and behavior tendency of Tibetan teachers towards inclusive education, in order to explore the characteristics of the attitudes of Tibetan teachers

towards inclusive education.

Based on the research methods of macro-investigation, the research developed three characteristics of the attitude of the Tibetan teacher, as the demography, educational background and educational experiences with disabled students. By the analysis of characteristics of the attitude of the Tibetan teacher has, and combine with the reality of Tibetan schools, the study propose several suggestions on the Tibetan teacher, Tibetan schools and Tibetan educational establishment. They are: (1) it should make a difference between to them and concrete analysis of concrete problems. (2) Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education. (3) Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education.

The research has also found by the method of micro-ethnography that, (1) the Tibetan school exists formalized practice of "inclusive education" where lack of effective educational diagnosis methods of special children; (2) It has deficient teaching staff of inclusive education, that teacher also lacked of related knowledge and experience; (3) It has positive attitude of Tibetan teachers toward full inclusion, so that made a basis for application and practice of inclusive education in Tibetan school in next phase of implementation. But the Tibetan teachers' attitude towards inclusive education acceptable and positively laid the foundation for constructing the system of inclusive education in Tibetan ordinary schools of China. The Tibetan teachers point out, due to family reasons, it appears with the phenomenon of a state of overwhelmed, which out of line of basic life. But they are major force of reform of inclusive education in Tibetan school, it undoubtedly show that the difference between them which need to bring to the attention by authority.

Because of personal academic ability and the limitation of research conditions,

research is insufficient in representative samples and the index design needs further optimization. Therefore all these insufficiency and shortcomings need to be made up for in the future study.

Key words: Inclusive education; Attitude; Learning in regular class; Tibetan teacher; Tibetan school

Table of Contents

I . The Brief Introduction of Main Parts of Dissertation	177
II . The Main Contents of Practical Research of the Dissertation	183
PART I : Research Project (omitted)	183
PART II : A Macro-investigation on the Attitudes of Tibetan Teachers towards Inclusive Education	183
1 Object of investigation.....	183
2 Research method and procedure	183
2.1 Questionnaire construction	183
2.2 Pre-testing.....	184
2.3 Finalizing.....	184
2.4 Formal testing	185
2.5 Data processing	186
3 Research finding and analysis	186
3.1 Basic situation description of Tibetan school teachers	186
3.2 Analysis of variances	188
4. Conclusion and suggestion.....	197
4.1 Conclusion.....	197
4.2 Suggestion	200
5. Limitations of questionnaire and prospects for follow-up study	202
5.1 To change the sample structure and sampling method	202
5.2 To adopt more influencing variables	203
PART III: A Micro-ethnography on the Attitude of Tibetan Teacher towards Inclusive Education	204
1 Introduction.....	204
1.1 The form of inclusive education in Tibetan schools.....	204
1.2 A case text of educational ethnography	204
1.3 “Field”.....	205
2 A way of education in Tibetan area	206
3 Life stories of Tibetan teacher YungChen	206

3.1 Afternoon tea of Teacher YungChen.....	206
3.2 Growth and family life	207
3.3 School things.....	210
3.4 Special education nearby	211
3.5 Remarkable students	213
3.6 The expectation of Tibetan school.....	214
4 Life stories of Han teacher XueLian	215
4.1 On duty.....	215
4.2 Home in Tibetan.....	216
4.3 A confident Han teacher.....	217
4.4 Exceptional children in the class	218
4.5 The expectation of “inclusive education”.....	221
5 Conclusion	227
5.1 On Tibetan school.....	227
5.2 On Tibetan teacher.....	228
5.3 On the attitude of Tibetan teacher towards inclusive education	230
REFERENCE.....	232
PUBLICATIONS.....	237

I . The Brief Introduction of Main Parts of Dissertation

PART I : Research Project

- 1 Introduction
- 2 Research origins
 - 2.1 The need of practice reflection of inclusive education in Tibetan areas
 - 2.2 The need of theory construction of inclusive education in Tibetan areas
- 3 History of inclusive education
 - 3.1 Life education, national education, inclusive education
 - 3.2 “The Salamanca Statement” and inclusive education
 - 3.3 Development track of inclusive education in global society
 - 3.4 The model of inclusive education worldwide
 - 3.5 The model of inclusive education in China
- 4 Literature review
 - 4.1 Literature review on inclusive education in the Western countries
 - 4.2 Literature review on inclusive education in China
 - 4.3 Conclusions of literature review on China
- 5 Research design
 - 5.1 Basic concepts
 - 5.2 Research object
 - 5.3 Research questions
 - 5.4 Research hypothesis
 - 5.5 Research objectives
 - 5.6 Research methodology and methods
 - 5.7 Research ideas
 - 5.8 Research limitations

Brief Introduction of Part I

This part is a research project which includes five aspects as introduction, research origin, history of inclusive education, literature review and research design. At first, the author indicates the identity of scholar who takes Tibetan special education as a research field, and an introduction of the development of Tibetan society, Tibetan culture, as well as Tibetan education. Then, it introduces research origins respectively from theoretical and practical sides of the development of inclusive education in Tibetan areas of China currently. Thirdly, from the perspective of history of inclusive education, the research shows the origins of ideas of inclusive education in “the Salamanca Statement”, as well as the developmental history and models in the worldwide and China. The research proposes that “learn in the regular class” which is the common model of inclusive education in some areas or most of ordinary schools still need to improve and perfect in mainland China. Fourthly, the author makes a literature review on the field of inclusive education in the Western countries and China, and puts forward the research of the attitude towards inclusive it rather little, while most of the research focused on the learning in regular class which is the main component of inclusive education. Face futurity, the new educational concept will design and develop education according to the characteristic, interest and their growth need of every child, learning in regular class can bring the chance to satisfy the individualized educational needs of children from now on. Fifthly, the author designs a research object, questions, hypothesis, objectives, methodology and methods, ideas under the views of basic concepts definition of related research and the deeply understanding of research conditions in Tibetan areas. The author deems that the best characteristics and innovation of this research is combines the methods of macro-investigation and micro-ethnography, that is the first scholar to do in the research field of Tibetan special education. Unfortunately, some kinds of limitations of the research in Tibetan areas determine the range of study, as well as research extent in current time.

PART II : A macro-investigation on the attitudes of Tibetan teachers towards inclusive education

- 1 Object of investigation
- 2 Research method and procedure
 - 2.1 Questionnaire construction
 - 2.2 Pre-testing
 - 2.3 Finalizing
 - 2.4 Formal testing
 - 2.5 Data processing
- 3 Research finding and analysis
 - 3.1 Basic situation description of Tibetan school teachers
 - 3.2 Analysis of variances
4. Conclusion and suggestion
 - 4.1 Conclusion
 - 4.2 Suggestion
5. Limitations of questionnaire and prospects for follow-up study
 - 5.1 To change the sample structure and sampling method
 - 5.2 To adopt more influencing variables

Brief Introduction of Part II

This part is a macro-investigation of the research which takes currently 307 teachers who come from 54 ordinary schools in Tibetan regions of China as the research objects. Questionnaire survey and self-made scale are important empirical methods on the research. The author introduces research method and procedure which include five aspects as questionnaire construction, pre-testing, finalizing, formal testing and data processing. After analysis of research finding, the research developed three characteristics of the attitude of the Tibetan teacher, as the demography, educational background and educational experiences with disabled students. By the analysis of characteristics of the attitude of the Tibetan teacher has, and combine with the reality of Tibetan schools, the study propose several suggestions on the Tibetan teacher, Tibetan schools and Tibetan educational establishment. They are: (1) it should make a difference between to them and concrete analysis of concrete problems. (2) Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education. (3) Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers' evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education. as Tibetan educational establishment which undoubtedly to undertake the roles of policy-maker and information interpreter, and lead all effective education information and regulation into all kinds of Tibetan schools, in order to make more basic school teachers understanding of the new educational concepts timely and clearly, so that to form an acceptable and active attitude.

PART III: A micro-ethnography on the attitude of Tibetan teacher towards inclusive education

1 Introduction

- 1.1 The form of inclusive education in Tibetan schools
- 1.2 A case text of educational ethnography
- 1.3 “Field”
- 1.4 “I am not a spy”
- 1.5 Narrative structure

2 A way of education in Tibetan area

- 2.1 A good news came
- 2.2 The school between the mountain and grassland
- 2.3 Daily schedule
- 2.4 Some important “school ceremony”
- 2.5 Curriculum provision and teaching contents
- 2.6 A group of young teachers

3 Life stories of Tibetan teacher YungChen

- 3.1 Afternoon tea of Teacher YungChen
- 3.2 Growth and family life
- 3.3 School things
- 3.4 Special education nearby
- 3.5 Remarkable students
- 3.6 The expectation of Tibetan school

4 Life stories of Han teacher XueLian

- 4.1 On duty
- 4.2 Home in Tibetan
- 4.3 A confident Han teacher
- 4.4 Exceptional children in the class
- 4.5 The expectation of “inclusive education”

5 Conclusion

- 5.1 On Tibetan school

5.2 On Tibetan teacher

5.3 On the attitude of Tibetan teacher towards inclusive education

Brief Introduction of Part III

This part is a micro-ethnography of the research which takes currently 2 Tibetan teachers who come from an ordinary school in Tibetan region of China as the research objects under the basis of the results of micro-investigation of this research. This part discuss with three specific questions: Firstly, how about present situation of inclusive education around special children in Tibetan ordinary school? Secondly, how about the attitude of Tibetan teacher towards inclusive education they have? And what are the expressive forms for attitudes of Tibetan teachers? Thirdly, what the attitude of Tibetan teacher towards inclusive education resulted in? With such problems into the case, with real and whole school environment as a research “field”, to form an educational ethnography text of case study of the Tibetan teachers’ attitude towards inclusive education. The author chooses “Huaxiang Tibetan language boarding school” as research field in the study with the assistance of the reporter in Tibetan areas.

After field work of one school season, the author combines the participatory observation and deep interview as the mainly research methods, and the research found that: (1) the Tibetan school exists formalized practice of “inclusive education” where lack of effective educational diagnosis methods of special children; (2) It has deficient teaching staff of inclusive education, that teacher also lacked of related knowledge and experience; (3) It has positive attitude of Tibetan teachers toward full inclusion, so that made a basis for application and practice of inclusive education in Tibetan school in next phase of implementation. But the Tibetan teachers’ attitude towards inclusive education acceptable and positively laid the foundation for constructing the system of inclusive education in Tibetan ordinary schools of China. The Tibetan teachers point out, due to family reasons, it appears with the phenomenon of a state of overwhelmed, which out of line of basic life. But they are major force of reform of inclusive education in Tibetan school, it undoubtedly show that the difference between them which need to bring to the attention by authority.

II. The Main Contents of Practical Research of the Dissertation

PART I : Research Project (omitted)

PART II : A Macro-investigation on the Attitudes of Tibetan Teachers towards Inclusive Education

1 Object of investigation

The objects of investigation in this part are currently 307 teachers who come from 54 ordinary schools in Tibetan regions of People's Republic of China.

2 Research method and procedure

Questionnaire survey and self-made scale are important empirical methods.

2.1 Questionnaire construction

2.1.2 The formation of pre-testing questionnaire

The author invited related professors, teachers and professionals which composed a committee of experts (See Diagram 1). The experts of committee mainly remove some items which loss of meaning of dimension after the modification of ambiguity and misunderstanding, as well as add new appropriated items from the assessment of readability and suitability (See Diagram 2).

Professional title	Professor of Special education	Associate Professor of Special education	Lecturer of Special education	Professor of Psychology	Professor of Statistics	Total
Number of people	2	2	4	2	2	12

Diagram 1: The statistics of experts of questionnaire validity

Item	Very reasonable	Reasonable	Basic reasonable	Unreasonable	Very unreasonable	Total
Number of people	4	6	2	0	0	12
percentage	33.33%	50%	16.67%	0	0	100%

Diagram 2: Statistics of experts of evaluation results of questionnaire

2.2 Pre-testing

The pre-testing mainly carried out with 32 Tibetan teachers who come from 8 ordinary schools in two Tibetan regions. During the pre-testing process, it widely soliciting opinions and revision, and making feasibility study of scale in the site, as well as data collection which prepare for psychometrics analysis of the scale at the same time. According to the data of initial testing, the study made psychometrics analysis to the validity and reliability of scale. The results show that, the correlation coefficient of questionnaire reaches 0.60 above, and were also significantly related ($p < 0.01$), the repeated questionnaire has good consistency and the reliability meets the requirements. It shows two results of repeated measured is consistence through T-test, there was no difference significant which has good construct validity.

2.3 Finalizing

Under basis of variable measurement, the study implemented optimizing and perfecting of questionnaire further. The scale classified into 7 items that using 7 steps of standard for evaluation as “Agree very fully”, “Fully agree”, “Agree”, “Neither agree nor disagree”, “Disagree”, “Fully disagree”, “Disagree very fully”, which assign for 1-7 score respectively. Among them, the item “1, 4”, “2, 3” & “5, 6, 7” are separately measures an attitude factor. The total score of each factor is on behalf of attitude level of individual, and the total score of all the items are on behalf of total attitude level.

2.4 Formal testing

The ways of questionnaire distribution were network delivery and personal service, as well as the recycling ways (See Diagram 3).

Number of issuing questionnaires	Recycling situation		Valid situation	
	Number of recycling	Recovery rate (%)	Number of valid	Effective rate (%)
350	336	96	307	91.37

Diagram 3: Statistics of questionnaire distribution and recycling situation

The schools of issuing questionnaires involved total 54 Tibetan ordinary schools.

The statistics of questionnaire objects schools shows as Diagram 4 below.

Locality			Number of Schools	Number of questionnaires
Province/Region	Prefecture	County/Community		
Tibet Autonomous Region	Chamdo Prefecture	Chamdo County	4	20
Qinghai Province	Yushu Tibetan Prefecture	Nangqen County	2	23
		Qumarleb County in Golmud City ecological immigrant communities	1	6
	Golog Tibetan Prefecture	Madoi County	1	19
Sichuan Province	Aba Tibetan & Qiang Autonomous Prefecture	Barkam County	4	21
		Heishui County	5	19
		Zoige County	6	18
		Xiaojing County	5	20
		Zamtang County	5	19
		Hongyuen County	6	18
		Jiuzhaigou County	4	20
		Jingchuan County	7	20
	Songpan County	2	40	
	Garze Tibetan Autonomous Prefecture	Danba County	2	44
Total			54	307

Diagram 4: Statistics of questionnaire objects schools

2.5 Data processing

The study use SPSS 18.0 to process and analysis the effective questionnaires.

3 Research finding and analysis

3.1 Basic situation description of Tibetan school teachers

(1) Gender of teacher

Different background factors		Sample size (person)	Percentage (%)
Gender	Male	148	48.2
	Female	159	51.8

Diagram 5: Statistics of teachers' gender (N=307)

(2) Age status of teacher

Different background factors		Sample size (person)	Percentage (%)
Age	21-30 years	120	39.1
	31-40 years	124	40.4
	41-50 years	59	19.2
	50 years above	4	1.3

Diagram 6: Statistics of age status of teacher (N=307)

(3) Length of professional experience of teacher

Different background factors		Sample size (person)	Percentage (%)
Length of professional experience	0-3 years	58	18.9
	4-10 years	96	31.3
	11-20 years	109	35.5
	20 years above	44	14.3

Diagram 7: Statistics of length of professional experience of teacher (N=307)

(4) Ethnic composition of teacher

Different background factors		Sample size (person)	Percentage (%)
Ethnic Minority	Tibetan	154	50.2

	Han	106	34.5
	Qiang	32	10.4
	Hui	15	4.9

Diagram 8: Statistics of ethnic composition of teacher (N=307)

(5)Religious belief of teacher

Different background factors		Sample size (person)	Percentage (%)
Religious Belief	Yes	133	43.3
	No	174	56.7

Diagram 9: Statistics of religious belief of teachers (N=307)

(6)Professional title of teacher

Different background factors		Sample size (person)	Percentage (%)
Professional Title	Primary school senior-level	67	21.8
	Primary school first-level	41	13.4
	Middle school senior-level	56	18.2
	Middle school first-level	41	13.4
	Middle school second-level	2	7.0
	No professional title	100	32.6

Diagram 10: Statistics of professional title of teacher (N=307)

(7)Education background of teacher

Different background factors		Sample size (person)	Percentage (%)
Education Background	High school or technical secondary school	9	2.9
	College degree	154	50.2
	Bachelor degree	144	46.9

Diagram 11: Statistics of education background of teacher (N=307)

(8)Teachers' educational experiences with disabled children

Different background factors		Sample size (person)	Percentage (%)
Education Experiences with Disabled Children	Yes	68	22.1
	No	239	77.9

Diagram 12: Statistics of educational experiences with disabled children (N=307)

(8)Teachers' training experiences about inclusive education

Different background factors		Sample size (person)	Percentage (%)
Training Experiences about Inclusive Education	Yes	0	0
	No	307	100

Diagram 13: Statistics of training experiences about inclusive education (N=307)

3.2 Analysis of variances

3.2.1 Description of mainly variance measuring items

(1) Minimum, Maximum, Std.Deviation, Skewness, Kurtosis of the questionnaire

Measuring item	N	Minimum	Maximum	Mean	Std.Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std.Error	Statistic	Statistic
Q1	307	5	7	6.15	.440	.713	.139	1.156	.277
Q2	307	5	6	5.13	.337	2.207	.139	2.891	.277
Q3	307	3	7	3.55	1.000	1.836	.139	2.538	.277
Q4	307	5	7	5.96	.532	-.044	.139	.550	.277
Q5	307	5	7	5.92	.555	-.034	.139	.210	.277
Q6	307	5	7	5.49	.568	.650	.139	-.588	.277
Q7	307	5	7	5.70	.844	.606	.139	-1.328	.277
Valid N (Listwise)	307								

Diagram 14: Descriptive statistics of mainly variance measuring items

(2) Reliability analysis

The statistics of Cronbach Alpha of questionnaire has shown in Diagram 24 below.

Cronbach's Alpha	N of Items
.831	7

Diagram 15: Statistics of Cronbach Alpha of the questionnaire

(3) Validity analysis

It analyzed with the method of exploratory factor analysis to inspect the construction of questionnaire.

Item	Initial	Extraction
Q1	1.000	.763
Q2	1.000	.906
Q3	1.000	.737
Q4	1.000	.758
Q5	1.000	.639
Q6	1.000	.689
Q7	1.000	.650

Diagram 16: Communalities analysis of the questionnaire

It analyzed with exploratory factor analysis method again in inspect the 7 items.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy .		.851
Bartlett's Test of Sphericity	Approx. Chi-Square	778.990
	df	21
	Sig.	.000

Diagram 17: KMO and Bartlett's Test of the questionnaire

The results of factor analysis indicated that, the results of factor analysis the same as theoretical construction which can be extracting 3 factors with the method of principal component analysis, that the total variance explained of the questionnaire as flowing Diagram 18 below.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.134	30.482	30.482	2.134	30.482	30.482	1.992
2	1.858	26.540	57.022	1.858	26.540	57.022	1.969
3	1.150	16.425	73.447	1.150	16.425	73.447	1.342
4	.637	9.096	82.543				
5	.510	7.288	89.831				
6	.421	6.012	95.843				
7	.291	4.157	100.000				

Diagram 18: Total Variance Explained of the questionnaire (N=307)

3.2.2 Demographic differences of Tibetan teacher towards inclusive education

(1) Gender difference

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
REGR factor score 1 for analysis 1	Equal variances assumed	1.403	.237	.817	305	.415	.09337774	.11428145	-.13150215	.31825763
	Equal variances not assumed			.815	297.563	.416	.09337774	.11463723	-.13222469	.31898017
REGR factor score 2 for analysis 1	Equal variances assumed	.125	.724	.379	305	.705	.04336510	.11437951	-.18170774	.26843795
	Equal variances not assumed			.380	304.933	.704	.04336510	.11402432	-.18100899	.26773919
REGR factor score 3 for analysis 1	Equal variances assumed	1.121	.291	-.391	305	.696	-.04472694	.11437779	-.26979641	.18034252
	Equal variances not assumed			-.392	304.930	.695	-.04472694	.11414503	-.26933858	.17988469

Diagram 19: The results of independent samples t-test of gender of teacher

The differences analysis has shown that, the P-value is greater than the level of significance, that is: $\text{Sig} > 0.05$. Therefore, there are no significant differences in terms of gender for the attitude of Tibetan teacher towards inclusive education.

(2) Age difference

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	11.732	3	3.911	4.027	.008
	Within Groups	294.268	303	.971		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	6.958	3	2.319	2.350	.072
	Within Groups	299.042	303	.987		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	25.699	3	8.566	9.260	.000
	Within Groups	280.301	303	.925		
	Total	306.000	306			

Diagram 20: The results of ANOVA of age of teacher

By the difference analysis of age of Tibetan teachers, it is found that “emotion of attitude” and “behavioral tendency of attitude” are mostly affected by all difference factors so as to become significant difference. But there was no statistical significance in the factor of cognition of attitude.

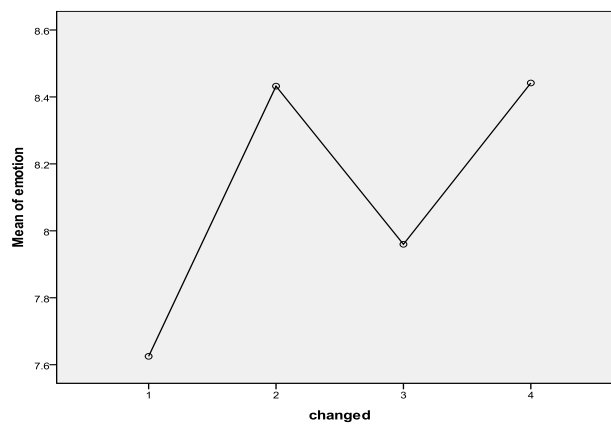


Diagram 21: Means plots of emotion of attitude of Tibetan teacher in different age

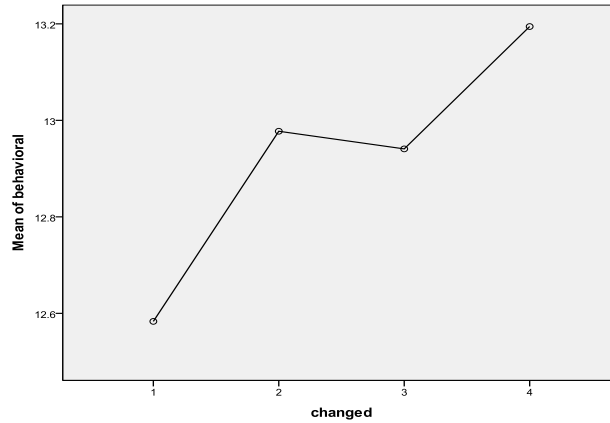


Diagram 22: Means plots of behavioral tendency of attitude in different age

(3) Length of professional experience difference

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	4.783	3	1.594	1.604	.189
	Within Groups	301.217	303	.994		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	4.176	3	1.392	1.397	.244
	Within Groups	301.824	303	.996		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	13.938	3	4.646	4.820	.003
	Within Groups	292.062	303	.964		
	Total	306.000	306			

Diagram 23: The results of ANOVA of length of professional experience of teacher

By the difference analysis of length of professional experience of Tibetan teachers, it is found that “cognition of attitude” is mostly affected by all difference factors so as to become significant difference. But there were no statistical significance in the factor of emotion and behavioral tendency of attitude.

With further analysis of the factor of cognition in different length of professional experience of Tibetan teacher, the results of means between groups can be shown in Diagram 24, the youngest teacher group who only has 0-3 years length of professional experiences has the highest cognition of the attitude towards inclusive education, but the oldest group who has more than 20 years length of professional experiences still has the lowest cognition of the attitude. The reasons are deeply rooted in their occupational tiredness in the school position and heavy family lives.

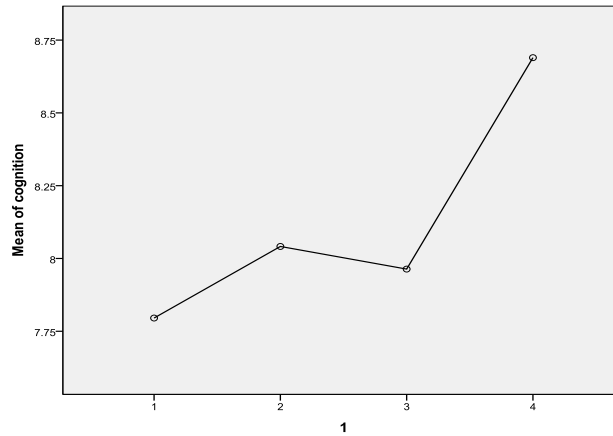


Diagram 24: Means plots of cognition of Tibetan teacher in different length of professional experience

(4) Ethnicity identity difference

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	6.549	3	2.183	2.209	.087
	Within Groups	299.451	303	.988		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	3.687	3	1.229	1.232	.298
	Within Groups	302.313	303	.998		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	3.051	3	1.017	1.017	.385
	Within Groups	302.949	303	1.000		
	Total	306.000	306			

Diagram 25: The results of ANOVA of ethnic minority of teacher

Diagram 25 of data has shown that, the P-value is greater than level of significance, that is: Sig>0.05. Therefore, there are no significant differences in terms of different ethnicity identity for the attitude of Tibetan teacher towards inclusive education.

(5) Religious belief difference

		Levene's Test for Equality of Variances	t-test for Equality of Means	95% Confidence Interval of the Difference

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
REGR factor score 1 for analysis 1	Equal variances assumed	1.403	.237	.817	305	.415	.09337774	.11428145	-.13150215	.31825763
	Equal variances not assumed			.815	297.563	.416	.09337774	.11463723	-.13222469	.31898017
REGR factor score 2 for analysis 1	Equal variances assumed	.125	.724	.379	305	.705	.04336510	.11437951	-.18170774	.26843795
	Equal variances not assumed			.380	304.933	.704	.04336510	.11402432	-.18100899	.26773919
REGR factor score 3 for analysis 1	Equal variances assumed	1.121	.291	-.391	305	.696	-.04472694	.11437779	-.26979641	.18034252
	Equal variances not assumed			-.392	304.930	.695	-.04472694	.11414503	-.26933858	.17988469

Diagram 26: The results of independent samples t-test of religious belief of teacher

From Diagram 26 above show that, the P-value is greater than level of significance, that is: $\text{Sig} > 0.05$. Therefore, there are no significant differences in terms of different religious belief for the attitude of Tibetan teacher towards inclusive education.

(6) Professional title difference

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 1	Between Groups	7.798	5	1.560	1.574	.167
	Within Groups	298.202	301	.991		
	Total	306.000	306			
REGR factor score 2 for analysis 1	Between Groups	1.494	5	.299	.295	.915
	Within Groups	304.506	301	1.012		
	Total	306.000	306			
REGR factor score 3 for analysis 1	Between Groups	6.919	5	1.384	1.393	.227
	Within Groups	299.081	301	.994		
	Total	306.000	306			

Diagram 27: The results of ANOVA of professional title of teacher

As the Diagram 27 above implies, the P-value is greater than level of significance, that is: $Sig > 0.05$. Therefore, there are no significant differences in terms of different professional title for the attitude of Tibetan teacher towards inclusive education.

3.2.3 Differences in educational background of Tibetan teachers towards inclusive education

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score for analysis 1	1 Between Groups	8.763	2	4.381	4.481	.012
	Within Groups	297.237	304	.978		
	Total	306.000	306			
REGR factor score for analysis 1	2 Between Groups	.794	2	.397	.395	.674
	Within Groups	305.206	304	1.004		
	Total	306.000	306			
REGR factor score for analysis 1	3 Between Groups	2.214	2	1.107	1.108	.332
	Within Groups	303.786	304	.999		
	Total	306.000	306			

Diagram 28: The results of ANOVA of educational background of teacher

From the analysis results above we find that, “behavioral tendency of attitude” is mostly affected by all difference factors so as to become significant difference. But there were no statistical significance in the factor of cognition and emotion of attitude.

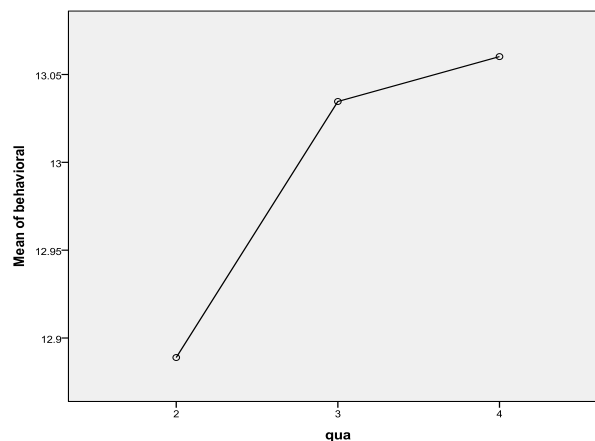


Diagram 28: Means plots of behavioral tendency in different educational background

3.2.4 Differences in educational experience of disabled children of Tibetan teachers towards inclusive education

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
REGR factor score 1 for analysis 1	Equal variances assumed	8.101	.005	-2.659	305	.008	-.36191437	.13609727	-.62972282	-.09410592
	Equal variances not assumed			-3.059	136.786	.003	-.36191437	.11831864	-.59588460	-.12794414
REGR factor score 2 for analysis 1	Equal variances assumed	8.349	.004	-.754	305	.451	-.10369524	.13753786	-.37433843	.16694796
	Equal variances not assumed			-.966	173.255	.335	-.10369524	.10736608	-.31560913	.10821866
REGR factor score 3 for analysis 1	Equal variances assumed	23.496	.000	-2.673	305	.008	-.36370207	.13608165	-.63147977	-.09592436
	Equal variances not assumed			-3.771	222.048	.000	-.36370207	.09644283	-.55376243	-.17364170

Diagram 29: The results of independent samples t-test of educational experiences of teacher with disabled children

The study should understand if differences in attitude between different educational experiences of Tibetan teacher with disabled children with the method of independent samples test. The results obtained from the Diagram 29 above have shown that, “cognition of attitude” and “behavioral tendency of attitude” are mostly affected by all difference factors so as to become significant difference.

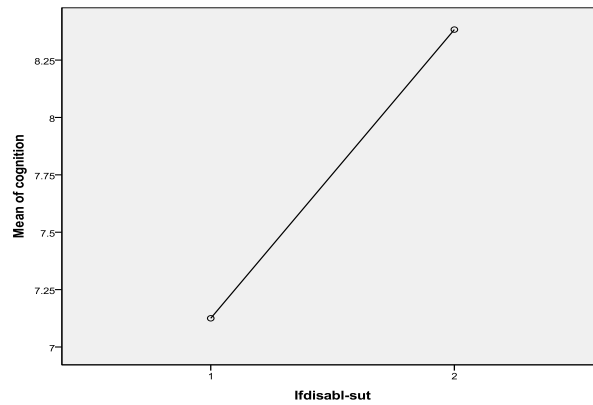


Diagram 30: Means plots of cognition of Tibetan teacher in education experience of disabled student with disabilities

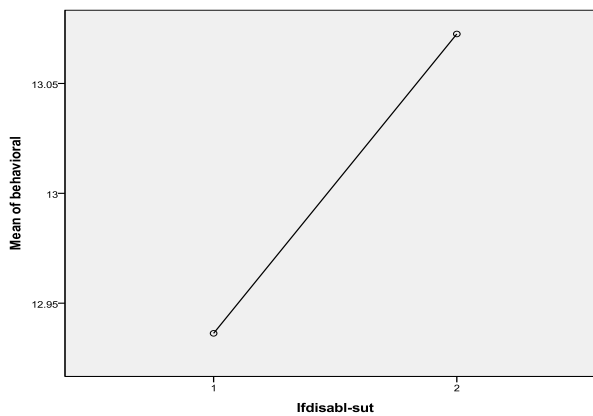


Diagram 31: Means plots of behavioral tendency of Tibetan teacher in education experience of disabled student with disabilities

4. Conclusion and suggestion

4.1 Conclusion

4.1.1 The demographic characteristics of the attitude of Tibetan teacher towards inclusive education

Among demographic characteristics of the samples of Tibetan teachers, the study mainly inspected the differences and characteristics of 6 variables as gender, age, and length of professional experience, the identity of ethnicity, religious belief and professional title.

(1) Gender characteristics

There was no significant difference in three dimensions of the attitude of Tibetan teacher towards inclusive education. It indicate that, in Tibetan ordinary schools, no matter the male teachers and female teachers are all keep the same attitudes towards inclusive education, although they still have fully understanding the ideas and concepts in the practice of inclusive education. In their opinions, if inclusive education should carry out in Tibetan schools, which should solve the problems of poor educational environments and the overloading works of Tibetan teachers that the practice can be achieved smoothly.

(2) Age characteristics

With the comparison of the attitude of Tibetan teachers towards inclusive education in different ages, it found that the differences on the results of emotion and behavioral tendency. There wasn't appeared the increasing emotional experiences and behavioral tendency of the attitude of Tibetan teachers towards inclusive education according to the increasing age, but the young age group than that of old age group with the reasons of professional freshness and family condition without the burden of.

(3) The characteristics of length of professional experience

The study found that, there was significant difference in cognition of the attitude of Tibetan teacher towards inclusive education, which the youngest teacher group who only has 0-3 years length of professional experiences has the highest cognition of the attitude towards inclusive education, but the oldest group who has more than 20 years length of professional experiences still has the lowest cognition of the attitude. The reasons are deeply rooted in their occupational tiredness in the school position and heavy family lives. It is almost the same reasons as the variable of age of Tibetan teacher has.

(4) The characteristics of the identity of ethnicity

In Tibetan schools of China, almost schools have different identity of ethnicity of teachers, whose are categorized as "Tibetan teacher" due to their working place. Among of them, Tibetan and Han teachers are common to see, other nations as well but not by much. The study has shown that there was no significant difference in the attitude of teacher towards inclusive education, which illustrates in Tibetan schools of

Tibetan region, the attitude of the teacher probably observe the customs of the place without the different ethnic habits they had before.

(5) The characteristics of religious beliefs

In China, religion is not uniform, which it always appears different people with different religious beliefs, some Tibetan people believe in Tibetan Buddhism, many Hui people believe in Islam, and some Han people believe in Chinese Buddhism or have no religious beliefs. Usually, people hold different religious beliefs with different views on life or opinion of people, which maybe define one's thinking and behaviors. The teacher as a human, it's on the cards that probably the religious belief define their concept of educational value or teaching behavior. But in the study, it found that there was no significant difference in religious belief of the teacher have, which illustrate all the teacher with nationalities has the same attitude towards inclusive education.

(6) The characteristics of professional title

The study revealed that all the teachers have no significant differences with different professional title. That's to say, Tibetan teacher by no means changes their attitude in according to one's increasing professional title.

4.1.2 The characteristics of educational background of Tibetan teachers towards inclusive education.

The study has shown that, there was significant difference in "behavioral tendency of attitude" of different educational background of Tibetan teachers has. It often appears that the higher degree of educational background has the most positively behavioral tendency of the attitude. This can be easily to explain that, the teacher learned more, their views of educational value and the understanding of teaching or students have more and deeply, so that they will have more positive and accepted behavioral tendency of the attitude towards inclusive education. On the contrary, due to the influence of the learning process, and the lack of knowledge, most Tibetan teachers with lowest degree of educational background have the lower willingness to accept the new concepts and practice of inclusive education, so that have the lowest cognition of the attitude when they towards inclusive education inevitably.

4.1.3 The characteristics of educational experiences with disabled students of

Tibetan teachers towards inclusive education.

The research indicated that, there were significant differences in the factors of cognition and behavioral tendency of the attitude. Generally speaking, Tibetan teachers who have educational experiences with disabled children which appear positively, that results in the ascension of teaching experiences of special education, as well as teaching knowledge of the students with special educational needs. Some Tibetan teacher found that the disabled children can be made successful in their teaching process the same as the normal children, and the students with disabilities also be entrusted with an important post and been doing it very well.

4.2 Suggestion

By the analysis of characteristics of the attitude of Tibetan teacher has, and combine with the reality of Tibetan schools, it propose the following suggestions.

4.2.1 Suggestion on Tibetan teachers

The study has found that, it was significant differences on the factors of age and length of professional experience of Tibetan teachers. Hence, it should make a difference between to them and concrete analysis of concrete problems. Firstly, on the aspect of cognition, Tibetan school might set up relatively formal curriculum or training about inclusive education or special education previously, which focus on the importance of cognition on the practice of inclusive education, as well as how to practice it effectively. Secondly, on the aspect of emotion, the Tibetan teachers who have educational experiences with disabled children that often have abundant teaching experiences and ideas. It advocates that to promote among the school teacher groups with the approach of emotional declare or educational narrative, which it must be lead more emotional experience of other Tibetan teachers, so that it maybe reach the thinking or reform of human essence, as well as the nature of education.

4.2.2 Suggestion on Tibetan schools

Most Tibetan schools have educational environment design on their campus and teaching building, but full of slogans without the beneficial for all in school. When the

concepts and ideas of inclusive education make the students and teachers feel strange, it takes the best way of propaganda with “slogan” and “wall map” which plays an influential role to lead-in, so that probably renew the knowledge system of individual.

The research has found that some of the Tibetan teacher has an acceptable and positive attitude when they towards inclusive education under the teaching experiences with disabled students. It is thus clear that, those teachers has comparatively abundant emotional experiences get along with special students, as well as know the learning advantages and shortages, also witnessed the success and failure of the learning of special students, which all can be improved them have correctly personal cognition of inclusive education. As a management unit of Tibetan teachers, why not sharing experiences of special education in ordinary school by Tibetan teacher to all through enlargement way?

Some of Tibetan schools have prescribed and regular teaching observing system so that to form one of assessment contents of teachers. But most teachers ignore the construction of the teaching situation but focus on the application of teaching methods in lectures, especially teaching toward students with disabilities. Under the awareness of these phenomenon, if Tibetan school intended to strengthen atmosphere of inclusive education in class by teachers, so that to develop one of teachers’ evaluation content, which must be let more special needs children beneficial in the school, as well as to come into being the right attitude and motivation of Tibetan teachers towards inclusive education.

4.2.3 Suggestion on Tibetan educational establishment

As a new concept, the practice of inclusive education has been successfully leading into a rare Tibetan school of the partial cities and counties of Tibet Autonomous Region. However, most Tibetan schools have no idea or information about the practice after five years of developments, how about the developed results and how about the difficult position and experience the pilot school faced on the process? Which no doubt play a restraining role to promote further practice of inclusive education in Tibetan areas. For this reason, to speed up the summary of experiences of inclusive education in Tibetan schools, this can be brought new hope to the next step

practice in all the Tibetan areas.

Lots of Tibetan teachers felt strange about the pattern of inclusive education while the investigation process of the author, they attributed the reason was closed educational information and shortage of educational resource in Tibetan areas. In fact, it definitely was a certain relation to the policy making and information transfer of inclusive education. It has no explanation on the practice of inclusive education, as well as no educational information dissemination in Tibetan areas, how can be resulted in good scholastic resources? Consequently, as Tibetan educational establishment which undoubtedly to undertake the roles of policy-maker and information interpreter, and lead all effective education information and regulation into all kinds of Tibetan schools, in order to make more basic school teachers understanding of the new educational concepts timely and clearly, so that to form an acceptable and active attitude.

5. Limitations of questionnaire and prospects for follow-up study

5.1 To change the sample structure and sampling method

Due to the limitations of time, people, financial and material resources, this questionnaire investigation takes the methods of purposive and snowball sampling to distribute the questionnaire in the ordinary schools of different Tibetan regions under the study of 307 Tibetan teachers. It is hard to reach the objective criterion fully although the author tried the best to scatter sources of samples. Therefore, the follow-up research can be taken from random sampling to improve the lack of sampling of the research. In addition, it was insufficient of the research which has taken Tibetan Autonomous Region, Sichuan Province and Qinghai Province as the sample locations, but it should take Gansu Province and Yunnan Province as the sample locations, which can be understood the differences of the attitude of Tibetan teacher towards inclusive education under the various economic and cultural background of Tibetan regions, thus to improve the representative of sampling and

deepen the study.

5.2 To adopt more influencing variables

The questionnaire investigation checked a plenty of literatures, which have already took some variables into the research, so that made a relatively comprehensive discussion, but not only that effecting the attitude of Tibetan teachers towards inclusive education on the process of schooling practice. For instance, society-related factors including social stratification and the campaigns of mass ideas which products an important guiding role in the cognition, emotional and behavioral tendency of Tibetan teachers towards inclusive education. Therefore, the follow-up research can be introduced more newly influencing variables to discuss so that to rich the studies on the attitude of Tibetan teachers towards inclusive education under the basis of literatures and relative studies reviews.

PART III: A Micro-ethnography on the Attitude of Tibetan Teacher towards Inclusive Education

1 Introduction

1.1 The form of inclusive education in Tibetan schools

From the concept to understand the present situation of inclusive education of Tibetan, every ordinary school belongs to the broad sense of the practice of inclusive education, while they accept special children, to make the same educational right as the normal children. But, it appears two different developmental forms in today's Tibetan educational system because of different forms of practice and its connotation. First, it is the Tibetan children with disabilities learning in regular class into Tibetan ordinary schools. Another way to practice inclusive education is "inclusive education pilot schools" which is the mark of official start of inclusive education in Tibetan areas, it began rebuilding 8 ordinary schools to "inclusive education pilot schools" from "7 counties and 1 district" of Lhasa City in Tibet Autonomous Region. It was regarded as a model of "conscious inclusive education form".

1.2 A case text of educational ethnography

I need to discuss with three specific questions: First, how about present situation of inclusive education around special children in Tibetan ordinary school? Second, how about the attitude of Tibetan teacher towards inclusive education they have? Third, what kinds of influence factors and development potentials of the practice of inclusive education in Tibetan ordinary school on the eyes of school teachers? With such problems into the case, with real and whole school environment as a research "field", to form an educational ethnography text of case study of the Tibetan teachers' attitude towards inclusive education. As for the research result of this educational ethnography, I expect to realize the comprehension of general characters of the teacher population

in Tibetan schools through life stories and the view of education. The study will to detail the research contents and to deepen the research results, as well as to strengthen the research value.

1.3 “Field”

When I decide to explore my research questions with the case study paradigm of educational ethnography, based on the following two sides: on the one side, case school must have the development form of inclusive education in the synchronic and diachronic, at least exist the phenomenon of Tibetan child with disabilities learning in regular class. On the other side, case school should have the same natural, cultural and educational environment as additional Tibetan ordinary school; it also should be one of the most popular representative schools in Tibetan basic education system. I have to face the embarrassing situation of “Tibet-related issue” when I selecting research field. At last, I choose “Qinghai Province Golog Tibetan Autonomous Prefecture Madoi County Huaxiang Tibetan language boarding school⁴³” as my research field in the study with the assistance of the reporter in Tibetan areas. (See Figure 1)



Figure 1: The location of “field work” of case school

⁴³ According to the tradition of ethnography, I didn't use the formerly called of this case school and its located town (township), but I called “Huaxiang Tibetan language boarding school” and “Huaxiang”, respectively. In a similar way, my reporter “ChunMei”, Tibetan teacher “YungChen”, Han teacher “XueLian” and other interviewees in this article are also not an original name.

The research views should drive from the outside to inside while I understand educational ethnography as a research method of school as below diagram 32.

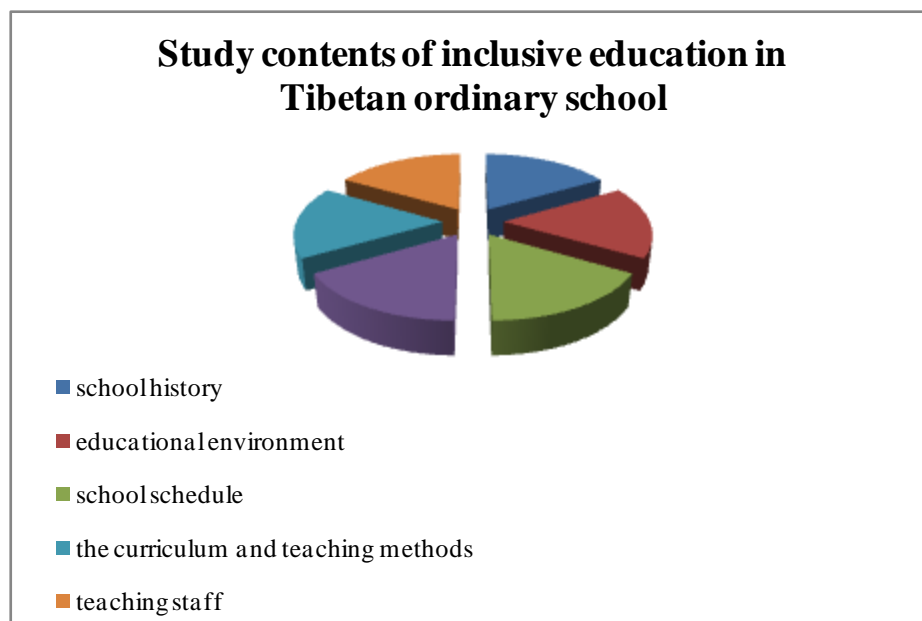


Diagram 32: Study contents of inclusive education in Tibetan ordinary school

2 A way of education in Tibetan area

3 Life stories of Tibetan teacher YungChen

3.1 Afternoon tea of Teacher YungChen

YungChen is a Tibetan female who was born in 1976. There are four people in YungChen's family. But just three of them are resident population in Huaxiang Tibetan School. There are YungChen's husband, their second son and YungChen. As for YungChen's daughter who is a high school student study in Madoi County so she only back home on holiday occasion. The family looks warmly and lively.

YungChen's second son's appearance and character are from YungChen. He is not good at words when in front of stranger, he just smile. When he saw my arrival, he left his seat slowly and walked straight to the door and leaned against the wall. Though this was a short distance, he walked a bit slowly. He looked at me from time to time while we talking. But whenever our eyes contacted, he buried his head shyly. That day, he dressed in red robes. Teacher YungChen calls it "cassock". According to

my limited experience, he is a monk in Tibetan Buddhist monastery. In Tibetan, it is still a common phenomenon that one family with a son must have a monk. However, the monk appeared in a home with two teachers still instantly shocked me. Later contact confirmed that YungChen's son is a sixth grade student in Huaxiang Tibetan School. His hands and feet are inconvenience because he suffered a serious illness that caused his muscle atrophy. When he recovered, his body bear partial disability.

When speaking of his son's disability, teacher YungChen opened her dialogue box. She looked a bit emotional. I can see there was something deep in her heart. Initially, the child had sustained fever, but at the end lead to meningitis firing just because he hadn't gotten timely heal. After the illness delayed too long, the couple began to visit good doctors to heal the child. The family visited to Madoi's local and major hospitals in Qinghai Province. They have tried Tibetan medicine, Chinese and Western medicine, etc. Most doctors told them that they had missed the best time for treatment. Later, the couple believes in Tibetan Buddhism. They went to Golden temple, asking Living Buddha whom are good at Tibetan medicine and whom can tell the future. Buddha said that was a n incurable "disease". The child cannot quit it, but his life can be extended if he always covered the robes with Living Buddha's blessing. Because this Buddha was a very prestigious one in local place, the couple believed his words. YungChen told me his son needed to wear the robes for a lifetime, if it was not allowed in working place in the future, then his son would go to the temple. It seems that the couple will totally believe the robes have magic. This magic robe can promise their child a healthy long-term life. So I can saw YungChen's son just wearing a coat of Tibetan Buddhism, while learning the knowledge of science and culture. YungChen's son listening to dialogue about his own medical records history, he occasionally bow his head and did not say anything, his face in a calm.

3.2 Growth and family life

YungChen is a local native Tibetans in Madoi County of Qinghai Golog prefecture. She lives in the Tibetan pastoral since she was a child. Because she is a girl, so when

she was ten she had just studied in the pasture boarding school in the county. Though both the boarding schools, compared to Huaxiang Tibetan School, the school she had studied before is worse on the condition of living and learning conditions. Before she was attended the inauguration of the school than now stepping Tibetan schools a lot worse. She told to me that the Tibetan children are happy now because they have good reading condition. It was a “five year” primary school. After graduation, she was admitted with honors to Madoi County Tibetan Middle School. This school is a well-known local school with a history. YungChen has spent three years in the county. It was her first time away from pastoral areas and left parents to the county. In order to realize her teacher dream, she has entered to Golog Prefecture National and Normal School after she graduated from junior high school. This school is the only high school in Golog prefecture. At that time, YungChen’s major was education. She determined to be a teacher and dedicated to Tibetan areas’ education. After graduation, she was assigned to Huaxiang Tibetan School and working until now. After she began to work as a teacher, in order to improve herself, she had studied the Tibetan language and literature in Qinghai Normal University in her spare time and gotten an undergraduate degree.

YungChen is a local native Tibetans in Madoi County of Qinghai Golog prefecture. She lives in the Tibetan pastoral since she was a child. Because she is a girl, so when she was ten she had just studied in the pasture boarding school in the county. Though both the boarding schools, compared to Huaxiang Tibetan School, the school she had studied before is worse on the condition of living and learning conditions. Before she was attended the inauguration of the school than now stepping Tibetan schools a lot worse. She told to me that the Tibetan children are happy now because they have good reading condition. It was a “five year” primary school. After graduation, she was admitted with honors to Madoi County Tibetan Middle School. This school is a well-known local school with a history. YungChen has spent three years in the county. It was her first time away from pastoral areas and left parents to the county. In order to realize her teacher dream, she has entered to Golog Prefecture National and Normal School after she graduated from junior high school. This school is the only high

school in Golog prefecture. At that time, YungChen's major was education. She determined to be a teacher and dedicated to Tibetan areas' education. After graduation, she was assigned to Huaxiang Tibetan School and working until now. After she began to work as a teacher, in order to improve herself, she had studied the Tibetan language and literature in Qinghai Normal University in her spare time and gotten an undergraduate degree.

After her son has suffered illness, for a long period of time, she will exercise her son's life self-care ability to enhance his withered hands and foot, such as dressing, doing simple labor, etc. They thought these things would help her son to be more independent. No matter how long it will take him to do one thing for his inconvenient, she will carefully watching and guiding nearby. Her son has gradually learned some family stuff he can do. However, they are often in a hurry or do not have enough time to wait her son do these things by himself, so the child's daily diet work was done by them gradually. After that they hurriedly back to job. The whole family has some changes in recent years. In fact, the change from the "son-centric" to "work-centric" is just the two years' thing. Their lifetimes are gradually be occupied by their job.

Now, YungChen said: "I don't mind my tire if I have time to help my son. The most important thing is that I can do something for my son in the limited time to decrease the pain of health reason." Every day, the first thing she will do is cooking for her children after work. Her weekly working time is increasing than before. The family now has one idea that teacher YungChen will work at county's school if Tsering's working place is unchanged. However, they worried about the uncertain of Tsering's working place. Tsering's job now has fixed term. He may works in other place in the secondary term. So they family will eventually separate. If thing like that, they may be in a long-separated state. So now, all plans look weak when face the reality. "It does not matter where to live, the most important thing is that the whole family live together." YungChen said. Though the distance between Gyaring Lake Township and Huaxiang Tibetan School is just thirty kilometers, it is still not convenient to live there. Considering they can stay with the child, they don't care about of the living conditions. It can be said that this time might be their trough. Actually, as early as

2006, the family already has experienced a large trough. That year, she has transferred to the Yellow River Township Center School. Her husband also works there. Life became nice, but unfortunately his son suddenly ill. In order to heal her son, they have visited many hospitals in Xining. For the convenient of her son's treatment, they have done every possible thing to apply for the transfer back to Huaxiang Tibetan schools. Life finally became calm and quiet.

“Yes, I am a religious person.” YungChen was blunt in her reply. “Most of our Tibetan believe in Tibetan Buddhism, there are many monasteries and white tower surrounding in our township where we live, lots of native people go and serve Buddha at regular intervals, we believes that where is the Buddha, where is direction of our pilgrimages, and in the spirit of each Tibetan people is a bower for their spirit.” It's hard to image that, she takes education associated with Buddhist teachings. She said, “there has many different understanding in treat with students, as teacher, we should to provides education for all, however, we should not only realize and cultivate their one aspect advantage or disadvantage. If teachers are tries our best to provides helps so that makes great improvement maybe. Those all the same as Buddhist teachings that all the people have their own characteristics, but our education can be improved.”

3.3 School things

YungChen began her teaching career since 1998. Now she has a primary teaching qualification certificate. The fall semester of 2014, she taught mathematics to third grade students. There are 22 hours per week, including core classes and sub classes. She smiled and said: “The burden is fairly large. I have a sufficient time to complete my teaching task, but because of I have parents and children, this made me cannot concentrate on my work. I thought about them every day. Did they get up now? Did they have the dinner? Can they take care of them? So when I feel a little absent-minded when I teaching. If I do not have these family problems, I think I can handle my workload now. ”When it comes to the relationship between work and family, YungChen's tone was somewhat hasty and excited. She looked at her mother

and child after that. I could feel that she thought she owed to them."In fact, as for teacher training, I have some willing. I also agree that training can help me to receive new expertise knowledge and get a chance to communicate with peers or listen to the guidance of experts and professors. This is a good thing. I teach Tibetan mathematics, so I want to take some math-related professional training. However, because of the overload workload, we almost did not go out of training. "It seems that training was an annoying thing to YungChen.

It is ridiculous that there are annual training hours requirement to assess teacher's performance on the current evaluation system. At the end of semester, teachers struggled to find the training opportunities, or use other forms such as on duty instead of training hours to make up for the lacking of training hours. Most likely, their limited summer and winter holidays was occupied by forced training. They participate in a variety of training in order to get more assessment points. As for using the holidays to participate in-service training, Voices has a different view. She said, "Our family has elders and children. We need to go the hospital in Xining. So we want to take advantage of the holidays to complete these things we can't do in our normal time. Now it becomes one kinds of difficult because we had to attend the training. "

In 2009, YungChen was awarded as excellent teachers in Qinghai Province. She is also a representative of the people's committees. Her main work is related to education. Such as communicate with county leaders on education or reflect the existing problems in local education.

3.4 Special education nearby

The special education around YungChen was started from their own family education. Her younger son's disability has made her feel guilt. There is no a disabled child or special kids in her class. However, she knows there are disabilities in other classes in this school. "YungChen told me she did not worry about the mighty additional burden if there are disabilities in her class with 50 students. She would like to think learning strategies according with their different learning condition. If

disabled students transfer to her class, she would use the same strategies. She said that she would consider physiological factors because of their disability. YungChen showed her sophisticated and confident again. She added that she would accept disabilities except one with brain problems. On that condition she would recommend them to other special schools. That means the visual, the physical and other hearing disability will not affect her teaching. But special children with intellectual disabilities might reflect her teaching achievements. There is a deeper problem behind of her words. There exists achievement assessment of school's evaluation system. Once the student scores below the county average scores, teacher performance will be affected. YungChen said, "I suggest students with disabilities go to special schools because their teaching methods and facilities might higher than ours that can meet with their learning need. Besides that the learning requirements are different between normal students and disabled one. The learning environmental requirements at least can meet the special students' needs." YungChen knows that the current schools haven't the "resource room" and other physical environment for children's special learning needs. She also said that she did not know whether the normal teaching methods were suit for the disabled students? She asked one question that did special teachers have particular teaching method. She was unaware of the difference. Before that she has no access to contact with special school counterparts. She also has no chance to communicate with them. She has these questions just because she has no idea about teachers in special schools. However in her mind, she imagined that the special educational teachers must have different mentality and definitely has benign moods when they faced with different special students every day. She thought the special educational teachers also should have two qualities. One is "patience"; the other is "kindness". Patience let them believe that disabilities can be taught. Kindness is the fundamental attitude ensures teachers accept them from their hearts. YungChen added that teachers might also have special skills, such as teachers should familiar with Braille or sign language.

"If you have the knowledge of special education, I am willing to learn." When we talked about special education, YungChen mentioned the training topic initiatively. I

immediately asked her one question why she cared about the special education training, did it just because her son's physical disability. She admitted it honestly. She said she did not know the teaching methods designed for her son's disability. If there has one, she would happy to learn no matter how busy and tired she would learn it. She added, "If the students were sent by parents to our ordinary school, I will teach them with the same teaching methods. I will also care about their special need help according to their personal aspects. I believe that I can achieve educational goals once I pay attention to them from the heart and have long-term education program."

3.5 Remarkable students

"Some of students I taught usually come back to see me." YungChen said with a satisfied smile. "In my memory, there has a girl student who was learning in the school of Yellow River Township makes me impressed. She is a local native Tibetan, and now study in the Northwest University of Nationalities. She will graduate from the university this June and work in the Madoi County. Why I have impressed? The first reason is, it is hard to have a college student here (the Huaxiang Tibetan Township), then, she is a worked so hard person who so clearly understood respect person and contribute to Tibetan society, it's a good example that she will work back to their hometown. It is only a few young people willing to return when they have been gone to the Golog Prefecture or Xining City now in our township, due to the poor conditions on all aspects. So, it appears very commendable while she made her job selection back so that we have seen a hopeful glimpse of Tibetan future." When it comes to the topic of impressed student, YungChen lovely to talk about it, her eyes danced with delight. But she has a little bit embarrassing when we talk about the negative of the students in her class.

"There has no special bad students, but have 'students with learning difficulties'. They felt so inhibited and their difficulties mainly reflected in school record. As a teacher, I can do is to: show solicitude for their learning and living. In learning, I would ask them what kind of problems they didn't understand; in daily life, I always

reminder them to wear clean-washed clothes and maintain the personal hygiene so that we cannot feeling a little disconnected. Step back again, I can encourage students with learning difficulties from other ways without study, and we need to cultivate their personal living habit such as time keeping, good manners and trustworthy. It should learn in the early years which will be with our entire lives.”

3.6 The expectation of Tibetan school

YungChen at least gave me positive answers for three times: the one is cognition to the low level of teaching quality, the other one is the opinion of teachers’ salaries, the last is the worried about lack of Tibetan elements in textbook of Tibetan school. She said, “I’m very clear that, our Tibetan school have low level of teaching quality now, even can be described the words ‘the low side’”. The author remembered the girl college student that she mentioned above, which is hard to have a college student in the township, especially in big environment which takes examination record as an only assessment standard of educational quality, the teaching level is the direct factors caused the school record of students. So that it is so precious for become a college student. YungChen has satisfied her salaries, she truthfully answered: “it was not bad in food, clothes, live in larger homes and enjoy better transportation services in recent years. But the salaries of teachers were still lower in the nearby villages.” Due to the status of the representative of the National People’s Congress, she also concerning about the village education and teachers, perhaps she was a village teacher before. She said, “There have many difficulties in the nearby villages, including the lower salaries of teachers, but their education enthusiasm decided the fundamental of whole level of Tibetan education so that we have to pay more attention.”

YungChen wishes all the students have a good school environment although they are in the Tibetan pasture, but they also need sports ground for play and warm classroom for study. She hopes the environment change can be made better comfortable. The author remembered a picture while in the process of field works that several pre-school children played around the puddles of water outside, and some

students shoot at the basket by football, which enjoys their poor educational environment. It deeply impressed in her heart that the problem “what kind of learning environment and resources can we provide to the students?” which can be truly achieve inclusive education for all.

4 Life stories of Han teacher XueLian

4.1 On duty

XueLian, female, one of four Han teachers in the school. She was born in Huaxiang Township, but the native place is Xuzhou City Jiangsu Province. “My mum told me that I almost die of when I was a little girl due to lack of oxygen which I do not adapt the Tibetan environment.” In fact, a lot of Han people should have extensive adaptive process of Tibetan environment when I enter into. Including the Han teacher while they intend to work and live in Tibetan area.

She was studied in Xuzhou County primary school when she was 7 years old, but owing to household relations she was forced to leave his hometown back to the Huaxiang County in Qinghai. When she was 13 years, she learned in the junior department ethnic primary school in Madoi County, then she got her wish was admitted to the secondary teaching education of the nationality teachers school in Golog prefecture. However, she was not satisfied that then went on studying at Northwest Normal University after graduated, and finally obtained the college degree. In 2004, she came to the Huaxiang Tibetan School as a full-time teacher after graduated--she retained that position for 10 years.

Remembered two years ago, XueLian accepted a notice from school leaders that arranged her tenure the chief officer in the school. Who gave her assessments as “work carefully, pro-active attitude, professional dedication strongly”—which is the best candidates to do administration. She felt huge pressures from the heart, she said, “I might get approval from the colleagues if I could do it well; but I probably done it bad so that I could not complete the administrative work, as well I will delay my own teaching work, it must be affect students’ study, finally but it came to nothing.” She

recognizes the scale of the task but still accepted.

As a chief officer, she should be responsible for all about moral and political education works of the school. It's a recurring scene in my works—inspection meeting, working overtime, social engagement, deal with all kinds of affairs, both running away from teaching and administration...but all of those works should be done after daily teaching so that all the spare time were still with works. That's to say, she has no off hours. Eventually, she is going to the extreme mental and physical exhaustion. In September 2014, at the beginning of a new term, she left her post but focuses on teaching after consulting with school leaders. "To be honest, I'm outgoing administration both has the reasons between the school and I. nowadays, I'm much tied especially my psychology." She said. This is not to say that she left all the school works without teaching; in contrast, she will face more severe challenges—is to promote educational quality of Tibetan school as her own responsibility.

4.2 Home in Tibetan

The same as other teachers of Huaxiang Tibetan School, XueLian settled on the apartment of school. Once, I had an interview in her apartment. I saw the Thangka at first glance while I came into the house. She smiles to explain that, "this is a gift from my Tibetan friend which the content of Thangka is 'the King of Wealth'—it is the guardian god of the four kings of heaven." When it comes to this topic, she appears so exciting, then said, "I know it inappropriate hang in my here, perhaps suitable in some restaurant. But this is a gift from the colleague of my husband which it should be cherished. This is about faith which the Tibetan very believes it so that I cannot put it in anywhere. Now that here, I must be treated carefully and put a high value. Although I am not a Tibetan, but I have been infected with Tibetan culture." What is worth mentioning that I was made an investigation here as "how many teachers has spiritual supplies in their apartments?" the answer is 19 teachers. It is no surprise to me. "You should respect it (Thangka) if you trust it, anyway I am believed", she said to me before I left her house last time.

XueLian and her husband are in a long-term separation. He is a teacher works in a primary school of Darlag County of the Golog Tibetan Prefecture. Compared with her husband, the living environment of Huaxiang is better than there. It has not had communication signals and irregular electricity sometimes, so that he cannot watch television and use internet constantly. “I was tried my best to transfer work together in a school but our plan fell through. Although the living conditions of Tibetan areas are very difficult, but our department can be made it warm and happiness. At least, we couple lives and works together can make a family. But now, I’m here and he is in Darlag County, my son is in Xining City, we always have tiffs even more and more...” In fact, more than half of the populations in the school are facing the same dilemma.

4.3 A confident Han teacher

XueLian was very confident when we talk about class work performance. She said, “I definitely have excellent work efficiency better than others.” especially in the aspect of personnel morality of students. “I’m not kidding here absolutely! I think highly of development in an all-around way. I was paying special attention to the character shaping of students which are better than the Tibetan teachers who focus on the study of improvement. Especially, I would actively learn and understand the intention of those contemporary policy and documents. For instance, to strengthen ethnic harmony, peer solidarity. Tibetan teacher was tending to have a feeling of superiority on this aspect.”

As for the Tibetan school, most of Chinese language classes could be arranged by Han teacher due to their superiority of daily communicative language. She majored in Chinese language and literature in college and she has taught Chinese language in Tibetan school from 2005 until now. As for the academic record, “the students who taught by me are better that the other teacher, that’s also for sure. My mother language is Chinese which I talk since the childhood now for more than 30 years. From my language level I can fully understand the textbook, as well as to satisfy the teaching requirements. I believe that, a Tibetan teacher who teaches Tibetan language still has

advantages in the process of teaching.”

Here had an experience in teaching process, she said: “a class I taught last year which the head teacher is Tibetan Mathematics teacher that the mathematics record of the class was above other subjects. I was very curious the reason why. I just think that bears on the involvement in the work of the teacher.” here is the truth: at first, head teachers would arrange the lesson for the first time what they taught in more than 4 classes of one day, like the classes of “morning reading”, “morning or evening self-study”. Secondly, the head teachers would put much more effort into the process of learning improvement which is concerned with their performance assessment. The more achieved of student studied better, the more income of teachers higher.

On teaching process of the Chinese language, she said frankly, “students always made me angry, but all of these were made by me—self-stress was too much. I always expect students can have a skyrocketing rise in learning. Under this circumstance, I was so disappointed if they cannot make progress timely.” Then she said, “Afterwards, I began to reflect myself. I realized students were born and grown here who never speak Chinese even heard, but now it is not an easy thing for them while we asked to understand and master it within a limited time.” Since then, XueLian get used to adjust her state of mind constantly. I still believe that the teacher who has begun to adjust themselves clearly within begins to work and live more confidently.

4.4 Exceptional children in the class

XueLian has some experiences and ideas about exceptional children in her class. She clearly remembered a student with physical handicapped learning in teacher Nyima’s class. The student now at the grade 2, she was taught him Chinese language lesson last year. She said, “I figured it out a famous proverb like ‘when God closes a door, he opens a window for you.’ while I saw him at the first sight. If God makes the child disabled, he might give him infinite wisdom.” Reason she said that, because that student is very smart and has a high learning ability with greatest marks in classmates. He had a very good memory for courses which peers are required to spend more time

than him. Sometimes, the teacher even forgets he is a disabled child. When it comes to talk about special children, XueLian was thought of the child with disabilities first.

“I don’t know if he is a special child?” XueLian was very confused to ask. But now there has a student who made her pay more attention. “I think he might be a child with intellectual disorder. In the lesson, he always won’t do it well no matter how I instructed. For example, a Chinese phonetic alphabet ‘a’, I instructed it by hand a lot, the collective teaching in the class, then individual teaching one by one after class, but he still knows nothing. ” she was discussed with her colleagues about the student when she found the problem, the results of discussion as the same, Mathematics, Tibetan language...this time, XueLian defined the student as “problem child” but not a child with a handicap. Much later, she made an experiment in the class, like this: she asked that boy, “Could you please bring your exercise book there?” the student heard that and went back to the classroom to bring his book in front of the teacher. Then she asked again, “Could you please turn to page 11 and copy each new character in lesson 3 for 1 line, and make 2 phrases.” The student can open the book timely; also can copy the characters correctly without making phrases. XueLian was realized the problem of the student has put forward a test to her educational ability, but there is no effective solution so far.

XueLian was talked about this “problem child” with her schoolmates before. The head teacher of the student said she has such an experience that: I have been looking for the parents of the student at the beginning of the school season. His parents said that they were brought his child to the hospital, and checked the body and mind both, the diagnosis result is “have something wrong with the brain”. Only this, as for what kind of diagnosis content was? And how about the therapeutic method was? They cannot talk clearly. The boy has a little older sister who also learning in Huaxiang School that XueLian taught her last year. The sister is a sensible child, as well as study hard in the class who had a fine record last term. Through integrated into account, XueLian and her colleagues deems that there were no genetic factors, and they agreed that there has been no problem with the boys’ older sister and the parents. She was confused better, and said, “I do not have any idea about where the problem

and solution are? And I was indeed strange to diagnostic methods to the special child.” With my questionnaire investigation of field work, there has nobody in the school to accept any training about special education or inclusive education. Another side, schools in Tibetan areas was lacked of educational information resources, so that teachers rarely accept new advanced education information or renew individual knowledge system in the nick of time. Thus, much less for the diagnostic method for exceptional children, even the therapeutic approach.

She did not give up and began to find some way to teach the student, she wants to change. In order to solve the writing problem of student, she gave him a fresh exercise book and practice step-by-step alone. First, she led writing, and then retells it. Second, she holds the student hand after him holding the pencil, and now starts to teach writing stroke by stroke. “Maybe he was too little so that cannot fully understand what I educated”, she said. So she always repeats the fundamental points of writing while teaching. “Explain the key expression—consciously correct bad writing posture—-independent practice”, which it always repeat more. Even these, the student suddenly appears writing strange and flat-footed after she put her hands away. The results of homework still empty next day leads to feel of helplessness. This educational story which a concern about special children in the school, XueLian was realized the importance of “the children with learning disabilities” but she cannot find the most effective ways. “Individual teaching” can be achieved by XueLian even or other Tibetan school teachers, but needs more training and learning. That’s to say, when we find some special children in our school, we can use individual teaching method in our teaching process, perhaps the school teacher needs more training opportunities to learn the special educational skill. As least, Individual Education Plan is the right way to teach which can help students’ confidence and writing ability, and makes teachers teach students according to their level.

She believes that the opposite of the “problem student” which should be “gifted child”. She deems that these students should have only a small number, sometimes it’s like a one in million even higher. Then she said with emotion, “Our school has one who is Lausanne in class 1 grade 1. And I said in the class, the memory of him is very

clearly. She can speak and repeat expressly each lesson what he learnt. Nonetheless no one else does that. He did not have first place in the final exams every term, but also all-around development of moral, intellectual, physical.” When it comes to talk about other special child in the school, XueLian talked about him, she appears very exciting, because of this student was in her class and made her have a sense of educational accomplishment.

4.5 The expectation of “inclusive education”

In the past two years, XueLian often faced with all kinds of educational policies and files but she did not see the title about “inclusive education”, even “special education” in her primary school, she said, “in my impression, I did not see any related topics about inclusive education, and I also rarely heard of any educational practices in Tibetan regions.” In fact, the practice of inclusive education in most normal schools of Tibetan regions failed to implement. But it can be said, XueLian was a person in the school who has the most contact with the variety of official documents because of her job responsibilities of the position.

“I certainly welcome the disabled children or special children learning into our school with us. I’m willing to my all enthusiasm and knowledge that throw into the teaching process for them.” XueLian said it very affirmative. Then she said, “But the education for disabled children not only need our teachers, but need the helps from school headmaster and dean of departments. In the meantime, it needs the helps together with the community, local government and medical units, so that maybe can be helped them accept education as the normal children.” She got a point, but it is hard to realize full inclusion in the Tibetan region because of township infrastructure or other living conditions. “For instance, you know that, in our place, there have only one health centers, the hardware conditions is not strictly a hospital with a limited professional. It is hard to complete all the examination and diagnostic testing with exceptional children, especially the project of psychological intervention. You see the earthquake in Kangting which is the capital of Garze Tibetan Autonomous Prefecture,

the mental health aid after earthquake in the second day. So how about mental intervention in this place and who makes? ” at all the events, the Tibetan language school of Huaxiang Township has no condition to implement inclusive education right now if the condition has changed. In fact, many Tibetan schools are facing the same circumstance, if the official considering both the construction of working and living conditions, and the improvement of teachers’ inclusive consciousness, and to master inclusive skills which it must be changed the development of schooling situation in the school of Tibetan areas.

It aims at the object of inclusive education, which still stops at the classification of special education by XueLian. She mentioned it, “I don’t think orphan, children from the divorced single-parent families, leftover children and other children who caused by the social problems are special children although there probably have no support from the family, but they may be has the normal psychology, normal body and intelligence development level, and learning record or achievement same as the normal children, that’s no problem for them.” In her eyes, the students above are nothing more than special children but probably are problem students. So, we can make a conclusion that only disabled children can be defined as special children.

She was worried about the present situation of teaching staff about the implement of inclusive education, she said: “the headmaster did not make any policy or regulation of inclusive education in our school firstly, as well as all the files we received from other educational institutions so that we know nothing about it. Then, we did not accept any training about a related topic, so that we have much more to learn, if the school will practice inclusive education, including the skills or methods. So it is far too early to say inclusive teacher. ”she has been thought carefully out. Then she said, “It must be leading an educational reform if inclusive education as a new thing comes to the Tibetan schools with a long term. Meanwhile, we have to experience an adaptive process from unfamiliar to the familiar. Moreover, the school is a whole; it should depend on team works without alone, as well as the combination with educational policy-maker, administrative teacher and all. As a school teacher, I am expecting someone can help us or to establish a pilot for us to learn and a

summary of experience.” The reason why she said so is the purpose which in order to establish an orderly inclusive environment in the school and to avoid the waste of all kinds of human, financial and material resources in the reform process, even to reduce the risk to break the original order of education.

XueLian did not know about “barrier-free access” when she heard of the words. I was explained it to her, then she laughed, and said, “Our school already has a barrier-free access where in front of the school dining hall. It has graded entrance to the dining hall but not a ladder as teaching building, but it made by nature without any assumptions by people.” Actually, there has been one, but original idea about that its convenience for food distribution of school restaurant. Obviously, most places of the school have nothing about barrier free especially in teaching building and public toilet. But all the inclusive environments shall be incorporated in the school which fully considering the needs of all the students.

According to the chapter 10 of school system reform in the National mid and long-term reform and development Plan (2010-2020) clearly states that “the population of city (prefecture) and the county where more than 300 000, the numbers of disabled children and teenagers basic implement a special school.” So it’s very sad that the special school is going to expect in her school where in the Golog Tibetan Prefecture. Long ago, she heard that the school of Huaxiang have a “girls’ class” which code named “Spring Buds Program”. Nevertheless soon the class went bankrupt and the reasons not clear. In her memories, there also has an orphan class in nearby Gyaring Lake Township for a long time where accepted the orphan from all over the county. Afterwards, the class went close too and disperse orphan into different schools of the county. With this clarification, in this Tibetan region where had taught special children with special class, but they had the remotest shot of succeeding. But one thing is sure that “no educational policy, no pedagogic action”, the same is true in the practice of inclusive education in Tibetan schools.

In her opinion, normal school should be positioned before they tend to accept children with special needs, as “what kind of special children should learn into the regular school?” to think about this idea should base on all kinds of school conditions.

I believe that different children with special needs should learn into different school in Tibetan area. For instance, the educational material environment of the county is better than the township, it should accept a wider variety of special needs. As educational policy-maker, it needs more think about the special education layout, and how to include normal and special education into normal school harmoniously is the start point. I imaged that, if children with different handicaps in my class, it must be coursed that teacher cannot to cover all the students due to the limited energy and skills of the teacher. From the view of special children, they would be impossible to receive satisfying education in one class because the limited conditions of education development are bound to do everything, especially in the Tibetan areas. From this point of view, I suggest that to set up a special class in a normal school by special teachers. In this way, their learning abilities should be developed better under the basic special teachers' professional guidance.

When it comes to the topic of the support system of inclusive education, XueLian was very worried about support of Tibetan family, which is hard to give support to the education. She said, "you know that, most of Tibetan parents located in closed and natural environment, the knowledge level was quite low and illiteracy rate was extremely high, they often believe the school should give their children fund of knowledge and high achievement so that to change the fate of children and their family in the near future. They are very high expectations for the school. Nonetheless we couldn't do it as a teacher in primary school. " I could appreciate the feeling of XueLian, on the one hand, in fact, most of students here have no family education when they come back every weekend, their parents only ask the children did you complete your homework or you must go and do your homework right now, etc. the lack of family education is very serious in Tibetan pasture areas. So that, we should be asking what effective family support we can get in Tibetan areas.

XueLian indeed used the individual teaching method to "learning difficulties student" and she always wants to try in the teaching process. "I could use individual teaching approach only after class, because a class period is quite limited, and I should complete the teaching task of a lesson for all student fist, then addresses

individual student needs.” Sometimes, she has a lot of work without teaching to do, such as the works of head teacher or administrative posts. Most of teacher were faced the same situation, they usually have no alternative due to that was a regulation. In fact, at the beginning of the school term, Huaxiang Tibetan School has already taken “one teacher with two courses” as the school rule to put out in 2014. XueLian has a teaching idea that, “we can complete the teaching to special needs or especially children with disabilities in most cases. I would have done more if had time, the colleagues have done more if they had times. Anyway, we can establish a teaching team with a reasonable teaching plan.” She seems aware of advantage of collective cooperation in teaching process. As for inclusive education, she tries to think forwardly, and performs positive attitude although she has more works to be done.

She was surprised when I told her Lhasa has already developed the pilot school of inclusive education in recent years. “It was very good to do that, I wish it will be make successful”, she said and think it over again, “but they are in Lhasa which the capital of Tibet Autonomous Region, which is the largest city in Tibetan areas and educational resources, even including the education investment and other support system. If Huaxiang Township will develop the pilot school which maybe to have little effect.” In Tibetan areas of China, uneven development between capital and non-capital, urban and rural areas and among different regions is still acute problems which restrict development level of school education. Correspondingly, to develop inclusive education should consider all around the school including natural, culture even economic environment which practice by relying on.

XueLian have doubts about the support system of inclusive education comes from the non-organization. “They raised money and some educational material today, but the rest works not for later but for never, all the specific things should be completed by teachers, so that increased our workload again. We should like to ask, is this still a way of social support system of inclusive education?” she said it reasonable, almost all the organization hasn’t come into being long term concern and support in the process of school education, they haven’t put their mind into education development for a long period of time. But the development of inclusive education is a long process,

so any of the support system should be patient and do not expect too much in a short time, which means, sustainable development of inclusive education.

She believes that there has a lot of room for professional improvement, especially the reform of inclusive education maybe into their school in the future. Based on the local schooling environment conditions, she was clearly thinking of that. “We need to open our minds and more contact with outside world—some of the teachers are very closed, they are not good at to accept new things, particular in older teachers. Originally we didn’t have more opportunities to training outside, but they also training intentions were less intense. Under this situation, the specialized knowledge system of them appears behind the times, so that delayed most of the students”, said XueLian. There has a phenomenon in the school, some teachers still did not use multimedia teaching system in the classroom, and even the school has those in each classroom. So that it can be brought to a new field of vision to children under the old educational technology? This is a real problem here.

She deems that it should have a correct, acceptable and positively attitude toward children with special needs, although probably their academic performance compared with normal children is distinguishing. “I think it must be had sympathy when I toward them, but just because of this why I concerned them”, she said. Most often, she first thought is disabled student of the school absolutely while they received additional sponsorship or subvention; she makes some changes to wipe out the obstacle for learning beyond. Then she said, “In action, on the one hand, I should respect the opinion of disabled children, if they want to join any activities after I told them the safety and operation index clearly. Furthermore, as a teacher, who should get professional knowledge of special education and inclusive education in order to solve real problems perfectly. That is to say, we should learn and handle more about the special knowledge, not only for normal children in the school. ” but the reality is cruel and inconsistent, there has a gap between the needs of teachers and workload.

“It is hard to image that I may refuse a special needs child in class.”XueLian said honestly, “I think there has no reason to exclude, particularly here is a school where teaching and educating.” She said then. “If I had to refuse, I only think there has

another better school where suitable for the child.” She give it a little thought said, “Maybe I should participate more training to learn how to include all special needs, but who give us opportunities?” I can understand points, in basic level school of Tibetan region; the teacher usually faced multiple troubles like as educational conditions fall behind, scarcity of quality educational resources, etc. Therefore, we practice inclusive education reform in Tibetan school, we cannot only give Tibetan teachers such requirements, and we should take into account the entire educational environments in Tibetan region including human, financial and material resources.

5 Conclusion

Because of less development of the research on the field of inclusive education in Tibetan areas of China, as well as the limitations of the study of “Tibet-related issue”, so that the experience of theoretical and practical of inclusive education for reference is nothing much in recent years. Under these circumstance, the author only rely on the own academic ability to carry out this research in Tibetan areas. As a consequence, all these insufficiency and shortcomings need to be made up for in the future study.

5.1 On Tibetan school

Under the basis of the State’s Western “two foundation” Program, the Huaxiang Tibetan School accepts children with disabilities learning with no condition, and to establish the students’ files management system as the category of disabled and disability degree. Hence, children of herdsmen family obtain an equal entrance opportunity as normal student, they enjoy the same educational field and condition, which coincide with Framework for Action on Special Needs Education (hereinafter referred to as “Action”), as: “All children should learn together, wherever possible, regardless of any difficulties or differences they may have.” (UNSECO, 1994)

From the educational practice above, we can draw a conclusion that it was a formalized practice of “inclusive education” in Tibetan school. They has realized initial inclusive which create equal educational opportunities for all children. But the

object of inclusive education in school is only for “children with disabilities” so that it has become synonymous with the special needs children. But “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. These conditions create a range of different challenges to school systems.” (UNSECO, 1994)

In this way, the Tibetan school lack of effective educational diagnosis methods of special children, such as the diagnosis for autistic disorder, hyperactivity and anxiety neurosis, etc. so that all the special children learning together, but the school cannot realize the special needs from each child and obtain support category and contents of special children timely, that against to the arrangement of education environment and suitable educational training, to delay and influence the rehabilitation and becoming excellent of special children.

All levels of government play a major role during the practice of the program of “two foundation”. The works point of education development in local government is put on up to the standard of basic education index “three rate”, as school enrollment rate, admission rate and consolidation rate. It was short of cognition toward schools and the concept and connotation of inclusive education. On the other side, the school located in Tibetan pasture environment which has diversity of natural and cultural ecological environment so that to provide unique cultural resources and intensions, but the school isn’t fully utilized. In most times, the school appears isolation which as an authority of the state tool. The practice of inclusive education should combine with circulatory supports from the related local government, communities, hospital or health center, even and families of herdsmen.

5.2 On Tibetan teacher

School teachers are the “insiders” of educational environment. In their eyes, it’s

hard to find suitable schooling conditions, high-efficiency teaching facilities and modern education information resources to develop inclusive education which can be satisfying educational needs of special children. What's more delighted were the positive attitude of teachers and well established system of school could serve as advance power for next practice of inclusive education. There is no denying that the school on aspect of environmental construction of inclusive education has no active, systematic and consciously thinking on it. However, the educational phenomenon of disabled children learning in a regular class which request and reminder the school and teachers should establish suitable Tibetan inclusive environment.

Mainly troubles that school teacher faced are short of teachers and work overload at present. Under the basis of this, the practice of inclusive education which must be “not valued” and “feeling overwhelmed”. When it draws to inclusive education, teachers know less about historical origin and theoretical connotation. There is no question that teacher also lacked of related knowledge and experience, perhaps empty someone has. Thus, it is not anything to talk about application and embodiment of inclusive education in Tibetan school. The teacher shows their sympathy while disabled children learning there and special care as reduces homework or activities, even reduce the teaching requirement and educational expectation. Because of limited to objective factors, the teacher only takes “equalitarianism” to their students with disabilities, so that cannot to talk about to satisfy special educational needs of each child. The situation is headed in the opposite direction of “teaching students in the light of their handicaps” or “educational interaction takes children as center” which the inclusive education idea advocates. But the Salamanca Statement proposed that, “every child has unique characteristics, interests, abilities and learning needs” and “education system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.” (UNSECO, 1994) it should be noted, the attitude towards inclusive education of most teachers in the school is positive, and they are willing to try learning knowledge about inclusive education, then put it practice in Tibetan school. It is thus evident that, it is so early to define the Huaxiang Tibetan School as “inclusive school” which although has “exists

inclusive educational facts but without inclusive conscious”, but it laid the foundation for construct the system of inclusive education in Tibetan ordinary schools.

5.3 On the attitude of Tibetan teacher towards inclusive education

Tibetan environment of nature and culture determines the pattern of attitude of Tibetan teacher. Although two teachers above, the one is native-born Tibetan, the other one is “born in Tibetan area” but a Han people, their growth and development both affected by the Tibetan natural and cultural environment, no matter the material and cultural environment and spiritual. Yungchen believe in Tibetan religion which products the view of education as “the good in people” and “strive to succeed” of her. Her colleague XueLian, she does not believe in religious but insists in “believe in fate” who lives in Tibetan area. All of those educational beliefs are coming from the Tibetan natural and cultural environment which the teacher relies for existence. “People are the people in the culture”, in the similar way, the teacher of Tibetan school, “teacher is the teacher in the Tibetan nature and culture”. Therefore, to get a thorough understanding of origin of Tibetan culture and the Tibetan cultural terms is the starting point of the realization of attitude of Tibetan school teachers. That’s to say, the origin of the attitude of the Tibetan school teacher is the Tibetan culture.

The inclusion of ethnic identity of Tibetan teachers is laying a good foundation of educational reform of inclusive education in Tibetan school. As for local Tibetan teacher, Yungchen and XueLian are all comes from the Huaxiang Tibetan School which has much more teaching experiences in Tibetan ordinary school. As for a teaching team member, they two have a different teaching division. The former is an academic leader of teaching field of primary Mathematics, the latter is a prominent teacher of teaching field of Chinese language, and it has been recognized and respected by colleagues for both of them which play an important part in the development of the Huaxiang Tibetan School. The phenomenon of “Tibetan and Han” has been coexisted in a Tibetan school for a long time which illustrates the inclusion of faculty ethnic identity of multi-national country itself.

Positive attitude of Tibetan teacher needs to create specially for the implement of inclusive education. Two case teachers in Huaxiang Tibetan School both have positive attitude towards inclusive education which we can draw from their working experiences of disabled children or educational sections, as well as their experiences of family member with disabilities, so that made a basis for application and practice of inclusive education in Tibetan school in next phase of implementation. But their positive attitudes are not give full expression to the teaching process because of humble school conditions, overload working state, training opportunities scarcity, and the principal ignored, etc. All of these subjective and external factors are constrain the intensity of performance of the attitude of teachers. Obviously, Tibetan teachers above has enthusiasm to treat students with disabilities, the one has family member with disability, the other one has educational experiences with disabled children, no matter family background or educational experiences with special needs, both have deepen their cognition about inclusive education, even the special emotion as sympathy and enough love, as well as the responsibility, which rich their emotion, all of those made them behavioral tendency more positively. However, the Tibetan teachers point out, due to family reasons, it appears with the phenomenon of a state of overwhelmed, which out of line of basic life. But they are major force of reform of inclusive education in Tibetan school, it undoubtedly show that the difference between them which need to bring to the attention by authority.

REFERENCE

- Acedo Clementina. (2008). Inclusive education: pushing the boundaries. *Prospects*, 35, 5-13.
- Allport, Gordon. (1935). "Attitudes," in *A Handbook of Social Psychology*. ed. C. Murchison. Worcester, MA: Clark University Press, 789–844.
- Andrew, Elkins, Berry, Burge. (1979). A Survey of special education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties. Queensland: University of Queensland, Fred and Eleanor Schonell Educational Research Centre.
- Cao Jieqiong, Zan Fei. (2003). Comparison and thinking on the inclusive education in America, Japan, and the mainland China. *China Special Education*, 4, 70.
- Chadna (2000). Special education: Empower through education. *The Journal of the International Association of Special Education*, 3(I), 17-22.
- Chen Cheng. (2007). A research of operation status of learning in regular class resource room program and development strategy in the city of Shanghai. Shanghai: East China Normal University.
- Chen Wei. (2007). The Thinking of the Balanced Development of Compulsory Education in Qinghai Tibetan Nationality Area. *Journal of Qinghai Nationalities Institute*. Vol.33, No.3. July.
- Chen Yunying, Yang Xijie, He Ershi. (2004). *Open File on Inclusive Education*. Huaxia Press.
- Chou Rongzhi. (1990). *Selected Articles of the Retarded Children Learning in Regular Class*. Zhejiang Educational Press.
- Chou Rongzhi. (1991). Discuss Retarded Children Learning in Regular Class Once Again. *Journal of Shandong University (Social Science Edition)*. 6th Issue.
- Cui Yanping, Ding Xiangping, Yang Shengyuan, Wang Tongmei. (2012). The present situation, problems and development of children with intellectual disabilities learning in regular classrooms in Shanxi primary schools. *Journal of Shanxi Dation University (Natural Science Edition)*. 05.
- Department for Education and Skills. (2001). *Special Education Needs Code of Practice*. Nottinghamshire: the Department for Education and Skills, 7-8.
- Eileen A. K & Cowdery, Edwards Glynnis. (2004). *The exceptional child: Inclusion in*

-
- early childhood education*. Clifton Park, NY: Thomson Delmar Learning.
- Forlin Chris. (2006). Inclusive education in Australia ten years after Salamanca. *European Journal of Psychology of Education*, 1 (XXL), 265-277.
- Geertz Clifford. (2004). *Local Knowledge: Further Essays In Interpretive Anthropology*. Basic books, edition 3.
- Goolad John I, Lovitt, Thomas C. (1993). *Integrating general and special education*. Benedictine University. New York: Merrill.
- Halinen Irmeli. (2005). Towards inclusive education: the case of Finland. *Prospects*, 35, 77-97.
- Huang Rongqing. (2009). The changes of all Chinese Ethnic Groups' Illiterate Population and Illiteracy rate. *Chinese Journal of Population Science*. No.4.
- Huang Zhicheng. (2004). *Inclusive education: Focus education for all*. Shanghai Education Press. Edition 1. 10.
- Hua Guodong. (2003). Disabled children's learning in regular class and the development trend of such practice. *Education Research*. No.2, (General, No.277).
- Hua Guodong. (2003). What's learning in regular class for? *China Education Newspaper*. 5.2.4th edition.
- Imber, Michael, Geel, Van Tyll. (2000). *Education Law*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Jess L. Gregory, Lori A. Noto. (2012). Technical Manual for Attitudes towards Teaching All Students (ATTAS-mm). the CEC, TED Conference.
- Kahler. L, Valette-Florence Pierre (2012). *Marketplace Lifestyles in an Age of Social Media*. New York: M.E. Sharpe, Inc.
- Laarhoven Van. R. Toni, Munk D. D, Lync Kathleen, Bosma Julie, Rouse Joanne. (2007). A model for preparing special and general education pre-service teachers for inclusive education. *Journal of Teacher Education*, 58, 440-455.
- Lipsky D. L, Gartner Alan. (1998). Taking Inclusion to Future. *Educational Leadership*.
- Liu Donggang. (1999). A discussion on the inclusive education outlook and special education of teachers colleges. *Journal of Chongqing Normal University. Edition of Social Sciences*.
- Macao Education and Youth Bureau. (2002). *Make sure equal opportunities and full development of student education*.

-
- Madoi almanac Complication Committee. (2001). *Madoi almanac*. China county year book press.
- Ma Hongying, Tan Heping. (2010). A survey of the status quo of Shanghai teachers for special students learning in regular class. *Chinese Journal of Special Education*.
- Mead Margaret. (1954). *Coming of Age in Samoa: A study of adolescence and sex in primitive societies*.14. Penguin books.
- Minton Elizabeth A, Khale Lynn R. (2014). *Belief Systems, Religion, and Behavioral Economics*. New York: Business Expert Press LLC.
- Mitchell L. Yell. (1998). The legal Basis of Inclusion, *Educational Leadership*, 10.
- Pan Lei, Zhang Yanshu. (2008). To construct the support system of learning in regular class. *Chinese Journal of Special Education*.
- Peng Xianguang. (1995). A survey of the status situation of blind child learning in regular class of Ningxia Hui Autonomous Region. *Research on special children and teachers*.No.1.
- Peng Xianguang. (2011). On the challenges facing China in the promotion of inclusive education and relevant suggestions. *Chinese Journal of Special Education*, 11.
- Peters SJ. (2004). *Inclusive education: an efa strategy for all children*. Washington, DC, World Bank.
- Qian lixia, Jiang xiaoying. (2003). The practices of inclusive education in several countries. *Modern Special Education*.
- Qi Tianlian, Lv Xiaotong, Gao Qiaozhi. (2008). The current situation and project of disabled children learning in regular class—an investigation of A school of Beijing. *Journal of Zhongzhou University*. June.
- Savolainen Hannu. (2009). Responding to diversity and striving for excellence: the case of Finland. *Prospects*. 39, 2-29.
- Shen Renhong. (2006). Family sustaining for learning in regular classroom. *Chinese Journal of Special Education*.
- UNESCO. (1994). *Final Report: World Conference on Special Needs Education: Access and Quality*. UNESCO.
- UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Salamanca, Spain: UNESCO.
- UNESCO. (2003). *Open File on Inclusive Education: Support Material for Managers*

-
- and Administrators*. Paris 07.France.
- UNESCO. (2004). *Educational reconstruction in post-conflict situations: access and inclusion: Report of the IIEP Summer School 28 June-9 July 2004 Paris*.
- UNESCO. (2005). *Guidelines for inclusion: Ensuring access to Education for All*. Paris: UNESCO.
- UNESCO. (2009). *Policy Guidelines on Inclusion in Education*. Paris 07SP. France.
- UNESCO. (2009). *Towards Inclusive Education for Children with Disabilities: A Guideline*. UNESCO Bangkok.
- UNESCO IBE. (2002). *Prospects: quarterly review of comparative education*. Springer publications Unit. Geneva 20, Switzerland.
- UNESCO IBE. (2008). *“Inclusive education: the way to the future” final report*. Geneva, Switzerland: UNESCO IBE.
- UNGEI. (2010). *Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal*. UNGEI.
- Wade, Suzanne E. (2000). *Inclusive education: a casebook and readings for prospective and practicing teachers*. Mahwah, N.J. L. Erlbaum Associates.
- Wang Li. (2012). Lhasa City 8 counties (districts) established pilot school of inclusive education with disabilities. *Tibet Daily*, June 27. Edition 11.
- Wang Mei. (2007). Reflect on the education problems of Autism children learning in regular class. *Journal of Modern Special Education*.02.
- Wang Zhenling, Ding Shendong. (2007). Background, Present Situation and Countermeasures of Developing Elementary Education in Tibetan inhabited Regions of Qinghai Province. *Journal of Research on Education for Ethnic Minorities*. Vol.18, No.1.
- Wei Xiaoma, Yuen Man Tak. (2000). An Investigation into teacher’s attitudes to special needs in the primary school and special school. *Chinese Journal of Special Education (Quarterly)*. No.3.
- Wei Yibing. (2007). A case study on self-concept of Autism children of learning in regular class. *Chinese Mental Health Journal*.
- Wu Pingchuan. (2005). A study on the problems and strategies of disabled children learning in regular class—takes Anhui province as an example. Central University for Nationalities. Master Dissertation.

-
- Xiao Fei. (2005). Mainstreaming in China: history · actuality · perspectives. *Chinese Journal of Special Education (Monthly)*. No.3.
- Xu Bailun. (1992). *Teaching instruction on children with visual disorder learning in regular class*. Beijing: Huaxia press, 6-10.
- Xu Jiacheng. (2012). To strengthen the balanced development of special education of urban and rural areas. *Observation of Beijing*.
- Yang Xijie, Xu Meizhen. (2004). Current development of resource room in integrated school of Beijing. *Chinese Journal of Special Education (Quarterly)*. 06.pp:30.
- Yu Suhong. (2011). An investigation into the current integrated education in ordinary schools in Shanghai. *Chinese Journal of Special Education*. 04.
- Zang Keming. (2010). An analysis of the policy development of learning in regular class. *Journal of Educational Development*.
- Zeng Yaru. (2007). On mainstreaming school teachers' attitudes, teaching strategies and needful support in learning in regular classes. *Chinese Journal of Special Education*.
- Zhao Yonghong. (2006). *Cultural Snowland*. China Tibetology Publishing House.6. Edition 1.
- Zhang Ningsheng, Chen Guanhua. (2002). A review of integration: the attitudes of primary school teacher toward student with special needs “learning in regular schools”. *Chinese Journal of Special Education (Quarterly)*. No.2.
- Zhang Xiuqin, Liu Jun, Zhu Shaohui, Sotaijia, Sonanjia. (2004). A Research Report of the Textbook The Tibetan Language Currently Used in Qinghai Province. *Journal of Research on Education for Ethnic Minorities*. Vol.15, No.6.
- Zhou Hong. (2012). Discuss on the problems and reasons in the work for learning in regular class. *Journal of Modern Special Education*. Z1.

PUBLICATIONS

- Zhou Yu, Fu Haihong. (2013). A Research on Educational Situation in Out-Migrating places of Ecological Immigration in Three Rivers Headwaters. *Journal of the Second Northwest University of Nationalities*. 03.
- Zhou Yu, Ge Chen, Li Yanyan, Xie Yuhan. (2013). A literature Review on Learning in Regular Class. 14th International Conference on Issues related to individuals with Special Needs. Olomouc. 03.
- Li Yanyan, Liu Li, Zhou Yu. (2013). Learning in PH.D Studies Program of Special Education—A Case Study on Palacky University in the Czech Republic. 14th International Conference on Issues related to individuals with Special Needs. Olomouc. 03.
- Zhou Yu. (2015). A Case Study of Economic Anthropology of the Development of Follow-up Industry of Ecological Immigration in Three Rivers Headwaters. *Journal of Qiannan Normal College for Nationalities*. 02