Content

List of Exhibits

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[1] If it is not specifically explained, the word of "school" usually means regular school involved in inclusive programs in this research.
[2] P.R.C is the abbreviation of Czech Republic.

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[3] C.R is the abbreviation of Czech Republic.

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Part I: Research project

Chapter 1: Introduction

1. The raise of the question

1.1 International background

''Inclusive - a word much more used in this century than in the last, it has to do with people and society valuing diversity and overcoming barriers'' (Topping and Maloney 2005, p.1). Inclusive education is one of the most important actual trends in theory and practice of education. The thoughts of inclusive education originated from the pursuance of equality and freedom. Experiencing 'civil right' movement, 'normalization', 'mainstreaming' and 'integration', the thoughts of inclusive education was formally raised by UNESCO on the world conference on special needs education held in Salamanca of Spain in 1994. There were two important documents presented on that conference, 'Salamanca statement' and 'Framework for action on special needs education' , which means a global shift of policy focus, from special education to responding to the diversity within a common school for all students. After 'Salamanca statement' being announced, the study of theory and practice about inclusive education has become international. And it seems inclusive education has become the ideal or terminal goal of special education development, although it still has many debates about what exact 'inclusive education' is and how to effectively implement it in practice.

Inclusive education includes two important core ideas: emphasizing equal educational access and valuing diversity. These ideas make inclusive thoughts not only rest on the area of special education but relate to general education reform. To realize inclusive, a series of complete general education reforms are needed, including curriculum reform, teaching methods reform and so on. Also, inclusive education represents a kind of educational ideal, at the same time it means an on-going process. Inclusive education is a complicated issue, in some extent it also means a kind of

education beliefs and values. The movement of inclusive education around the world is promoting the reform of whole education system from its structure to its functions. Inclusive education also further facilitates the shift of social public opinions and the recognition of human right and human nature. But in practice, how inclusive education is working? What's the successful progress and unsuccessful frustrations inclusive education is experiencing in different regions, different states? Is it a Utopia or a feasible goal? All these questions have caused researchers' huge study interests. Anyway, inclusive education will have huge and further influences on the development of entire education, even whole society.

Meanwhile, inclusive education is a controversial issue. For this reason, it needs more practices and researches to response related controversies.

1.2 Status quo of Chinese inclusive education

1.2.1 Support system of inclusive education - precondition of implementing inclusive education

The changes of social focus towards people with disabilities recent years and its implications for inclusive education

Running back over the past, we can find the international changes of social focus towards people with disabilities recent years from emphasizing social welfare to push for equal right as a full member of society to additional support of special needs. People gradually realized that disabled people's quality life could not be guaranteed if there were no resources to support the special needs of them, not to speak of equal citizen right. It is same for inclusive education. Students with special educational needs (SEN) have accesses to age-appropriate regular classes in neighborhood regular schools as same as their peers. They get the 'equal' educational right, but how about their regular school life? Can they get appropriate and quality education in regular school? As we know, education equality not only means education is equal at its starting point, but also refers to the its equal process and outcomes, that is to say, on the one hand, educators must realize students with SEN naturally should be part of school members like their typical peers, on the other hand, they must consider these exceptional students' special educational needs and provide necessary and available

support resources to them when needed, only in this way, can the students with SEN actually enjoy the educational equality and can real inclusive education work. So, inclusive education has to consider how to utilize, organize and provide related available resources to support students with SEN if it really wants to give successful opportunity to all learners. What types of support are already in schools, families and communities? Are they enough? How can these supports be integrated into inclusive education? All these questions mentioned above relate to support system of inclusive education. Whole support system is the precondition of implementing inclusive education.

Establishing support system: practical need of implementing China's inclusive education

China has carried on many experiments about how to absorb children with disabilities to learn in the regular classes near their home from the middle of 1980s. 'Learning in Regular Classroom' (LRC) is the Chinese inclusive model which belongs to one of the comprehensive inclusive educational models in the world. It is a sort of developmental model of special education according to the actual situations in China and influenced by western mainstreaming movement (Deng & Poon Mcbrayer, 2003). Though China have gotten rapid development in special education since the end of 1970s, special educational resources are still limited for children with disabilities because of huge population and the people of disabilities are dispersed very broadly in China. Nowadays, in China, the population exceeds 1.3 billion, and according to the official statistic from national statistic office, there are 82.96 million people with disabilities in China up to 2006, 6.34% of whole population (Leading Group of the Second China National Sample Survey on Disability& National Bureau of Statistics of the People's Republic of China, 2007, May 28). We have set up 1672 special schools until now, but that can not meet the needs of the development of special education, 63.19% of school-age disabled children went to school, at the same time, there were still 227,000 school-age disabled children did not go to school until the end of 2008 in China (China Disabled Persons' Federation, 2009, April 23).

LRC has great significance for most of the children with disabilities in our country.

Most of time, it is the only alternative that school-age children with disabilities can go to school to receive their nine years compulsory education. China has implemented LRC more than twenty years. On the one hand, the amount of children with disabilities learning in regular schools increased greatly, but on the other hand, the quality of LRC is still a problem, even some children with disabilities only 'sitting' alone in the regular classroom or their name on the registry but they stay at home (Wei, Yuan & Liu, 2001; Chen, 2003; Meng, Liu & Liu, 2007b). Also, there are lots of problems waiting to be solved, such as the challenge of discriminated social attitude, lacking of available supportive resources, funding, and qualified teachers and so on. How to guarantee every school-age child with disabilities has access to regular school and how to promote the quality of LRC?

It is a very complicated issue. Appropriate support system is the base of successful inclusive education. Until now, there is a severe shortage of support resources of LRC, the support system of LRC is not sound, systematic and powerful in China (Hua, 2003; Xiao, 2005). So it is an urgent task to set up the effective and sound support system for LRC. We must develop our inclusive education according the current situations in China and we can use other countries' advanced experiences about how to develop inclusive education as a source of reference.

1.3 Research meaning of study on support system of inclusive education

The success of inclusive education depends on many factors (Deng, 2007c). For example, Malmin (1999) points out that cooperation between teachers, administrators' ideology and administrative methods and the support of related professionals are the indispensable factors which can determine whether or not inclusive education can gain the success. Lang and Berverich (1995) argue it is possible that inclusive education can get ahead only when the regular schools and teachers get enough human and material resources. And Salend (1998) considers the success of inclusive education depends on the strength of communication and collaboration, and it is important that if the resources of teacher, family and society can be effective integrated. All these relate to how to provide necessary and effective supports to inclusive education. To establish a comprehensive support system is the precondition

for inclusion education. If there is no effective and sound support system, inclusive education can not be realized. What kind of support system of inclusive education do different countries have? Have these support resources been effective integrated or still dispersive? How are these support systems influencing corresponding inclusive education? We have to consider all the questions mentioned above when we want to further develop inclusive education.

For to explore these questions mentioned above, it is necessary and urgent to do some research on support system of inclusive education.

2. Definitions

2.1 Inclusive education

Inclusive education is a complex and problematic concept that raises many questions (Mitchell, 2005). But what does it mean? Is it about including a special group of disabled learners or students or is it responsive to the diversity of all their students? It differs from previous notions of 'integration' and 'mainstreaming', which tended to be concerned principally with disability and special needs and implied learners changing or becoming ready for accommodation by the mainstream. By contrast, inclusive education is about the child's right to participate and the school's duty to accept (ibid).

The idea of inclusive education was given impetus mainly by two important conferences of United Nations in 1990s. The first of them held in Jomtien of Thailand in 1990, promoted the idea of 'education for all'; the second conference was followed in 1994 by a UNESCO conference in Salamanca, Spain, which led to a Statement. The Salamanca Statement proposes that the development of schools with an 'inclusive' orientation is the most-effective means of improving the efficiency and ultimately the cost-effectiveness of the entire education system (Booth & Ainscow, 1998, p.3).

There are different perceptions of inclusive education in different countries for different researchers from different perspectives. Many definitions of inclusive education have been advanced. So far, it still has many debates about what exact

'inclusive education' is and none of the proposed definitions have gained consensus in the field. There are some representative definitions about 'inclusive education':

(1) According to the UNESCO documents, inclusive education (UNESCO, 1994) is:

  1) challenges all exclusionary policies and practices in education;

  2) based on a growing international consensus of the right of all children to a common education in their locality regardless of their background, attainment or disabilities; and

  3) aiming at providing good-quality education for learners and a community-based education for all.

(2) A comprehensive definition of inclusive education was developed by the National Center on Educational Restructuring and Inclusion (NCERI):

Providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate classrooms in their neighborhood schools, in order to prepare students for productive lives as full members of society (NCERI, 1995, p.99).

(3) Another definition through combining inclusion and exclusion together:

Our view of inclusion, then…involves the processes of increasing the participation of students in, and reducing their exclusion from, mainstream curricula, cultures and communities. We link the notions of inclusion and exclusion together because the process of increasing the participation of students entails the reduction of pressures to exclusion…. (Booth & Ainscow, 2002, p.2).

(4) The Center for Studies in Inclusive Education (CSIE) provides a definition of inclusive education in Index for Inclusion:

Inclusive education means disabled and non-disabled children and young people learning together in ordinary pre-school provision, schools, colleges and universities, with appropriate networks of support. …Inclusion means enabling pupils to participate in the life and work of mainstream institutions to the best of their abilities, whatever their needs (Booth & Ainscow, 2002).

In a narrow sense, inclusive education means including pupils with disabilities in mainstream schools. But now more and more scholars agree that inclusive education should provide curricular and physical access for all pupils and treat them as full members or citizens of the school.

(5) Topping and Maloney (2005) provide an expanding notion of inclusion:

Inclusion implies celebrating the diversity and supporting the achievement and participation of all pupils who face learning and /or behavior challenges of any kind, in terms of socio-economic circumstances, ethnic origin, cultural heritage, religion, linguistic heritage, gender, sexual preference and so on. However, ideally inclusion should go even further, and schools should engage all families and the community as well as all children, seeking effective intergenerational learning across the lifespan, which might occur inside schools or outside or through a combination of these (Topping & Maloney, 2005, p.5).

And the expanding notion is illustrated in the following four levels:

Level 1: Children with SEN are in mainstream school;

Level 2: Children with SEN access mainstream curriculum with social and
                emotional integration;

Level 3: All children achieve and participate despite challenges stemming
                from poverty, class, race, religion, linguistic and cultural heritage, gender, etc.

Level 4: All children, parents and the community equally achieve and participate in
                lifelong learning in many forms in and out of school and college (ibid, p.6).

In a word, inclusive education is about school reform to improve the educational system for all students. Also, it is a kind of on-going process by which a school attempts to accommodate all students regardless of their difference. At the same time, it describes the process which combats discriminations and exclusion, promotes active participation, and guarantees equal, quality and responsible education for all learners in lifelong learning in and out school.

In this research, we use the Topping and Maloney's concept of inclusive education as we mentioned above. And from the 'expanding notion of inclusion', we consider that all the educations which try to include children with SEN into regular classes in China, Czech should belong to the inclusive education although they are so different and at different developmental stages.

2.2 Support system of inclusive education

'Support system' of inclusive education means it is a system which includes all support resources that enable student with SEN to learn in mainstream schools. It is a

comprehensive system, includes formal and informal supports, for example, usually peer's support to their disabled classmates is informal, but support from teacher with specialist knowledge and resource center is more formal (UNESCO, 2001). In this research, support system comprises four most important subsystems: government support, family support, community support and school support. Because of limited time and energy, this research will mainly focus on the school-support subsystem, and whole discussion pivots on this one point. For to further understand whole support system and school support subsystem, we go on presenting following figure:

Exhibit 1.1: Support system of inclusive education
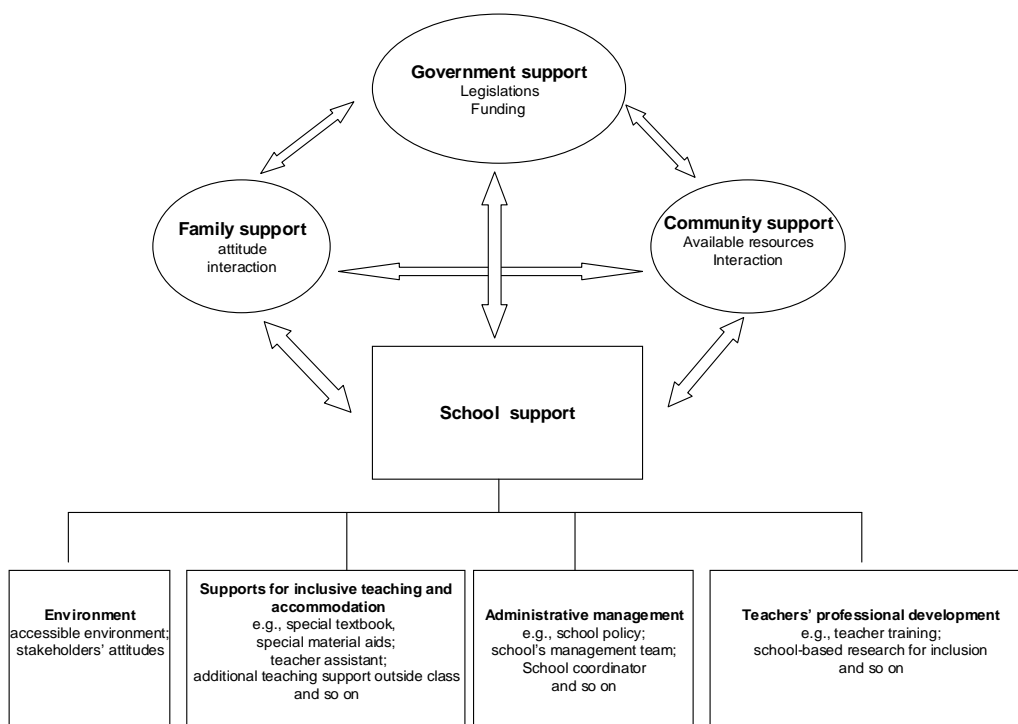
2.3 Learning in Regular Classroom (LRC)

It is the Chinese inclusive education under the name of Learning in Regular Classroom (LRC, *sui ban jiu du*). LRC is a sort of developmental model of special education according to the China's actual situations and influenced by western mainstreaming movement. Meanwhile, it is an economical, effective, rapid and pragmatic approach for students with disabilities to have access to neighborhood regular school to receive compulsory education (Deng & Zhu, 2007c).

3. Research angle of view - ecological angle of view

How does the whole support system operate? What factors or contexts affect the full functioning of the support system of inclusive education?

To explore and analyze these questions mentioned above we can borrow ideas from ecological system theory proposed by Bronfenbrenner (1977). This research project will try to put the support system of inclusive education into an ecological model to make clear the relationships between support subsystems, the background and contexts in which these subsystems operate. That is to say, through contextualizing whole support system of inclusive education, it is convenient for us to further explore how the support system works in practice and how different context and factors affects its operation.

Ecological systems theory, also called "development in context" or "human ecology", recently sometimes has been called "bio-ecological systems theory", it specifies four types of nested environmental systems, with bidirectional influences within and between the systems (Wikipedia, April 2008).

The theory was developed by Bronfenbrenner, generally regarded as one of the world's leading scholars in the field of developmental psychology. Ecological systems theory has been used in many research areas and produced far-reaching influence for scientific and humanistic studies.

Bronfenbrenner describes an ecological framework for development that can be characterized as a nested system of environments and these environments usually are differentiated into four levels as following:

(1) Micro-system: Immediate environments, the setting in which the individual lives (e.g., home, peer group, preschool, child healthcare, school, local club and neighbors);

(2) Meso-system: A system comprising connections between immediate environments (e.g. home-school relationships);

(3) Exo-system: External environmental settings which only indirectly affect development (e.g., parental employment);

(4) Macro-system: The larger cultural context (e.g., social attitudes, beliefs, socioeconomic

status, politic culture, ethnicity, subculture and so on) (Wikipedia, April 2008).

Raver (2008) considers 'the ecological systems perspective views the many settings that make up the fabric of family, school, and community life as contexts of development-influencing experiences. Experiences in different settings can positively or negatively impact a child's development and learning (p.20) '. Also, supportive resources in different setting can positively or negatively impact the development of inclusive education.

Based on Bronfenbrenner's ecological system theory, the "support system" of inclusive education in this research specifies four types of nested subsystems in a broader context as following:

(1) Level 1: Micro-support system. Also, it means immediate environments, the setting in which inclusive education is implemented. At this level, it includes family, school and community support systems. And we will focus on discussing school support system.

(2) Level 2: Meso-support system: It refers to relations between Microsystems (e.g. home-school relationships, school-community relationships).

(3) Level 3: Exo-support system: It involves links between a social setting (e.g., the involvement of local educational authority). This level mainly concerns about how local educational authority and universal design potentially support or oppose inclusive education.

(4) Level 4: Macro-support system: It describes the macro-environment in which people lives (e.g. social culture, economic development). At this level, we mainly pay attention on discussing how the social culture, national economic development and related legislation affect the development of inclusive education.

These support systems are differentiated into four levels as outlined in following graph:

Exhibit 1.2: Ecological explanatory model of support system of inclusive education

Macro-support system

Exo-support system

Meso-support system

Micro-support system

Social culture

legislation

Parental employment

Universal design

Family-school relationships

family

inclusive education

community

Family-community relationships

school

media

School-community relationships

advocacy

Educational authority (central and local)

Economic development
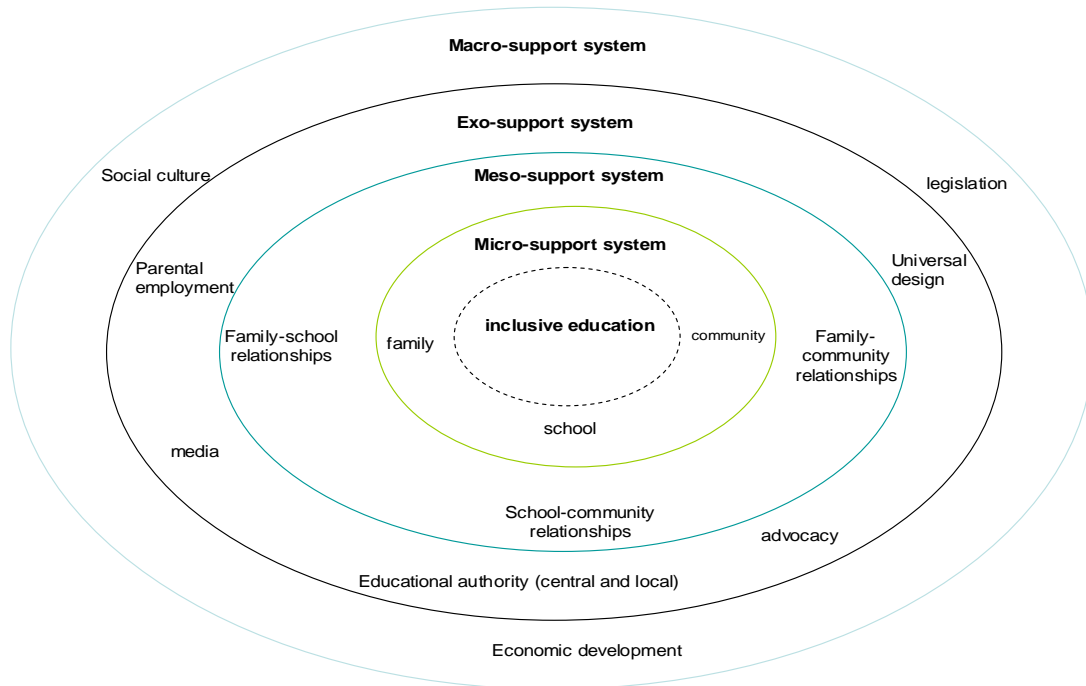
Note: Graph based on Bronfenbrenner, 1977, 1979, 1992 and Beveridge, 2005

We want to explore these questions from social ecological angle of view. Also try to analyze and explain how and why one country's support system of inclusive education operates like that by using related theories of educational sociology and other related theories.

Chapter 2: Literature review

1. Introduction

The focus of this project will determine the scope of the literature review. It begins with a selection of current perspectives on special education and on inclusion and the debates about inclusion which implicitly but radically influence the organization, implementation and evaluation of inclusive education; of course, it also causes different support provisions for inclusive education. The focus will move on to the review of current research outcomes about support system which directly influence the successful or unsuccessful implementation of inclusive education, mainly it focuses on school support subsystem. It ends with the review of some comparative

research outcomes about inclusive education which inspired author how comparative study of inclusive education is necessary to do, how to do it and what successful experiences of inclusive education we can learn.

2. Reasonable perspectives on special education and inclusion

2.1 Perspectives on special education

Ainscow (1998) presents three kinds of perspectives to help us understand issues of special education. The first is the deficit perspective that locates the problem within the child; the second is an alternative view where the problems are seen to stem from curriculum-based difficulties, that's to say, the deficits in a curriculum is not adapted to the diversity of children; he also presents the third perspective, 'interactive' perspective, which is a compromise between the former two. In the 'interactive' perspective, the problems of special education are attributed to factors within the child, but also to other factors—for example the school situation. The third perspective seems to dominate research about special education and "there are huge differences within this perspective regarding how much of the educational 'problem' is located in the individual and how much is seen as a part of environment (Claes Niholm, 2006, p.433)."

Clark et al. (1998) provide a different perspective to scan special education, even general education. Author calls it 'dilemma' or 'contradiction' perspective tentatively. They present a fundamental contradiction situation in schooling, and they think the actors in schooling:

are expected to find ways of, on the one hand, delivering a common education to all and on the other responding to the different characteristics and needs of each individual. To a certain extent, the dilemmas which arise are technical in nature — how to find ways of teaching particular skills or areas of knowledge to students with different attainments and attitudes; how to organize the grouping of students so that they all learn to their maximum potential; how to deploy resources in ways what are equitable, that promote learning, but that are responsive to individual differences and needs…. The technical dilemmas inevitably interact with other kinds of dilemmas: some ways of teaching, grouping or resourcing may be technically effective but carry with them overtones of

discrimination, stigmatization or marginalization; particular forms of practice may disadvantage some students vis-à-vis others; culturally-valued forms of knowledge may conflict with students' own cultural values; and so on. These dilemmas take many forms, but they are arise from the fundamental contradiction of an education system which is at one and the same time based on what students have—or are expected to have—in common and on the differences between each individual (Clark et al., 1998, pp.156-173, quoted form Claes Niholm, 2006, pp: 433-434).

So, these four respective perspectives make us in a broader picture to ponder issues of special education, even the nature of education, for example, how can inclusive education be really achieved under these dilemmas? What kind of support system will help inclusive education implement in regular schools smoothly and successfully?

2.2 Perspectives on inclusion

As previously stated, there are still lots of controversies about the definition of inclusion. Next, we try to look through the different perspectives which lead to reasonable interpretations of inclusion by some researchers.

The concept of 'inclusion' emerged after the concepts of 'mainstreaming' and 'integration' were used in multiple ways and created confusion. After Salamanca, inclusion has obtained status as global descriptor (Lise Vislie, 2003). Why are there so many different definitions of inclusion? Linell et al. give us a reasonable explain, as a concept, that inclusion will be recontextulized and then lots of new meanings of inclusion will be generated, it is a kind of phenomenon of so-called recontextualization (Linell, 1998; Niholm, 2006).

Many researchers try to make clear what inclusion is by distinguishing the concepts of mainstreaming, integration and inclusion. We can get some inspirations from Sebba and Ainscow (1996), they argue that any definition of inclusion needs to make a clear distinction between inclusion and integration (Sebba & Ainscow, 1996, p.8). Through such distinction, it is possible to identify what they see are not, or are, they provide the key feature of inclusion through this way:

Inclusion is not: (1) focusing on an individual or small group of pupils for whom the curriculum is adapted, different work is devised or support assistants are provided; (2) about how to assimilate individual pupils with identified special needs into existing forms schooling.

Inclusion is: (1) a process (rather than a state), by which a school attempts to respond to all pupils as individuals; (2) regards inclusion and exclusion as connected processes; (3) schools developing more inclusive practices may need to consider both; (4) emphasizes overall school effectiveness; (5) is of relevance to all phases and types of schools, possibly including special schools, since within any educational provision teachers face a group of students with diverse needs and are required to respond to this diversity (ibid, pp.7-9).

We can further get different understandings of inclusion from the following dimensions of defining inclusion:

Exhibit 2.1: Dimensions of inclusion (cf. Dyson & Millward, 2000)

Dimensions
Research into education
International and national educational systems
Teacher education
Municipalities
School districts (types of organizational arrangement)
Schools (types of organizational arrangement, professional identification)
Classrooms (organizational arrangement, interactional processes and learning)
Other situations in the school (breaks, afternoon activities, etc.)
Individual experiences (feelings of belonging)

Next, we can look through some interpretations of inclusion from different dimensions mentioned above.

Allen and Schwartz (2001) consider inclusion is not only a series of educational strategies or solving the placement problem. Inclusion should be a felling of belonging by which the children with SEN feel they belong to a certain group: a group of friends, a school or a local community.

Corbett (2001) gives two definitions of 'inclusion':

first, it is not just about disabilities but concerns a school culture which welcome and celebrates differences and recognizes individual needs; second, it has to be something more than a 'dump an hope' model if it is to be successful (Corbett, 2001, p.11).

And she thinks these two definitions of inclusion reflect the theoretical and practical sides of inclusive education, providing a balanced perspective (ibid).

There are three kinds of methods described by Ehlers (1993) to cognize inclusion: by belief and values, by experiences and by outcomes. These perspectives and dimensions can help us think further what inclusion should be too.

Concepts of inclusion have developed over time within the context of broader social values and political priorities. From integration to inclusion, it not only means the linguistic shift, but means the shifts of policy focus, social attitude towards children with SEN and the further recognition of human right and social equality (Lise Vislie, 2003). As Beveridge (2005) consider these shifts towards a broader understanding were reflected in growing use of the term 'inclusion'. From the different perspectives of inclusion, we can know, inclusion is not only the research area of special education, though it originates from special education. In fact, inclusion relates to broad social, political, economic and cultural background and directly relates of development of human right, social equity and complete education reform.

2.3 The debates of inclusion

2.3.1 Advantages or disadvantages?

There are many researches have discussed the advantages of inclusive education. Blesz et al. point out there are a number of potential benefits for students that can occur as a result of inclusion, a few of these include delabeling, social acceptance, independence, and service integration (Blesz, Boudah, & Harrell, 1993). Eileen and Schwartz (2001) talk about the advantages of inclusive education from four main aspects: for children with disabilities, for typical children, for families with and without disabled child and for society. For children with disabilities, they are easier gain progress in social ability area in appropriate inclusive setting than in segregate setting and typical children get benefits from inclusive programs too; For families with and without disabled child, the attitudes of parents toward inclusive education depend on their experiences under real inclusive setting (Lamorey& Bricker, 1993), most of parents with disabled child actively support inclusive education, and most

parents with typical child support inclusive education and report that their children are easier to accept individuals' diversity than them. In another study, the parents with typical child also report their children learn important social knowledge in inclusive classroom (McGregor & Vogelsberg, 1998). For society, A Eileen and Schwartz (2001) confirm inclusion makes people become more tolerant and respect diversity more，that will bring long-term benefit for development of society.

On the other hand, more and more attention has been given to potential disadvantages of inclusive education. There are some comments about that here (OECD,1999 p.51): (1) Parents of non-disabled students are often concerned that including those with disabilities will lead to teachers spending disproportionate amounts of time with them to the detriment of their work with non-disabled students; (2) Violent students whose behavior may be uncontainable, can threaten the safety of the school for other users There are some other research also pay attention to this issue, for example, One research result shows that most respondents of their research consider students with emotional and behavioral difficulties are the most difficult type to accommodate (Evans & Lunt, 2002, pp:1-14); (3) Another potential disadvantage is about the possibility of social isolation in inclusive schools; and (4) The final complicated and contradict issue be presented is, that 'there are also strong proponents for segregated education which are based on the argument that hearing impaired citizens have their own language culture which should be respected. This argument carries much weight in many countries, even those with strong inclusive policies such as in Sweden, where separate provision is made available for students with hearing impairments (OECD, 1999, p.51).

About the inclusion of hearing impairments, Gregory, et al. (1998) point out:

Traditionally, deaf education has been beset by controversy regarding the best way to educate deaf children. Much of these has focused on language and communication to be used, whether signing should be included, and if so how, or whether a totally oral approach is better. We do not try to take a position in this debate and feel that such a pervasive focus on language and communication rather that teaching and curriculum has had a detrimental effect on the education of deaf children. The other major debate has concerned the location of education, whether deaf

children should be educated in mainstream schools with hearing children or in special schools with other deaf children (Gregory, Knight, MCcracken, Power &Watson, 1998, p. ⅹ).

2.3.2 Does inclusion work?

The western studies about outcomes of inclusion focus on the two aspects: social development and academic achievement of children with SEN (Salend & Duhaney, 1999).Most of their studies find that children with SEN have progress on the social and self-confidence development (Barnett & Monda-Amaya, 1998). But they find dissatisfied outcomes on academic improvement and on curriculum integration of children with SEN (Baker & Zigmond, 1995). For example, the evidence suggests that any differences in outcomes for children with SEN between special and mainstream schools are small, but trend to favor mainstream school, in terms of both educational attainments and social integration. In addition, Madden and Slavin (1983) concluded that there was no evidence that segregated placements enhanced either academic or social progress compared to mainstream placements. Baker et al. (1994-1995) reviewed learning outcomes for mainstreamed and segregated pupils, finding no difference in mathematics but a small advantage for mainstreamed pupils in literacy. Salend and Duhaney (1999) found little difference in outcomes between mainstream and special placement, overall, commenting that some students did better in one environment and some in another, they asserted that the quality of the program was the critical variable, rather than its location.

Just because of this, many researchers consider the outcomes of conclusion can not be clearly seen, no conclusion has been reached so far (DeBettencourt, 1999; Duhaney, 1999, Manset & Semmel, 1997).

In addition, as an instrument for moving practice towards more inclusive schools, the English Index for inclusion has also obtained a certain international attention (Lise Vislie, 2003). The Department of Education and Employment in the UK had distributed the Index to 26,000 primary, secondary and special schools and all local education authorities in England. And it had later translated into a number of other languages in the world. The index inspired us how to and from which dimensions to evaluate inclusive education.

Moreover, the cost-effectiveness of inclusive education is a difficult research area and few studies address issues about it. Crowther et al. (1998) conducted studies in this area, finding that special schools for pupils with learning difficulties in the U.K. were consistently higher in cost than mainstream placements. There should no assumption that mainstreaming is automatically less costly and more cost-effective, when all the real costs incurred are accounted (Thopping & Maloney, 2005).

Many researchers take inclusion for granted that inclusion is a 'good thing', 'like motherhood and apple pie' (ibid). It seems inclusive theories are perfect and inclusive thoughts have monopolized whole arena of special education. We should realize clearly that inclusive education only one kind of paradigms of special educational development. It should be analyzed and treated more reasoningly.

2.3.3 Full inclusion or partial inclusion?

There are some disputes on this issue. Generally, 'full inclusion' refers to student with SEN remain in regular education classroom all the time regardless of handicapping condition or severity, and all related services are provided in that setting via 'push-in' (Zionts, 1997). By contrast, 'partial inclusion' refers to students with SEN will learn in regular education classroom part time according to their individual special educational needs (Smith, Polloway, Patton, & Dowdy, 2003). Researchers who support 'selective inclusion' do not agree that it is impossible that all the students with SEN can gain all appropriate education and service in the general classroom (ibid). Professionals who support 'full inclusion' think placement in general classrooms is a civil right, they believe that all students belong in the regular education classroom, and that 'good teacher' are those who can meet the needs of all the students and children with SEN can be benefited through inclusive environments (Villa & Thousan, 1995; Cook, Semmel & Gerber, 1999).

The controversies between full inclusion and selective inclusion led some researchers to call for 'responsible inclusion' (Vaughn & Schumm, 1995; Hornby, 1999), or 'cautious inclusion' (Fuchs & Fuchs, 1994; Kauffman, 1995).

2.3.4 Successful features of practice of inclusive education

Giangreco (1997) identified successful features of schools where inclusive

education is reported to be thriving, these features are: a shared framework; family involvement; general educator ownership; clear role relationships among professionals; effective use of support staff; meaningful Individual Education Plans (IEPs); procedures for evaluating effectiveness; and collaborative teamwork.

In the research of Evans and Lunt (2002), they explored what would help schools be more inclusive. They suggest that more preventive, multidisciplinary support might enable schools to keep more of the children who cause problems and the schools would be able to create a supportive environment and maybe a system of incentives would help schools to become more inclusive.

And Hegarty et al. (1997) point out three critical factors to achieving inclusive schools and classrooms: effective leadership in policy, administration, and program implementation is discussed; the establishment of a new role for the school-based special educator is described; and strategies that provide support for the classroom teacher teaching in an inclusive classroom, including staff development strategies, peer problem-solving teams, inclusive curriculum and instruction strategies, as well as 'multilevel instruction', are outlined. The creation of inclusive educational programs for students with disabilities is linked to the creation of quality schooling for all students.

Some researchers (OECD, 1999) pointed out that nine areas are crucial for inclusive education, respectively they are: funding models, systems of public accountability for schools, pupil assessment, curriculum development, adult-to-student ratios, the role of classroom assistants, the functioning of support services, the training of teachers and other professionals and community and parental involvement.

All these critical factors or successful features of inclusive education will benefit us to ponder what kind of support system we should present in certain country?

3. Support system of inclusive education

3.1 Attitudes toward inclusive education

We try to simply view the researches about related stakeholders' attitudes toward

inclusive education, mainly focus on the regular education teachers' attitude, parents' attitude, peer's attitude and special education administrators' attitude.

3.1.1 Regular education teachers

Teachers' attitude to inclusive education depends on many factors. Three are important factors singled out here (Meijer, et al, 1994): the nature of the society; prevailing conceptions of disability and learning difficulty; and school financing mechanisms. For example:

…in Denmark, where the principles of normalization have gained widespread acceptance, teachers are more likely to be positively disposed towards integration and to accept the presence of pupils with SEN in the regular school as part of normal state of affairs. In Italy, the radical change in the direction of special educational provision-from special schooling to near-total integration grew out of shifts in public opinion regarding deinstitutionalization in health care and psychiatric provision and decentralization of public services (ibid, pp: 125-128).

There are different research results in different researches in China. Generally, three kinds of attitudes we can find from recent studies. For example, partial investigations show parts of regular education teachers in primary school have negative attitudes toward inclusive education. For example, Liu et al. (2000) delivered questionnaire about regular education teachers' acceptance of special needs children to 367 teachers in Shanghai. The result about these teachers' attitude toward students with SEN shows:

98% of teachers think students with SEN have equal right to go to regular classroom; at the same time, 39.6% respondents have negative attitude toward inclusive education; 82.6% respondents consider learning in regular classroom of students with SEN will make them lack of feeling of achievement; and 81.8% of these respondents want to teach exceptional students but think they are not qualified to teach them (Liu, et al., 2000, p.35).

Wei's (2000) research result shows the main concerns of teachers to the students with SEN learning in the primary school were wide raging:

poor learning abilities of students, lack of professional knowledge and skills in the teachers, no time, bad classmate relationship, teaching facilities, parents' cooperation, students' behavior problems, the teacher's attitude, related policy, placement of the staff, and the care and support

from the leaders of the school (p.31).

Also, there are some studies show most regular education teachers in primary schools have positive attitudes toward inclusive education, e.g., Zeng's (2007) research results indicates that mainstreaming primary teachers' attitude to inclusive education is generally aspiring and positive but the positive attitude is still in its infancy. Another research results also say most of regular education teachers have active and supportive attitudes toward inclusive education (Qian & Jiang, 2004; Peng, 2000).

And there is third kind of attitude - 'depends on', the cautious attitude. Most study results show there are lots of factors can influence the teachers' attitudes toward inclusive education, e.g. effective teacher training and which kind of impairments the child with disabilities has and how severe the impairment is (Peng, 2000, 2003). Liu, et al. (2000) delivered questionnaire about regular education teachers' acceptance of special needs children to 367 teachers in Shanghai. The results show that various factors, especially the small-class system and effective training have an effect upon regular primary school teachers' acceptance of special needs children.

In addition, Deng's (2004a) investigation about the urban and rural regular education teachers' attitudes toward inclusive education indicated:

There are three principal components which consist of teachers' attitude toward inclusive education: the advantages and disadvantages of inclusive education and the advantages of special school; Both rural and urban teachers have active and supportive attitudes toward special education, on the other hand, they still have high supportive rate for inclusive education; There are significant difference between urban teachers' attitudes and rural teachers' attitudes toward inclusive education, and there are more different perceptions about inclusive education among rural respondents than urban respondents; The urban teachers' attitudes toward inclusive education are more negative than rural teachers'; and The result of investigation finds both rural and urban teachers' attitudes are not influenced by the time and category of teacher training.

3.1.2 Parents

In a review of attitudinal researches of Cheng, et al. (2006), it concludes from many successful cases of family education for disabled child that good family education is

the basis of the disabled child's successful development.

Niu, et al. (2005) compared the attitude between parents with and without disabled child. Research result indicated that parents with disabled child are more positive than general parents on the attitude toward inclusive education. Also, they concluded that for parents with disabled child, they still have different attitude toward inclusive education, for example, the parents of deaf student are more positive than parents of mental retarded students. And they concluded in their research report, patents' attitude is not influenced by parents' education degree, occupation and gender, children with disabilities learning in the regular classroom need more attention from parents

3.1.3 Administrators

How about the administrators' attitudes toward inclusive education? The administrators' attitude is related to regional differences (Cheng, et al., 2006). He's (2002) investigation about current situation of inclusive education in HuNan province concludes administrators of special education were more positive than front-line teachers on the attitude toward inclusive education. But one research result (Qian & Jiang, 2004) shows the management for special education is far from effective, most of schools severely lack of educational resources. Deng's (2007b) research result for local education administrators (including principals) shows all the respondents agree that attitude of senior administrators toward inclusive education should further enhanced and they should pay more attention to special education, that is the precondition and guarantee of implementing inclusive education.

3.1.4 Peers

The attitude of regular class students toward the disabled classmates is important to inclusive education. There are few of these researches have already done in China. We can try to know from Wu's (2003) research result:

primary school students generally choose a negative attitude towards the mentally retarded; compared with students whose class has mentally retarded, students in regular class showed more positive attitude towards the mentally retarded; and the result goes further to explore the factors that influence on acceptance attitude, the result shows acceptance is generally influenced by students' gender, experience with the mentally retarded, and is slightly influenced by students' age

and grade, also, he finds the difference of area has no influence on acceptance attitude (Wu, 2003).

A great deal of western researches about related stakeholders' attitudes toward students with SEN indicate there is high correlation between inclusive education and the beliefs and attitudes of related persons (Pijl & Hegarty, 1997; Villa & Thousand, 1995). China's researches of attitudes toward inclusive education focus on if related persons can accept inclusive education or whether their attitudes are negative or positive. Comparing with this, most of western researches of attitudes toward inclusive education mainly discuss respondents' perception for detailed components of inclusive education. For example, Bamet and Monda (1998) had their investigation from following aspects: the extent of implementing inclusive education in school, the teachers' expectation and preparation for inclusive education, the extent of community support etc.; Cook, Semmel and Gerber (1999) emphasize the teacher's responsibility and role, teacher's skills of cooperative teaching, students' academic improvement and so on. Most of the researches conclude that regular education teachers' attitude are highly influenced by all kinds of teaching resources they can have (e.g. Salend & Duhaney, 1999). Also, some western studies show whether teachers will have positive attitudes toward inclusive education depend on their educational background, teaching experience and related professional training (Center, Ward, Parmenter & Nash, 1985).

3.2 Teacher training

3.2.1 Regular education teacher

The preparation of teachers for regular schools has clearly needed to undergo quite significant change in recent years. One major adjustment has been the necessity to prepare teachers for progressively more diverse student populations as they will increasingly be required to teach in inclusive classrooms. To some extent, qualified teachers are the key factor which can directly affect quality of inclusive education. So, teacher training is a very important issue to discuss.

How about the current status of regular teacher training for inclusive education in China? One research result from Qian and Jiang (2004) shows:72.7% respondents in their investigation agree that the regular education teachers involved in inclusive education can dedicate themselves into the work; 54.5% respondents agree these

teachers can draw up individualized education plans for their students with SEN; only 46.8% respondents think regular education teachers master cognitive and developmental characteristics of students with disabilities and can tutor their disabled students after class; only 42.9% of respondents agree regular education teachers can utilize effective teaching methods to cater for their disabled students' special needs. This research further explores the reasons cause this current situation and concludes the most important reason is lacking of effective teacher training, because less than one third of regular education teachers involved in inclusive education could receive effective professional training of special education.

Some Chinese researchers give some useful suggestions for further developing teacher training for inclusive education through their comparative or practical researches. For example, through summarizing the goals, models, curriculums and special educational teacher's certificates and institutions, one review of Chinese scholars' researches about special educational teachers' education reveals the general trends in special educational teacher education are integration, opening, multitude and institutionalization at present (Ding & Wang, 2003).

As Peters (2003) concludes in her literature review about teacher training, many western studies cited recommend that teacher training focus on enskilling classroom teachers in areas of pedagogy, curriculum development and adaptation, training should be intentional and classroom-based, intensive, and on-going in order to promote sustainable effective practice.

Also, some research results of recent western researchers inspire me from following aspects:

(1) How does teachers' epistemological beliefs and prior knowledge and expectations influence their teaching in inclusive settings and its implications for teacher training (e.g., Jordan, Anne et al., 2009; Symeonidou et al., 2009);

(2) What are the basic components of effective teaching skills and how can training courses enhance or promote teachers' teaching skills (e.g., Jordan, Anne et al., 2009);

(3) How about the outcomes of teacher education programs and how to exam these programs' effectiveness (e.g., Moran & Anne, 2009); and

(4) how to contextualize and differentiate teacher training courses to address these different needs and suit teachers' prior knowledge, attitudes and beliefs about inclusion (e.g., Forlin & Chris, 2009; Symeonidou et al., 2009).

3.2.2 Non - teaching professionals

The training of non-teaching professionals to work with teachers and disabled students in the school setting is another important issue to successful inclusion. Chinese inclusive education is experiencing a transition period, from pursuing amount of children with disabilities learning in regular classroom to educational quality of children with disabilities in regular school. It seems the most urgent thing is to train mass of qualified regular teachers to accommodate students with disabilities in regular classroom; training of non-teaching professionals is still not put on the agenda of special education reform. Without doubt, it is worth paying more attention, because it is a needful part of successful support system.

A special study was carried out in seven Member countries of OECD to look at approaches being developed in this area. In brief, it revealed outside of a small number of innovatory programs, a severe lack of opportunity both at pre-service and in-service level for these professionals to develop relevant skills (OECD, 1999, pp: 39-40).

3.3 Organizational forms and resource room

3.3.1 Organizational forms

There is a representative discourse of organizational forms we can view it as reference because these forms still exist in current inclusive settings. In a view of studies on integration, Hegarty, Pocklington and Lucas (1981) sumCernas the organizational possibilities as follows:

(1) regular class, no support; (2) regular class, in –class support for teacher and student; (3) regular class, pull –out support; (4) regular class as basis, part –time special class; (5) special class as basis, part –time regular class; (6) special class full –time; (7) special school part –time, regular school part –time; (8) special school full –time (quoted from Meijer, et al., 1994, p.4).

Hegarty et al. (1997) argue the issues involved in organizing inclusive education at the school level are:

(1) structure for providing special services in schools; (2) the role of special education; (3) other support systems; (4) decentralization; and (5) co-operation between schools (pp: 11-12).

Tomas et al. (2005) summarized some of forms of organization and reorganization taken by the move to inclusion:

(1) re-placement: moving individual children to the mainstream with varying degrees of support, and varying levels of success for the children involved; (2) de-camping: moving a special school, with its students and staff, into the mainstream; (3) closing special schools and providing resourced school, that is, schools which are especially resourced to take a group of former special school pupils; (4) closing special school and providing a support service—comprising support teachers and learning support assistants, usually form the former special schools; and (5) providing an inclusion service, that is, converting a special school to a service, whereby ex-special school staff restructure and work in neighborhood schools (Tomas et al., 2005, pp: 24-25).

3.3.2 Resource room

Different school can choose different organizational forms mentioned above in different context and via one or more selected organizational forms to organize all kinds of available resources to support inclusive education. We had discussed some viewpoints about the debates between 'full inclusion' and 'partial inclusion', in fact, there are still many different organizational forms provided by different states according different current requirements of inclusion, which is as similar as mainstreaming and integration. Many researchers who support 'partial inclusion' also support resource room (e.g. Smith, Polloway, Patton & Dowdy, 2001).

In china, generally, the organizational forms of special education mainly include the following three kinds: (1) special schools; (2) special classrooms attached in regular kindergartens or general schools; and (3) regular classroom. Among last two forms, resource room acts an important role to guarantee the quality special education for students with SEN most of time and many researchers agree that resource room can have compensation action for students with SEN as one kind of effective supplement of regular class instruction and resource room is very important in establishing effective support system for students with disabilities (Qian & Jiang, 2004; Xu &Yang, 2003; Deng, 2004c).

Some researchers point out it is necessary to do some researches on resource room because there are still some problems waiting to be resolved in China, e.g., lacking of qualified teachers in resource room; teachers' work in the resource room have not gotten enough support from school administrators; lacking appropriate resource room curricula; and the most of resource room only can serve for one kind of disabled students and so on (Xu & Yang, 2003; Yang & Xu, 2004).

Western researchers have done many studies about resource room. Most of them consider resource room is one kind of benefit form to support inclusive education though there are many debates about that. Earlier western researches about resource focus on discussing the management of resource room, training of resource room teacher, setting up resource room curricula as so on (e.g. Malfitano, 1977; Pearl, 1979; Berliner et al., 1987). Recently, researchers more focus on following aspects of resource room after 1990s: scanning the different teaching effects of resource room, special classroom and special school; discussing different teaching outcomes between in the resource room and in the full inclusive classroom; and comparing outcomes of resource room programs implemented in different regions and so on (e.g. Kim, 1994; Gottlieb, 1997).

3.4 Comprehensive studies

The Chinese Education Department and related professionals pay more and more attention to the researches about support system of LRC since the middle of 1980s. In the beginning of 1990s, Chinese State Education Commission and cooperated with United Nations Children's Fund (UNICEF) to carry out one project of special education in Chinese depressed areas (1994-1995). This project promoted the establishing initial model of support system of LRC in some regions around China. For example, Beijing city carried out a series of experiments of LRC for three kinds of children with disabilities (hearing impairments, visual impairments and mental retardation). These experiments promoted the implementing of LRC in Beijing, formed three local supportive nets of LRC: management net, teacher training net and educational research net. Some researchers began to pay attention to how to evaluate the effect of LRC and begin to do some researches about that soon after. (e.g. Cheng,

1997; Hua, 2003b). At the end of 2002, Basic Education Department called for carry out experiment of support and security system of LRC in 199 counties in China. In the March of 2003, it released the formal notice about how to carry out the experiment experiments of support and security system of LRC in the country and began to implement this one-year experiment. About one year later, the officials of Basic Education Department started to investigate and study the whole situations and evaluate the outcomes and deficits of this experiment. All these stated the preliminary national and local executive managements and organizational support system from top to bottom have been built to guarantee smoothly implementing LRC. But how to built the support system of LRC in which children with disabilities is center, they supported by school and family support system directly from bottom to top? That's very important, because the quality of LRC directly depends on the operation of school and family support systems. LRC has been implemented for over twenty year, mass of children with disabilities had access to go to regular school. How about the quality of LRC? Some researchers have begun to do some researches about it from theory to practice.

Through summarizing the current situation of LRC, Liu and Ye (2000) point out that an education support system should be set up. The system included three administrative levels: leading group, guidance group and implementation group and there is a great need for system running well: sufficient funding for education, guidance from special school, and improvement of methods through research.

Luo (2002) considers the support system of disabled children integrated in mainstream schools includes five basic elements. They are respectively the persons who support children with disabilities who learn in regular classroom, educational goal, educational process, and regulations and resources of special education.

Gao et al. (2004) suggest the whole support system should include three interrelated subsystems in the inclusive context: administrative support system, regular school and class support system and system which supports the interaction between families with disable child and community and the authors emphasize that resource room has profound function in constructing whole support system.

Sheng (2006) points out that family support has an important role for disabled children learning in regular classroom.

By using a qualitative investigation, Deng (2007b) carried out one research to examine how Chinese Local Special education Administrators understood the ideology of inclusive education and LRC model. The research result indicated 'that the Chinese inclusion is driven by pragmatic needs to enroll more children with disabilities who were denied into schools, and LRC has been practiced in a different social and cultural context for inclusive education initiative in the West (Deng, 2007b, p.679).' And the author concluded 'that china should make generalized changes in the whole education system and society to bring greater opportunities to those with disabilities (ibid)'.

Through reviewing the outcomes and shortcomings of Chinese rural mainstreaming support system and its evaluation and research, Qing et al. (2005) put out the ideal rural mainstreaming support system. And the whole support system is consisted of five interactive subsystems: self-support, government support, community support family support and school support.

Soon after, according to this assumption about mainstreaming support system Qing and Liu (2007) carried out an investigation and got some findings from their research. The result shows that the family support system and school support system are relatively sound, government pays due attention to financial support, community support is not enough and disabled children learning in regular classrooms have relatively low self-expectation. And they conclude that govern should intensify publicity of LRC, there is much room to promote the quality of resource room and resource teachers of school support system and community support system still need to be enhanced.

Generally speaking, China has made some progress in special education and issued some policies to address the special needs of children with disabilities especially since 1980s. But until now, there is a severe shortage of supportive resources of LRC (Hua, 2003a; Xiao, 2005). Hua (2003a) points out the current situation of mainstreaming support system in China:

Firstly, it lacks of systematic and persistent support and assistance of family, community and health care; secondly, regulations of itinerant teacher is unsound; thirdly, cooperation between teachers inside regular schools is not enough and leaders of regular schools think little of LRC; finally, the support system of LRC lacks of necessary and scientific supervision and evaluation.

Comparing with China, in West, many developed countries have set up mature, sound and substantial support systems of inclusive education. For example, after visiting inclusive schools of eight member countries, OECD (1999) summarized a support service system of inclusive education which included three aspects:

(1) within-school support: e.g., the support of organization of the school which can help teachers become more familiar with the children's needs; cooperation between regular education teacher, their classroom assistant and special education specialists;

(2) between-school support: it emphasized the cooperation between special school and general school; and

(3) out-of-school support: peripatetic teachers with various forms of specialism, SEN coordinators, teacher assistants/aides, school counselors, educational psychologists, clinical physiotherapists, speech therapists, occupational therapists, doctors and nurses, specially, as 'civic servants', parents and communities and voluntary bodies are also included in this support dimension.

In addition, the authors emphasized three important aspects which guarantee the function of support service system:

(1) The cooperative approaches and methods between regular school and out-of-school services

It is very important to consider how out-school support services provide their services to school, that is, how they effectively work with school. The authors gave two kinds of approaches:

One possibility is that they work with the students themselves in essentially a clinical model, i.e. on a one to one basis isolated from the school as a whole. Another is that they support schools and staff efforts to developing effective approaches to teaching the disabled students in the school. This latter approach is clearly preferred and the schools visited were working in this way usually having identified a teacher or teachers to take responsibility for coordinating special needs support

in the school….(OECD, p.39)

(2) Local educational authority officials' involvement

The authors considered: "There are local education authority advisers and officers who also work with schools in the special needs field. These services provide front line support for students and teachers and are also closely involved in the formal assessment arrangements that all countries undertake in order to allot additional resources to, and make special arrangements for, students with SEN. Transportation is often also provided." (OECD, p.38)

(3) Decentralization of provision

Also, the authors pointed out: "The organization of these services varies substantially between and within countries especially with the growing decentralization of provision. What is important is getting the skills and support to the schools according to need. Thus, an appropriate balance has to be struck between the skills available within the school staff, the degree of disabilities in the children in the schools and availability of the support service personnel, who often find themselves in high demand. In this vein, it is worth nothing that there were frequently not enough speech therapists. They were thus highly sought after, with whose who were available often unable to meet the demand (OECD, p.38)".

One research result comes from Beveridge (2005). The author focuses on discussing the relations between home and school from an inclusive perspective. She points out effective communication between the home and school is crucial for any child's' education, creating good partnerships is essential and give suggestions for how to build good partnerships between home and school and specially emphasizes the importance of children's participation in building good relationships between home and school.

Corbett (2001) discusses how to support inclusive education from 'a connective pedagogy' review of angle. The author offers practical guidance to teachers working with pupils who have a wide variety of learning styles through one case study based on a real-life, inner-city school in England. And after case study, author presents some good ideas about differentiation, classroom management, and effective use of support staff and so on. This case study shows us a successful example of inclusive schooling.

Recently, Langer (2007) conducted a national investigate about the inclusion status

quo of children with hearing impairments in mainstream schools, including preschools, primary and secondary schools in Czech Republic. The investigate result shows these pupils' amount, gender, grade, degree of hearing impairment, geographic distributing and shows the specialists' evaluation about integrated status quo for these pupils. Also, it concludes some problems which affect inclusion, such as limited communication between teacher and pupils, the cooperation between school and family, the amount of one regular class and lacking of financial support for inclusion and so on.

4. Some comparative researches about inclusive education

Meijer et al. (1994) describes and evaluates the various outcomes of integration of six countries: Italy, Denmark, Sweden, the United States, England and Wales, and the Netherlands. From their research findings they offer some general conclusions as following:

From our country descriptions it has become clear that although integration plays an important role in special education, not all its objectives have been achieved, even in countries that strive towards an integrated educational system there is a good deal of uncertainty as to whether integration is appropriate for all categories of children with SEN. Furthermore, it is clear that even in these counties there are many practical problems in the daily practice of integration….One of the main lessons that can be learnt is that there is no standardized format for integration. Every aspect of integration-definition, motives, aims and levels, shows a large diversity in practice. This diversity makes it difficult to draw overall conclusions and build up a comprehensive understanding of integration. Rethinking the course and the content of integration seems necessary. Experiences from the past can contribute to this reflection if the objectives and motives behind integration are set out more clearly (Meijer et al., 1994, pp: 139-140).

As the editors and initiators, Ainscow and Booth (1998) in one comparative study, have brought together an international team of researchers from eight countries to develop case-studies which explore the processes of inclusion and exclusion within a school or group of schools set in its local and national context. The study includes classroom observation, the experiences of the school day of students and interviews with staff, students, parents and school governors. Through the case-studies and

commentaries on them, differences of perspective within and between countries are revealed and analysed.

Mitchell (2005) considers that social, political, economic and cultural contexts play a central role in determining whether or not inclusive education is implemented in a range of regions and countries around the world. A series of conclusions is presented, such as：

(1) inclusive education means creating a single system of education, which serves all children;

(2) inclusive education is a site of conflicting paradigms of children with SEN, centering on a psycho-medical model and a socio-political model; and

(3) while many countries seem committed to inclusive education in their rhetoric, legislation and policies, in practice this often falls short (p.22).

Also, the author provides an overview of China's education system and the development of special education, given the history, current personnel preparation as well as the special challenges for special education in China., then tries to analyze Chinese inclusive education from perspectives of Confucianism, socialism, foreign influences and pragmatic considerations in the Chinese socio-political context, and concludes:

Although China has a firm commitment to educating students with mild special needs in regular classrooms, there are many obstacles to overcome if these students are to be provided with an appropriate education. Some of these are logistical and economic; others reflect deep-rooted cultural values (ibid).

It is interesting that the research of Meijer et al. (1994) includes six European countries, then the comparative study from Ainscow and Booth (1998) includes some European countries and North American countries and the study form Mitchell (2005) extends his research interest to some Asian countries. Through these comparative research reviews, it seems that researchers have more interests to explore the differences and the similar of the development of inclusive education in a broader context. Also, they describe different countries' developmental situations; we also can look into some details about support provision in different country from these authors' research results. Inclusive education is an international movement, we not only need

to know what is happening in developed countries, but also need to know how it is implementing in developing countries, that will promote the development of inclusive education around the world, and enrich our understanding and perception of inclusive education, even human culture and life.

5. Summary

After this initial literature review, we can find this research project relates a broad research area and abundant of related literatures need to be reviewed. We will go on viewing related literatures until we finish this research project, some literatures such as the cooperation between school, family and community still need to be enhanced and increased. Other related literatures such as some theories of educational sociology, educational culturology and social ecology still need to be supplied. There are many researches paid attention to dispersive and single aspects of support system of inclusive education, but few researches concerned the study of the systematic operation of whole support system of inclusive education. As we mentioned before, in fact, the supportive resources of inclusive education should be an organic, tridimensional, systematic and integrated support system, only under this support system, can quality inclusive education be guaranteed and promoted. So, author wants to make clear what kinds of support system of inclusive education China and Czech Republic have, how these supportive resources work together in practice in the two countries and what effectiveness they will bring to corresponding inclusive education.

It is challenging to study support system of inclusive education from ecological angle of view. By comparing support systems in different countries, we can appreciate the diversity of them and further explore why and how it works.

Chapter 3: Research design

1. Research purpose and hypothesis

1.1 Research purposes

The research is to explore the current status quo of support system of inclusive education in China and in Czech Republic. It want to find some useful experiences about how to establish effective support system of inclusive education from investigation in both countries, which will benefit establishing support system of inclusive education and promoting the development of inclusive education in China. Specified research purposes are:

(1) to explore the status quo of support systems of inclusive education and to analyze the reasons cause them in People's Republic of China and in Czech Republic respectively.

(2) to compare the discrepancy and similarity of support system of inclusive education in the two countries;

(3) to propose some useful strategies about how to develop support system for inclusive education in China.

1.2 Research hypothesis

H1: There are no differences in school support system between China and Czech Republic in barrier-free physical environment.

H2: There are differences in school support system between China and Czech Republic in the matter of support for inclusive instruction.

H3: There are some differences in school support system between China and Czech Republic in school management support.

H4: There are differences between China and Czech Republic in the regular education teachers' professional development for inclusive education.

H5: There are certain differences between China and Czech Republic in interaction between regular school and community.

H6: There are no differences between China and Czech Republic in regular

education teachers' evaluations of the interaction between regular school and family[4].

H7: There are no differences between China and Czech Republic in parents' evaluations of the interaction between regular school and family.

H8: There are certain differences between Chinese regular education teachers' evaluations of other support for inclusive education and Czech regular education teachers'.

H9: There are certain differences between Chinese parents' evaluations of other support for inclusive education and Czech parents'.

H10: There are certain differences between Chinese regular education teachers' attitudes toward inclusive education and Czech regular education teachers'.

H11: There are certain differences between attitudes of Chinese parents of children with SEN toward inclusive education and attitudes of Czech parents.

2. Methodology

Three main methods are selected as following for satisfies the requirements of this research:

2.1 Literature method

It is a kind of means to collect and analyses written and audiovisual data according certain research aim. I use this method to acquaint myself with related research situations of my research topic, find out research angle of view and embody research questions. And this method will be used to gain more information and further deepen my understanding for related research questions during whole research process

2.2 Questionnaire method

The questionnaire has become one of the most used means of collecting information. "If well constructed, a questionnaire permits the collection of reliable and reasonable valid data in a simple, cheap and timely manner (Anderson, 1998, p.170)". Through collecting related literatures and synthesizing related research outcomes, two kinds of questionnaires have been designed according to the needs of

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[4] Here, the "family" means family of children with special educational needs.

research. These questionnaires are aiming at parents of child with special educational needs, regular education teachers working in inclusive classroom. More details about questionnaires will be discussed in the following part. And these questionnaires will be delivered in China, Czech and another European country.

2.3 Interview method

The interview is probably the most widely used method of data collection in educational research. "An interview is defined as a specialized form of communication between people for a specific purpose associated with some agreed subject matter (ibid, p.190)". Through collecting related literatures and synthesizing related research outcomes, three kinds of interviews have been designed according to the requirements of research. These interviews are aiming at parents with disabled child, regular education teachers and principals working in inclusive school. Because of language barriers, interview will only be conducted in China.

3. Research Instruments

There are two kinds of instruments were applied in this research project, questionnaire and interview. Two questionnaires were designed to investigate how mainstream schools, families and communities work to support inclusive education. There was no prepared questionnaires can be used and it was very difficult to design questionnaires which can be conducted in China and Czech. After reviewing relevant Western and China's literatures describing stakeholders' (especially teachers', parents' and principals') perceptions of and attitudes towards inclusive education, according to the purposes of this research project, two drafts of questionnaires were indentified and carefully worded and formatted in English, then they were translated into Chinese. Researcher post the two Chinese drafts of questionnaire to 3 special education experts and 3 front line practitioners with at least 10 years experiences of implementing inclusive education in regular schools in Sichuan Province to review these drafts and give suggestions. In addition, researcher invited 3 Czech university-based special education experts and 3 Czech colleagues studying in institution of special education studies of Palacký University to review the drafts and give suggestions. Minor

changes in the wording and format of items of drafts were made following these critical reviews. The final instruments were field-tested using 30 regular education teachers involved in inclusive education and 15 parents of children with special educational needs. The questionnaires will be introduced as following:

3.1 Questionnaires

3.1.1 Questionnaire for regular education teachers involved in inclusive programs[5]

This questionnaire comprises eleven parts. An introductory statement was attached to declare the purpose and significance of this research and assurance of confidentiality in the first part. The second section was open-ended questions to elicit teacher's background information. The third section was multiple choice format to know the status quo of school's accessible physical environment, then the forth section was single choice format to explore the school's material supports for inclusive instruction of students with disabilities, the following sections used a 5-point Liker scale format for items assessing teacher's professional development, interaction between school and family of child with disabilities, interaction between school and community, school management support, teacher's evaluation for other supports and teacher's attitude towards inclusive education. The last section designed one open question to ask for teachers to list three difficulties they were facing during implementing inclusive education in their regular classes. Totally, there are 54 items.

3.1.2 Questionnaire for parents of child with special educational needs[6]

This questionnaire comprises six parts. An introductory statement was attached to declare the purpose and significance of this research and assurance of confidentiality in the first part. The second section was open-ended questions to elicit parent's background information. The third, forth fifth sections used a 5-point Liker scale format for items assessing interaction between family and school, parent's evaluation for other supports of inclusive education, parent's attitude towards inclusive education. The last section designed one open question to ask for parents to list three difficulties their children with disabilities were facing during learning in regular classes. Totally,

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[5] Few items this questionnaire adapted from related research outcomes of Deng Meng (2004a).
[6] Few items of this questionnaire adapted from related research outcomes form Niu Yubai, Liu Zewen & Tian Bao (2005).

there are 42 items.

3.2 Interview outlines

3.2.1 Interview outline - for parents of children with special educational needs(SEN)

This interview outline comprises six dimensions: individual perceptions about inclusive education, acceptance for child with SEN, family supports for child with SEN, understanding and evaluation for classroom support, evaluation for other supports of inclusive education and conclusion.

3.2.2 Interview outline-- for the principal or chief administrator of inclusive school

This interview outline comprises six dimensions: history of the school, individual perceptions about inclusive education, school supports for inclusive education, cooperation among school, families of child with SEN and community, Evaluation for other supports for inclusive education and conclusion.

3.2.3 Interview outline - for regular education teacher involved in inclusive programs

This interview outline comprises six dimensions: individual perception about inclusive education, attitudes towards the children with disabilities, situations about implementing inclusive education in regular classroom, supports for general teachers, evaluation for other supports of inclusive education and conclusion.

4. Sampling

4.1 Questionnaires

4.1.1 Questionnaire for regular education teacher in regular primary schools

Respondents were regular education teachers involved into inclusive education in regular primary school from grade 1 to grade 5 and there were some students with special educational needs (at least one) learning in their classes in China and Czech Republic. We will further introduce the teacher sampling procedures in part 2 in detail.

4.1.2 Questionnaire for parents of child with SEN

Respondents were parents of child with special educational needs, and at the same

time, their children with special educational needs were studying in regular classes where the regular education teachers surveyed in our investigation in China and Czech Republic. We will further introduce the teacher sampling procedures in part 2 in detail.

4.2 Interviews

Considering limited time, energy and available resources and language barriers, this research only visited one regular primary school involved into inclusive education in Xinjin county of Chengdu city in Sichuan province in China and conducted interviews with three school administrator, 3 regular education teachers involved into inclusive education and 3 parents of child with special educational needs in that school according to convenient principle. We will further introduce the interview procedures in part 2 in detail.

5. Limitation of this research

Firstly, this is the first research to investigate the support system of inclusive education in China and in Czech Republic. Our questionnaire sample was limited to regular education teachers and parents of children with special educational needs in 36 regular primary schools in Chengdu city and Xinjin County in China and 16 regular primary schools in Olomouc city, Litovel town and Mohenic town in Czech Republic, all interviewees were came from one regular primary school in Xinjin County in China. It is unknown whether the characteristics of respondents from these regions might be shared by samples from other regions.

Secondly, the differences between Chinese and Czech support system of inclusive education were analyzed by data of this investigation, author's understanding and observations in both countries, additionally, majority of literatures about inclusive education in Czech Republic were not published in English, which limited author's understanding and exploration of Czech inclusive education, the discussions of and comparisons between the two countries' support system of inclusive education was also limited.

Part II: Practical investigation

Chapter 4：Status quo of support system of inclusive education in People's Republic of China[7]

Background

People's Republic of China is one of the world's oldest continuous civilizations, which is situated in the eastern part of Asia on the west coast of the Pacific Ocean. It is the third largest in the world after that of the E.U. and U.S. with a GDP of $8.8 trillion (2009) when measured on a purchasing power parity (PPP) basis (CIA, 2009). The country's per capita income is classified in the lower middle category by world standards, at about $3,180 (nominal, 104th of 178 countries/economies), and $5,943 (PPP, 97th of 178 countries/economies) in 2008, according to the International Monetary Federation (IMF) (Wikipedia, n.d. a). The politics of the China take place in a framework of a single-party socialist republic (ibid).

China is the third largest country in the world and the largest developing country with 1.3 billion people, or 21% of the world's total population. The Chinese education is so large that it accounts for 26% of the global population receiving one manner of education or another (Ministry of Education of P.R.C, 2005).

1. Categories and population of persons with disabilities in China

Special education in China has a history of over a hundred years since the founding of first special school for the blind in 1874 and the first special school for the deaf in 1887 (Fang, 2005, p.35). After the founding of P.R.C, especially in the last two decades, China has made a great progress on developing special education through both legislation and by action for meeting the needs of the persons with disabilities.

In China, special education refers to education for children with disabilities. The definition of the disabled is based on official definition given in 2006 Second China

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[7] The People's Republic of China is called China below, and P.R.C is its abbreviation.

National Sample Survey on Disabilities (NSSD). This survey grouped disabilities into seven categories: visual impairment, hearing impairment, speech impairment, physical disability, mental retardation, mental illness and multiple disabilities. As we mentioned in chapter1, there are 82.96 million persons with these types of disabilities in China according to the NSSD 2006, there are 1.3 billion people at the time when the Survey was conducted. That's to say, 6.34% of whole population, or 17.80% of families had a member with a disability (National Leading Group of the Second China NSSD& National Bureau of Statistics of P.R.C, 2006). We can further know the distribution of persons with disabilities in China through Exhibit 4.1.

Exhibit 4.1: Distribution of Chinese disabled population (2006)
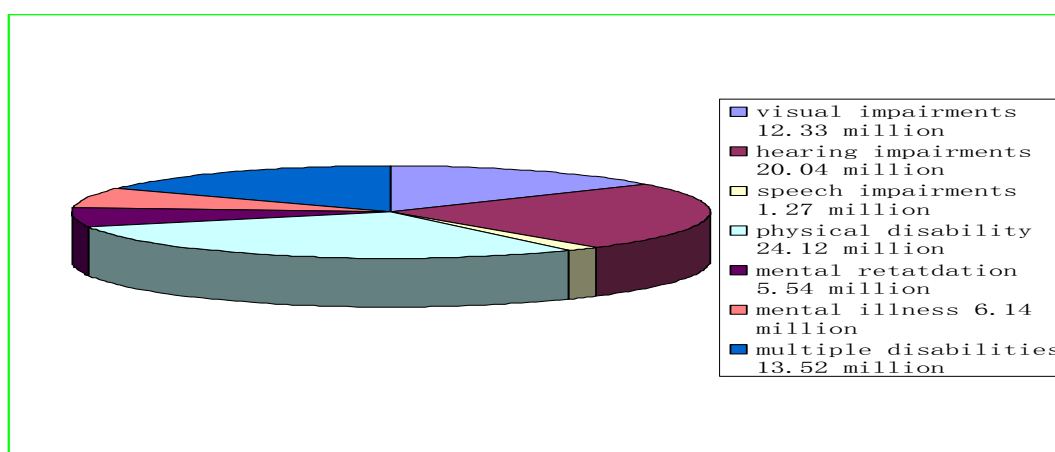
Visual impairment: 14.86%   Hearing impairment: 24.16%   Speech impairment:1.53%

Physical disability: 29.07%   Mental retardation: 6.68%   Mental illness: 7.40%   Multiple disabilities: 16.30%

Data from: Communique On Major Statistics Of the Second China National Sample Survey on Disability (National Leading Group of the Second China NSSD& National Bureau of Statistics of P.R.C, 2006).

2. Legislation

We focus on central government's legislation in this section. There are still some policies and regulations about how to implement special education are published by local government according to the local conditions and central government's related legislation and regulations.

The Resolutions on the Reform of the School System in 1951, the first document issued by the government, stated that governments of all levels should establish special schools such as those for the deaf and the blind (Yang & Wang, 1994).

During China's Cultural Revolution, education was hardly developed because of

political disturbance, there was no progress on legislation of special education.

The Open and Reform policy under Deng Xiaoping's leadership in the 1980s shifted the national focuses from political struggle to economic reconstruction. The most of important pieces of legislations and regulations were issued by the National People's Congress, the state council and organs of states between mid-1980s and mid-1990s. Since then, the development of special education was placed under the mandates of legislation.

The Constitution of P.R.C is the body of China's basic laws. In 1982, the latest revised Constitution stated that "the nation is responsible for providing citizens with blindness, deaf, mute and other disabilities with opportunities to work, live and be educated"(the National People Congress, 1982, Article 45). It was the first legislation to mandate the provision of special education in China.

In May 1985, an important document, "Decisions on Reforming the Educational System" was issued (Central Committee of the Communist Party of China, 1985). It proposed the implementation of nine-year compulsory education and the development of special education.

In April 1986, the Compulsory of Education Law was passed. It stated that all children who had reached the age of six should be enrolled in school and received compulsory education (the National People's Congress, 1986). It is a civil right law for all children, including those children with disabilities, to receive compulsory and public education. And the enrolment rate of children with disabilities has been become a necessary quality index of school performance (Deng & Manset, 2000). In September 2006, the Compulsory Education Law was revised (the National People's Congress, 2006). It stated that "compulsory is a must to children of school age and it is a public welfare undertaking a country must guarantee" (Article 2). The law also specified that no tuition fees and extras should be charged in the compulsory education and it called for government of all levels to deploy resources reasonably and carry out measures to guarantee compulsory education for children with disabilities.

In May 1989, the document of "Suggestions on Developing Special Education" was

issued, which provided definite policies, layout, aims, tasks, administration, funding resources and teacher training about special education (the State Education Commission, et al, 1989). Especially, this document stated the new developmental pattern of China's special education, which was advocated in the first National Conference on Special education held in Beijing in 1988, that was, "special schools will constitutes the 'backbone' of the system of special education, while special classes attached in regular schools and Learning in Regular Classrooms programs would serve as the 'body' " (Deng & Manset, 2000, p.125).

In December 1990, The Protection of disabled Persons Act was issued (the State Council, 1991). It became the first law to guarantee a right to the education for individuals with disabilities in China. It was revised in 2008 (the National People's Congress, 2008). In Chapter 3, the revised document standardized expenses exempt, educational form, institutions, teaching force and textbooks for the education of citizen with disabilities. It emphasized persons with disabilities possessed the equal educational right and it provided related principles to guarantee the disabled children's compulsory education.

In July 1994, The Trial Procedures on Implement Learning in Regular Classroom for Children and Adolescents with Disabilities issued (the State Education Commission, 1994). This document specified concrete measures on how to implement LRC in practice. For example, it stipulated "children learning in regular classroom should go to neighboring school in principle" (Article 7); "the school-age children with disabilities for schooling is as same as their typical peers, The age limit for schooling may be extended appropriately under special conditions" (Article 8); "it is appropriate for one regular classroom to include 1~2 children with disabilities, the maximum number of children with disabilities the integrated classroom is 3"(Article 9); "regular schools can not refuse the entrance of children with disabilities who can study in regular school" (Article 9). And it was the first time to state that "education must follow the principle of teaching students with disabilities in accordance with their aptitude, individual teaching plan should be designed and implemented for them" (Article 15). This law regulated and promoted the development of LRC.

In August 1994, Regulations on the Education of Persons with disabilities was issued, which provided specific rules to preschool education, compulsory education, education at or above ordinary senior middle school level and adult education, special education teachers for persons with disabilities (the State council, 1994). It further emphasized that "the education of persons with disabilities is a component of the State education program" (the State council, 1994, Article 3), specifically stipulated how to guarantee the equal educational right of persons with disabilities and how to promote the development of education for them. It was the first specific law of education of person with disabilities in China.

Generally speaking, all legislation and regulations mentioned above guarantee the right of education for persons with disabilities and also promote the development of China's special education. And these laws and regulations stipulate the principles and policies, running form, teacher training, administrative obligation and financial resources of special education. Since then, a modern system of China's special education was formed gradually.

3. Emergence of China's inclusive education: Learning in Regular Classrooms

Before middle -1980s, segregated special education was still a dominate form providing education to children with disabilities. According to the first NSSD in 1987, China has 51.64 million people with disabilities, 4.9% of the whole population. However, less than 6% of children with disabilities were enrolled in school in 1988, 66.4% of persons with disabilities were illiterate, 80% of persons with disabilities lived in rural and remote districts (National Leading Group of the First China NSSD, 1987). At the same time, the Compulsory of Education Law issued in 1986 stipulated all school-age children had a right to receive nine-year compulsory education. Obviously, according to limited financial resource and huge number of disabled children, special schools could not be built fast enough to meet the educational needs of them. How to provide compulsory education to school-age children with disabilities became a big challenge for the China's government. During that period,

western advanced experiences about special education such as "mainstreaming", "integration" and "inclusive education" were introduced into China by some domestic special education professionals. These professionals began to do some research about how to integrate students with disabilities into regular classroom. For example, Xu Bailun initiated a "Golden-Key Project" to integrate blind students into regular classroom (Xu, 1992). Also the open-door policy enhanced the cooperation and communication of special education between China and international organizations. For example, the Carter Presidential Center sponsored a five-year special education teacher training project with the China Disabled Persons Federation (CDPF) and State Education Commission in 1987 and this project laid an important foundation for implementing inclusive education in China (Deng & Poon-McBrayer, 1999). In such context, China began to initiate inclusive education nationally under the name of *sui ban jiu du* (Learning in Regular classroom, LRC) in response to global trends and domestic pragmatic requirements (ibid).

LRC has become the key form for providing compulsory education to children with disabilities. According to official statics, 62.12% of students with disabilities were learning in the regular classrooms in 2008 (Exhibit 4.2).

Exhibit 4.2: Provision of special education in compulsory education period in 2008

Enrolment	Number (unit: in person)	Percentage (%)
Schools for special education	153338	36.73
Special classes attaches to regular primary schools	4587	1.10
Followers in Regular primary schools	188831	45.24
Special classes attached to regular junior high (vocational) schools	210	0.05
Followers in Regular junior high (vocational) schools	70474	16.88
Total	417440	100.00

Note: Data from. Basic statistics of China's special education (Ministry of Education of People's Republic of China, 2009).

4. Government action for supporting china's inclusive education[8]

Except legislation, central and local government also implement following actions to support inclusive education.

4.1 Fostering positive social attitudes toward persons with disabilities

Firstly, the Protection of disabled Persons Act of 1990 stipulated the third Sunday of May was National Day Assisting Disabled Persons (The State council, 1991). Central and local governments use all kinds of media such as slogans, TV to let general public know the right of people with disabilities on this day every year.

Secondly, government organized people with disabilities to participate in sports held for them and to perform arts activities. For example, "China sent 24 athletes with disabilities to Special Olympics for the first time in 1984 and gained 2 golden medals" (Deng & Poon-McBrayer, 1999). In 2008, the Beijing city of China hosted Summer Paralympic Games, China sent 547 athletes to this Paralympic and gained 89 golden medals (Xinhua net, September 19, 2008). In 1987, "China set up the China Disabled People's Performing Art Troupe which consisted of artists with different types of disabilities and the Troupe toured in China and other countries to promote positive images of people with disabilities before the public "(Piao, 1996).

Thirdly, state leaders expressed concerns for special education. For example, on September 10, 2008, the 24th Chinese Teachers' Day, China's national President Hu Jingtao went to special school for the blind, deaf and mute of Zhengzhou city to visit special education teachers and students with disabilities in this school. That made special education attracted more attention from general public.

4.2 Establishing administrative structure for special education provision

With the expansion of LRC movement throughout most provinces of the country, china has set up a network of three levels to provide special education to children with disabilities, which includes special schools; special classes attached and integrated classes in regular schools. In order to accommodate the changed development needs

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[8] For to meet the needs of research, Learning in Regular Classrooms will be called inclusive education and Chinese students with disabilities will be called students with special educational needs below, but when we talk about China's inclusive education and Chinese students with special educational needs, they still mainly refer to the LRC and students with disabilities respectively.

of special education, government had established administrative structure to administrate special education provisions in special or regular schools. The department responsible for this work is government educational administrative department of various levels. Of which, central Ministry of Education is charge of national special education provisions, local educational administrative departments on the province, city and county level responsible for special education provisions in their administrative areas respectively, "although these local administrative departments still do not have special education divisions, most of them have designed full- or part-time administrators to oversee their provision" (Deng & Poon-McBrayer, 1999). At the same time, "a network of inter-departmental collaboration was developed" (ibid), central educational administrative department takes the major role for special education and collaborates with other related departments such as health department, financial department, and civil affair department and so on. The China Disabled Person's Federation and its local branches actively take part in and promote special education for the persons with disabilities.

4.3 Strengthening teacher training

There are teacher training provided to teachers involved in special education. For pre-service teacher training, there are two approaches to realize: firstly, central or local special education teachers schools or colleges and normal universities provide teacher training projects, for example, five normal universities in Beijing, Shanghai, Chongqing, Wuhan and Xi'an have established postgraduate and undergraduate projects of special education (Fang, 2005, p.451), generally, special education teacher schools or colleges provide training programs to secondary teachers, and faculties of special education set in university offer training programs to teachers of special schools; secondly, normal colleges or universities provide optional courses or required courses of special education to the student who will go into regular teaching. Usually, universities and professional training institutions are responsible for the in-service teacher training for special education teachers (ibid, p.56).

4.4 Enhancing research for inclusive education

The implement of inclusive education have promoted the development and

prosperity of special education research gradually since middle-1980s. The following representative research institutions, organizations and professional journals can show this process.

Exhibit 4.3: Representative research institutions, organizations, and professional Journals contributed in special education program and research (P.R.C)

Name	Foundation	Nature
National Society of Research on Special Education	1982	It consists of front-line practitioners, administrators, and researchers in special education at various levels and aims at improving the quality of special education and holds annual conferences for idea and research exchange.
Special Education Research Center of Beijing Normal University	1988	It focuses on applied research, develops curriculum guidelines for special schools, and participates in drafting relevant laws and regulations in the country.
Special education Research Division of China National institute for Educational Research	1988	It emphasizes more on theory, practice and teacher training of LRC programs.
Gold-Key Research center	1988	It is a private research center. This center initiated first LRC experiments and held several annual research conferences on visual impairments in 1990s.
Stars and Rain Center	1993	It is a private research center. It started by a mother of a child with autism and initiated education and research on autism.
Chinese Journal of Special Education	1994	It is the flagship journal and it aims at showing the highest level of achievement of academic research on special education in China.

Note: Exhibit contents were cited and modified from Deng & Poon-McBrayer. (1999), pp.149-150.

Also, China government actively organized few international conferences since mid-1980s to attract more international and domestic attention on LRC. For example, the UNESCO Regional Seminar on Policy, Planning and Organization of Education for Children and Young People with SEN in Asia and the Pacific was held in Harbin, Heilongjiang Province in 1993 (Deng, P. F., 1994).

Practical Investigation

We had briefly described the background of China's inclusive education and what China's government has done for supporting inclusive education from a macro perspective above. How do regular schools, families of children with SEN and communities work to support inclusive education in practice? What problems and difficulties are they facing? For to know more about the status quo of support system

of China's inclusive education and focus on the school support subsystem, we had carried out certain investigations to get more information about how support system of inclusive education work from middle and micro perspectives via questionnaires and interviews. At first, this part will analyze the data from questionnaires; then it will move to analyze the data from interviews; then, it try to interpret and discuss all data together; finally, a conclusion will be presented at the end of this part.

1. Analysis of questionnaires

1.1 Respondents

The Chinese respondents were regular education teachers from urban and rural primary schools in Sichuan Province, which is located in the southwest of China (its GDP for 2009 was US$207 billion, equivalent to US$2,545 per capital), a population with 88,152 million (2007) (Wikipedia, n.d.b). Two sample sites in the Province, the City of Chengdu and the County of Xinjin were selected for investigation. Primary schools that have students with any of the three major disabilities, mental retardation, hearing or visual impairments in classes had been chosen in the two sample sites from first grade to fifth grade. As a result, 120 teachers from 36 regular primary schools were surveyed, among their returned questionnaires, 98 questionnaires were found useful for further analysis, including 66 urban questionnaires and 32 rural questionnaires. Parents' of children with disabilities questionnaires were collected from same schools where these regular education teachers' questionnaires were distributed. As a result, 58 out of 80 returned questionnaires were identified as valid, including 41 urban questionnaires and 17 rural questionnaires.

Exhibit 4.4 shows demographic information of Chinese teacher sample. This sample had a high percentage of female respondents (85%). 40.8% of respondents were 30-39 years old. 57.1% of them received bachelor education. 68.3% of them had less than five years of teaching experience with students with SEN in regular classrooms. 38.8% of them reported that they had never received any training for inclusive education. 44.9% of respondents reported they received less than one month of training. 58.2% of them had done some school-based research for inclusive

education.

Exhibit 4.4: Demographic information of the teacher sample (P.R.C)

	Variable	Frequency(n=98)	Percentage (%)
Gender	Male	13	13.3
	Female	85	86.7
Age	20-29 years	29	29.6
	30-39 years	40	40.8
	40-49 years	29	29.6
Education	Secondary education	6	6.1
Background	College programs	30	30.6
	Bachelor programs	56	57.1
	Master or Ph.D programs	6	6.1
Years of teaching	within 1 year	13	13.3
Students with SEN	1-3 years	30	30.6
In regular class	3-5 years	22	22.4
	5 years above	33	33.7
Teaching grades	1	11	11.2
	2	18	18.4
	3	16	16.3
	4	12	12.2
	5	41	41.8
Training types	None	38	38.8
	Pre-service	1	1.0
	Nonperiodic In-service	47	48.0
	Periodic In-service	8	8.2
	Pre-service + Nonperiodic In-service	4	4.1
Training time	Within one week	16	16.3
	1 week to 1 month	28	28.6
	1 month to 6 months	9	9.2
	6 months above	7	7.1
	Missing	38	38.8
Research for	Yes	57	58.2
inclusive education	No	39	39.8
	Missing	2	2.0

Exhibit 4.5 shows demographic information of Chinese parent[9] sample. A view of Exhibit 4.5 indicates that the sample had a high percentage of female respondents (65.5%). Majority (74.1%) of parents were 30-39 years old. 65.5% of the total respondents received education under college level. About half (51.7%) of them had

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[9] In most case, the "parents" means parents of children with special educational needs if we do not give special explanation for it.

never received training or course for children with SEN, only 13.8% of them received periodic training or course. 27.6% of total respondents received less than one month training or course, 5.2% received one month to 6 month training or course, 15.5% received more than 6 months training or course. Majority (75.4%) of respondents had never taken part in any parents associations or kept in touched with them.

Exhibit 4.5: Demographic information of the parent sample (P.R.C)

	Variable	Frequency(n=58)	% (%)
Gender	Male	20	34.5
	Female	38	65.5
Age	30-39 years	43	74.1
	40-49 years	15	25.9
Education	Basic education	29	50.0
Background	Secondary education	9	15.5
	College programs	9	15.5
	Bachelor programs	7	12.1
	Master or Ph.D programs	4	6.9
Training types	None	30	51.7
	Nonperiodical	20	34.5
	Periodical	8	13.8
Training time	Within one week	4	6.9
	1 week to 1 month	12	20.7
	1 month to 6 months	3	5.2
	6 months to 1 year	4	6.9
	1 year above	5	8.6
	Missing	30	51.7
Learning grades	1	8	13.8
(child with SEN)	2	5	8.6
	3	14	24.1
	4	3	5.2
	5	22	37.9
	Missing	6	10.3
Membership of	Yes	14	24.1
association for parents of	No	44	75.4
children with SEN			

1.2 Procedures of investigation

Firstly, author contacted with related local education departments to make an announcement to all participating schools for cooperation, because author were studying in Czech Republic in that time, three inclusive education experts in Chengdu

city would like to help author to distribute questionnaires, and then, author discussed details of questionnaire distribution with these experts for many times and got consensus on how to understand author's questionnaires and how to distribute these questionnaires via internet. After that, they helped author conducted the formal survey in an on the spot way from school to school personally.

1.3 Data analysis

Data were coded and entered into the Statistical Package for Social Sciences (SPSS) for Windows (15.0) for statistical analysis. Analysis of the data was conducted by using descriptive statistics, t-test and one-way ANOVA.

1.4 Results

The results will be presented for each research question or combined for parents and teachers when the questions were the same or had similar meaning.

1.4.1Chinese teachers' responses about current barrier-free physical environment of regular schools

Barrier-free physical environment is an important precondition to guarantee all students' access to participate in all possible activities at school. Exhibit 4.6 shows 55.1% of respondents reported their schools made their building physical accessible to all students. But only 4.1% of all respondents reported all main establishments listed in questionnaire had been modified, 40.1% of respondents reported there were only one to three main establishments were modified for all students in their school.

Exhibit 4.6: Teachers' responses about current barrier-free physical environment of regular schools (P.R.C)

Item	percentage saying "Yes" (n=98)
Does this school make its building physical accessible to all students?	55.1%
If it is, please choose the establishments modified for all students: corridors; stairway; toilet; main entrance; classroom; playground; other places	all (4,1%); six of them (2.0%); five of them (2.0%) four of them(7.0%); three of them（5.0%）; two of them (13.2%); one of them (16.4%)

Note: Item was in a multiple choice format

1.4.2 Chinese teachers' responses of supports for inclusive teaching and accommodation

The strongest agreements (94.9%) were given to peer-tutoring support by respondents. The weakest agreements (25.5%) were given to counseling service support. Majority (69.4%) of respondents reported students with SEN couldn't get

adapted textbooks when they needed. Less than half of them reported school could offer special teaching material or equipments (49%) and teacher assistant (44.9%) for inclusive instruction when necessary. Also less than half (45.9%) of them reported school could offer specific compensatory and rehabilitation training to students with SEN when necessary. At the same time, majority (74.5%) of respondents reported their class size was not decreased. On the whole, it seems school supports for inclusive teaching and accommodation was not sufficient.

Exhibit 4.7: Teachers' responses about supports for inclusive teaching and accommodation (P.R.C)

Items	Percentage saying "Yes" (n=98)
Are there some adapted textbooks available for students with SEN according to their special needs in your school?	30.6%
Are there some special teaching equipments and teaching aids available for you and students with SEN in your teaching?	49.0%
Is there a teacher assistant or a special pedagogue available to cooperate with you in regular class to cater for students with SEN when necessary?	44.9%
Is there peer-tutoring available for students with SEN when necessary?	94.9%
Has the number of pupils in your class been reduced to guarantee the quality of IE comparing with other regular class?	26.5%
Are there some specific compensatory and rehabilitation supports provided to students with SEN by specialists in your school when necessary?	45.9%
Are there psychological or occupational counseling services available for students with SEN when they need in your school?	25.5%

Note: SEN=Special Educational Needs, IE=Inclusive Education

1.4.3 Chinese teachers' professional development for inclusive education

The mean scores of 4 items in Exhibit 4.8 vary from 2.33 to 3.73. Standard deviations range from 1.256 to 1.399. Higher mean scores imply higher agreement on the related items and larger variance of standard deviation indicates more divergence of the subjects' responses on the items. It is apparent that more than half (67.3%) of respondents agreed school administrators encouraged and supported them to do some school-based research sometimes or often, but it seems there were some disputes on this point. Also, it is apparent only 29.6% of them agreed they could get certain in-service training of inclusive education sometimes or often. The opinion as to whether teachers can get some useful suggestions for teaching children with SEN from specialists inside or outside their school seems to be controversial (SD=1.382). Less than half (45.9%) of respondents reported that school organized them to visit other regular schools and observe other teacher's inclusive teaching sometime or often,

and this opinion seems to be very controversial (SD=1.399).

The average mean score of the 4 items of total 98 respondents is 2.98, with a high standard deviation of 1.098, indicating that the responses have been centered on "Not sure" to some extent, but it seems to be controversial.

By utilizing one-way ANOVA in terms of respondents' whole evaluations, teachers with different gender, age, education background, teaching years, and teaching grades did not demonstrate significant differences.

Exhibit 4.8: Teachers' evaluations of professional development for inclusive education (P.R.C)

Items	N	O	NS	S	OF	M/SD
I can get some useful suggestions for teaching children with SEN from specialists inside or outside my school.	18.4%	19.4%	14.3%	31.6%	16.3%	3.08/1.382
Our school organizes us to visit other regular schools and observe other teachers' practice of inclusive teaching.	28.6%	16.3%	9.2%	38.8%	7.1%	2.80/1.399
I can get certain in-service specific training about IE.	38.8%	24.5%	7.1%	24.5%	5.1%	2.33/1.345
We are encouraged and supported by school administrators to do some school-based researches for IE.	7.1%	13.3%	12.2%	33.7%	33.7%	3.73/1.256
Total						2.98/1.098

Note: N=Never, O=Occasionally, NS=Not Sure, S=Sometimes, OF=Often, Weights of "1", "2", "3", "4", "5" are correspondent to the categories "never", "occasionally", "not sure", "sometimes" and "often"; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "never", "occasionally", "not sure", "sometimes" and "often"; SEN=Special Educational Needs, IE=Inclusive Education

1.4.4 Chinese teachers' and parents' evaluations of interaction between school and family

In this section, four similar items were designed to explore the differences between the teachers' and parents' evaluations.

The average mean about whole section of 6 items of total 98 surveyed teachers is 3.81 with a standard deviation of 1.08, indicating that teachers' responses have been centered on "sometimes" to some extent. The average mean of total 58 surveyed parents is 3.58 with a relative lower standard deviation of 0.798, indication that parents' responses also have centered on "sometimes" to a large extent. On the whole, both teachers' and parents' responses show their positive evaluations on the current interaction between school and family.

But for parents' responses, the item "Parents of children with SEN participate in the process of making IEP" has a apparent lower mean score(M=3.03) than average mean (M=3.68) with a highest standard deviation (SD=1.475), which indicates responses on

this point have been centered on "not sure" and it seems to be still very controversial. Also, for parents' responses, the item "Representatives of parents… in our school" has the lowest mean score (M=2.59) and a high standard deviation (SD=1.140), indicating responses on this point have been centered between "mildly disagree" and "not sure" and it seems to be controversial.

By utilizing T-test, there were no significant differences between teachers' and parents' evaluations on 3 similar questions except item "Representatives of parents… ". This indicates that the teachers and parents did have different evaluation on whether parents of children with SEN could take part in the process of decision-making for inclusive schooling.

Exhibit 4.9: Teachers' and parents' evaluations of interaction between school and family (P.R.C)

Items	Teachers(n=98)		Parents(n=58)		T-test	
	M	SD	M	SD	T	2-tailed sig.
We offer information about development situations of students with SEN to their parents.	4.25	1.018				
The regular school informs me of its relevant policies and supports of IE.			3.98	1.147		
I'm satisfied with the way through which information about my child is provided by school staff.			4.28	1.005		
Parents of child with SEN would like to exchange their children's information with teachers.	4.32	1.112	4.29	1.043	-0.129	0.898
Parents of child with SEN actively involve in their children's family education and rehabilitation.	3.81	1.372	3.90	1.398	0.350	0.726
Parents of child with SEN participate in the process of making their children's IEP.	3.43	1.471	3.03	1.475	-1.657	0.100
Representatives of parents of children with SEN can take part in the decision-making process of school IE policy in our school.	3.21	1.535	2.59	1.140	-2.914	0.004 * *
Total	3.81	1.08	3.68	0.798		

Note: Items were in a liker scale format. p < 0.05 * , p < 0.01 * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.4.5 Chinese teachers' evaluations of Interaction between school and community

The average mean about whole section of the 4 items of total 98 respondents is 3.05, with a high standard deviation of 1.102, indicating that responses have been centered on "Not Sure" to some extent and the interaction between school and community seems to be not positive.

Only 32.6% of respondents reported there were community volunteers offered services to students with SEN in their schools. 34.7% of respondents reported there were other professional institutions could cooperate with their school and provided special services to students with SEN.

Exhibit 4.10: Teachers' evaluations of interaction between school and community (P.R.C)

Items	N	O	NS	S	OF	M/SD (N=98)
Our school exchanges experiences of IE and learns from each other with other regular schools in our community.	13.3%	6.1%	27.6%	34.7%	18.4%	3.39/1.240
Special school (or resource center) in our community can effectively provide professional support for our school's IE.	23.5%	7.1%	20.4%	22.4%	26.5%	3.21/1.508
There are other professional institutions can actively cooperate with our school to provide some special services to students with SEN in our community.	22.4%	13.3%	31.6%	21.4%	11.2%	2.86/1.300
There are community volunteers offer services for students with SEN in our school.	32.7%	9.2%	24.5%	18.4%	15.3%	2.74/1.467
Total						3.05/1.102

Note: N=Never, O=Occasionally, NS=Not Sure, S=Sometimes, OF=Often, Weights of "1", "2", "3", "4", "5" are correspondent to the categories "never", "occasionally", "not sure", "sometimes" and "often"; SEN=Special Educational Needs, IE=Inclusive Education

1.4.6 Chinese teachers' evaluations of School management support

Exhibit 4.11 shows 73.5% of respondents reported the leaders of their schools attached importance to inclusive education, 65.3% of respondents reported their school had established clear and efficient school policies for inclusive education, and 59.2% of respondents reported their school managers could effectively evaluate the teachers' work if inclusive education implemented in regular classes. The whole average mean (M=3.77) and standard deviation (SD=1.022) shows responses had been centered on "mildly agree" to some extend.

By utilizing one-way ANOVA, teachers with different age, education backgrounds, teaching grade, training type and training time did not demonstrate significant differences in term of their evaluation about school management support.

Exhibit 4.11: Teachers' evaluations of school management support (P.R.C)

Items	Sd	Md	Ns	Ma	Sa	M/SD
The leaders of our school attach importance to IE.	5.1%	6.1%	15.3%	39.8%	33.7%	3.91/1.094
Our school had established clear and efficient school policies for IE.	5.1%	6.1%	23.5%	38.8%	26.56%	3.76/1.075
School managers can effectively evaluate the teachers' work of IE.	5.1%	9.2%	26.5%	35.7%	23.5%	3.63/1.097
Total						3.77/1.022

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; SEN=Special Educational Needs

1.4.7 Chinese teachers' and parents' evaluations about interaction between children with and without SEN and general evaluation of inclusive schooling

Exhibit 4.12 shows the mean scores on first two items from surveyed teachers and parents are relative higher than the band of "mildly agree" with a low standard deviation, indicating that all responses had been centered "mildly agree" to a large extent. Teachers' mean scores on the item "On the whole, IE in our school has been successful" is 3.74 with a relative higher standard deviation of 1.048, indicating that the responses have been centered around "mildly agree" but it seems to be controversial. Parents' mean score on this point is 3.95, with a relative lower deviation of 0.877, indicating that the responses have been centered on "mildly agree" to some extent. By utilizing T-test, statistics shows there is no significant difference between parents' and teachers' evaluation on these items. That's to say, both surveyed parents' and teachers' evaluations about interactive between children with SEN and their intact classmates and evaluations of inclusive schooling are accordant and seems to be positive.

Exhibit 4.12: Teachers' and parents' evaluations about interaction between children with and without SEN and the general evaluation of inclusive schooling (P.R.C)

Items	Teachers(n=98)		Parents(n=58)		T-test	
	M	SD	M	SD	T	2-Tailedsig.
Most intact students in this classroom would like to help their classmates with SEN when necessary.	4.24	0.499	4.05	0.759	1.917	0.057
Typical students in this class would like to communicate and play with their classmates with SEN.	4.08	0.755	4.05	0.759	0.239	0.812
On the whole, IE in our school has been successful.	3.74	1.048	3.95	0.877	-1.238	0.218

Note: Items were in a liker scale format; SEN=Special Educational Needs, IE=Inclusive Education

1.4.8 Chinese teachers' evaluations of other supports for inclusive education

About half (49%) of respondents reported they knew local laws, regulations and policies about children with SEN, 81.6% of them reported most parents of intact students accept their students with SEN learning in regular classroom. 91.8 % of them reported the students with SEN had been well integrated into their regular classes. By utilizing one-way ANOVA, teachers with different gender, age, teaching years and education backgrounds did not demonstrate significant differences in term of their evaluation of other support for inclusive education.

Exhibit 4.13: Teachers' evaluations of other supports for inclusive education (P.R.C)

Items	Sd	Md	Ns	Ma	Sa	M/SD
I know the local laws, regulations and policies of IE.		4.1%	46.9%	42.9%	6.1%	3.51/0.677
Most parents of intact students accept students with SEN learning in this regular classroom.		14.3%	4.1%	59.2%	22.4%	3.89/0.913
The students with SEN have been well integrated into this regular class.	4.1%	4.1%		69.4%	22.4%	4.02/0.873

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; SEN=Special Educational Needs, IE=Inclusive Education.

1.4.9 Chinese parents' evaluations for other supports

The mean scores of the 11 items in this section vary from 3.10 (item "I can get aid …in my community when I need") to 4.16 (item "My child likes to study in inclusive classroom"). Standard deviations range from 0.745 (item "My child likes …") to 1.064 (item "I have opportunities to exchange…"). It's apparent that majority (86.2%) of respondents agreed their children liked to study in inclusive classrooms and it seems there were not disputes about this point (M=4.16, SD=0.745). Only 23.8% of respondents agreed they know related laws, regulations and social welfares of children with SEN. 39.7% of them agreed they could get aid from government when they need, only 32.8% of them agreed they could get aid from specific professionals in their community when they need. The opinion as to whether parents had opportunities to exchange experiences with other parents of children with SEN to be controversial (SD=1.064), however, the mean score of this item is 3.50, which is still above the choice of "Not Sure".

The average mean of whole this section of the 11 items of 58 respondents is 3.58 with a low standard deviation of 0.553, indicating that the responses have been centered on "mildly agree" to a large extend.

Exhibit 4.14: Parents' evaluations for other supports (P.R.C)

Items	Sd	Md	Ns	Ma	Sa	M/SD
This regular school makes its building physical accessible to all students.	1.7%	10.3%	32.8%	46.6%	8.6%	3.50/0.863
This regular school regards my child's special learning needs.	1.7%	10.3%	17.2%	44.8%	25.9%	3.83/0.994
Staff working in this regular school can effectively help my child to solve learning difficulties.	1.7%	12.1%	17.2%	46.6%	22.4%	3.76/0.997
Staff working in this regular school can effectively help my child to solve emotional difficulties.		13.8%	20.7%	51.7%	13.8%	3.66/0.889
Regular education teachers working in this inclusive class can adjust teaching and curricula to cater for my child.	3.4%	12.1%	36.2%	36.2%	12.1%	3.41/0.974
I know relevant laws, regulations and social welfares of children with SEN.		10.3%	56.9%	25.9%	6.9%	3.29/0.749
I can get aid from government when I need.		22.4%	37.9%	31.0%	8.6%	3.26/0.909
I can get aid from specific professionals in my community when I need.	1.7%	25.9%	39.7%	25.9%	6.9%	3.10/0.931
I have opportunities to exchange experiences with other parents of child with SEN and learn from each other.	3.4%	19.0%	15.5%	48.3%	13.8%	3.50/1.064
My child likes to study in inclusive classroom.		3.4%	10.3%	53.4%	32.8%	4.16/0.745
On the whole, inclusive education in this regular school has been successful.		8.6%	15.5%	48.3%	27.6%	3.95/0.887
Total						3.58/0.553

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; SEN=Special Educational Needs

1.4.10 Chinese teacher's attitudes toward inclusive education

Exhibit 4.15 shows, though 60.2% of total respondents agreed all children should be educated in regular class, but it seems there were many disputes on this point (M=3.37, SD=1.271). 66.3% of them agreed students with SEN could get academic improvement because of inclusive education. Also, 79.6% agreed inclusive education could promote these students' social and emotional development and 78.6% of them reported inclusive education promoted different students' mutual communication and understanding and acceptance about individual diversity. Item "There are sufficient supportive resources and professionals to support IE in regular school" has a relative lower mean (M=2.83) with the highest standard deviation (SD=1.313), which reflects lower level agreement and there were many disputes on this point. Respondents did not agree they had corresponding knowledge and skills to educate student with SEN and responses are differential because of relative lower mean (M=2.84) and high standard deviation (SD=1.097). 59.2% of respondents did not agree regular education teachers' instructional effectiveness would be enhanced by implementing inclusive

education and it seems there were many disputes on this point (M=3.00, SD=1.218). The opinion as to whether regular education teachers fell comfortable working with students with SEN and their parents seems to be controversial and responses have been centered on "not sure" (M=3.19, SD=1.233).

It's interesting, at the same time, 78.6% of respondents agreed special, separate settings could best serve the needs of students with SEN. The low mean score (M=1.62) and low standard deviation (SD=0.711) indicates that respondents mildly agreed that children with severe disabilities should be educated in special, separate settings to a large extent. The statistic shows that respondents mildly agreed special education teachers are trained to use different teaching methods to teach students with SEN more effectively and they also mildly agreed that children communicating in special ways should be educated in special, separate settings at a large extent. All the statistic of items analyzed in this paragraph indicates respondents had positive attitudes towards separate special education.

90.8% of respondents agreed inclusive education sounded good in theory but did not work well in practice to a large extent (M=1.79, SD=0.759).

In addition, by utilizing one-way ANOVA in terms of respondents' attitudes toward inclusive education as a whole, teachers with different gender, teaching years and education backgrounds, training type, training time did not demonstrate significant differences. But there are significant differences between respondents different experience of research, $F_{(1, 96)} = 18.934$, $p < 0.001$.

As a whole, average mean of whole attitude is 2.73 with a relative lower standard deviation of 0.633, indicating all responses of this section have been centered on "not sure" to a large extent, that's to say, it seems that respondents had relative negative attitudes toward inclusive education. But it is very interesting, all statistics show huge contradictions of teachers' attitudes toward inclusive education and special school education. On one hand, they recognized the advantages of inclusive education, on the other hand, they admitted the benefits of special school education too, and at the same time, they did agree "inclusive education sounds good in theory, but difficult to realize in practice".

Exhibit 4.15: Teachers' attitudes toward inclusive education (P.R.C)

Items	Sd	Md	Ns	Ma	Sa	M/SD
31. All children should be educated in regular class.	8.2%	25.2%	6.1%	41.8%	18.4%	3.37/1.271
32. Both students with and without SEN can get academic improvement because of IE.	8.2%	18.4%	7.1%	44.9%	21.4%	3.53/1.245
33. IE is likely to have a positive effect on the social and emotional development of students with SEN.	3.1%	10.2%	7.1%	54.1%	25.5%	3.89/1.004
34. The needs of students with SEN can be best served in special, separate settings. ☆	1.0%	11.2%	9.2%	40.8%	37.8%	1.97/1.009
35. IE programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.	2.0%	11.2%	8.2%	55.1%	23.5%	3.87/0.970
36. Children with severe disabilities should be educated in special, separate settings. ☆	1.0%	1.0%	4.1%	46.9%	46.9%	1.62/0.711
37. Special education teachers are trained to use different teaching methods to teach students with SEN more effectively. ☆		5.1%	5.1%	45.9%	43.9%	1.71/0.786
38. Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings. ☆		11.2%	7.1%	44.9%	36.7%	1.93/0.944
39. IE sounds good in theory but does not work well in practice. ☆	1.0%	3.1%	5.1%	56.1%	34.7%	1.79/0.759
40. There are sufficient supportive resources and professionals to support IE in regular school.	16.3%	33.7%	17.3%	18.4%	14.3%	2.81/1.313
41. I have corresponding knowledge and skills to educate students with SEN.	7.1%	42.9%	12.2%	33.7%	4.1%	2.84/1.097
42. Regular education teachers' instructional effectiveness will be enhanced by having students with SEN in regular class.	10.2%	31.6%	17.3%	29.6%	11.2%	3.00/1.218
43. I feel comfortable working with students with SEN and their parents.	10.2%	22.4%	18.4%	35.7%	13.3%	3.19/1.223
Total						2.73/0.663

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; adverse weights of "5", "4", "3", "2", "1" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree" to all the items attached "☆"；IE=Inclusive Education, SEN=Special Educational Needs

1.4.11 Chinese parents' attitudes toward inclusive education

Exhibit 4.16 shows strong support (93.1%) by parents was given to agree all children have the right to study in regular school as same as their typical peers, and it seems there were no disputes on this point (SD=0.608). 65.5% of them agreed there were sufficient resources and professionals to support inclusive education. The majority (72.5%) of the parents agreed their children with SEN could improve academic achievement faster in regular school than in separate and special settings. 81% of them agreed inclusive education was likely to have a positive effective on children's with SEN social and emotional development. 89.6% of them agreed regular education teachers could give appropriate attention and care to their children in regular classes. 89.7% of them agree that inclusive education could facilitate understanding, acceptance and social interaction between children with and without

SEN. 88.0% of them agreed inclusive education made typical students to be prone to accept other person's diversities, recognize themselves more easily and be ready to help others. And 87.9% of them preferred their children with SEN to study in regular school. These statistic data indicates majority of respondents agreed inclusive education had positive advantages for their children with SEN.

At the same time, 53.5% of respondents showed low expectation on their children's development in the future and it seems to be controversial on this point (SD=1.239). There were still 31% of them agreed children with SEN were easily discriminated and isolated by their typical peers in regular classroom. About half (48.3%) agreed children with SEN lacked enterprise and sense of achievement comparing with their typical peers.

Meanwhile, about half (44.8%) of respondents reported children with SEN could get more effective and systematic resources in special and separate settings, mean score (M=3.02) and standard deviation (SD=1.207) of this item shows responses have been centered on "not sure" and it seems to be controversial.

As a whole, average mean of whole attitude is 3.63 with a relative lower standard deviation of 0.473, indicating all responses of this section have been centered on "mildly agree" at a large extent, that's to say, it seems that respondents had relative positive attitudes toward inclusive education.

In addition, by utilizing one-way ANOVA in terms of respondents' attitudes toward inclusive education as whole, parents with different gender, age, training types and time did not demonstrate significant differences. There is significant difference between parents with different education background, $F_{(4, 53)} = 3.466$, $p < 0.05$. Also, there is no significant difference between parents who had taken part in some organization for parents of children with SEN and parents who had never taken part it.

Exhibit 4.16: Parents' attitudes toward inclusive education (P.R.C)

Items	Sd	Md	Ns	Ma	Sa	M/SD
Children with SEN have the right to study in regular school as same as their typical peers.			6.9%	51.7%	41.4%	4.34/0.608
There are sufficient resources and professionals to support IE in regular schools.		8.6%	25.9%	43.1%	22.4%	3.79/0.894
Academic achievement of children with SEN can be promoted faster in regular classroom than in special class or special school.		8.6%	19.0%	46.6%	25.9%	3.89/0.892
IE is likely to have a positive effect on the social and emotional development of students with SEN.		5.2%	13.8%	56.9%	24.1%	4.00/0.772
For children with SEN we only expect that they will be more self-sufficing in the future, we can not expect they will do well as same as their typical peers. ☆	6.9%	32.8%	6.9%	39.7%	13.8%	2.79/1.239
Children with SEN can get regular education teachers' appropriate attentions and cares in regular class.		1.7%	8.6%	60.3%	29.3%	4.17/0.653
Children with SEN are easily discriminated and isolated by their typical peers in regular classroom. ☆	5.2%	41.4%	22.4%	29.3%	1.7%	3.19/0.981
Children with SEN can get more effective and systematic resources in special, separate settings. ☆	12.1%	29.3%	13.8%	37.9%	6.9%	3.02/1.207
IE can facilitate understanding, acceptance and social interaction between children with and without SEN.	1.7%	1.7%	6.9%	62.1%	27.6%	4.12/0.751
The impairments of children with SEN affect their interaction with common children. ☆	1.7%	34.5%	8.6%	50.0%	5.2%	2.78/1.044
Children with SEN lack enterprise and sense of achievement comparing with their typical peers. ☆	3.4%	32.8%	15.5%	41.4%	6.9%	2.84/1.073
IE makes typical students be prone to accept other person's diversities, recognize themselves more easily and be ready to help others.		3.4%	8.6%	62.1%	25.9%	4.10/0.693
As parents, I prefer my child to study at regular school.	0.00	5.2%	6.9%	53.4%	34.5%	4.17/0.775
Total						3.63/0.473

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; adverse weights of "5", "4", "3", "2", "1" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree" to all the items attached "☆"; IE=Inclusive Education, SEN=Special Educational Needs

1.4.12 Result of open question of Chinese teachers' questionnaires

At the last part of questionnaire for regular education teachers, one open question was designed to ask the regular education teachers to write down three current difficulties they were facing during implementing inclusive education in their regular classes. About third fourths of all 98 respondents wrote down their opinions. On the whole, all difficulties were outlined as following:

We have too huge teaching workloads of regular education to attend to students with SEN

To be specific, this aspect includes these concrete difficulties: the class size was too big, it was difficult to meet individual's special educational needs; teachers had huge pressure of regular teaching task, they had to devoted most of their time and energy to finishing heavy regular teaching load, so they had no time to take particular care to students with SEN and to tutor them in class or after class. Many teachers expressed "I am willing, yet unable".

We lack knowledge and skills about special education, which caused us felt difficult to implement inclusive teaching in regular class

Many teachers reported they had no knowledge and skills about how to teach student with SEN in regular class because they lacked corresponding training and experiences. For example, lots of teachers said it was very difficult to grasp the instructional goal, contents, approaches and methods for teaching students with SEN because these students were so different from typical students. Some teachers reported they had no ideas about how to adjust their teaching pace, methods and content to satisfy both students with and without SEN. Majority of teachers expressed the strong desires to have opportunities to get some training of special education and observe other teachers' practical inclusive teaching.

We have some difficulties to communicate with students with SEN

Many teachers reported they felt it was not easier to communicate with special education needs students, especially with students with hearing impairments. They found sometimes students with SEN would like hide things and feelings in their hearts and wouldn't like to speak them out toward teachers, such as students with mental retardation. So, teachers did not know what these students really needed. And several teachers reported the difficulty of communication between teachers, typical classmates and students with SEN had risen with age. Also, some teachers reported they observed that students with SEN became more inferior, sensitive and taciturn with age because of lacking achievement and lagging behind other typical students, but teachers had no ideas about how to help them.

We Lack parents' of children with SEN active cooperation and support

Teachers reported some parents wouldn't like to accept and admit their children's exceptional needs, and they had plenty of resistance and reacted violently when teacher tried to tell them their children's exceptional action and needs. Some parents had inappropriate expectation for their children's academic development, e.g. some of them had very low expectation even had lost confidence for their exceptional children, they only cared their children's eating and wearing, but did not care about their learning and education, not to say educate their children at home; on the contrary,

some parents had too high expectation for their exceptional children, they always hoped their exceptional children could develop as well as typical peers. Some teachers reported parents were unable to implement certain family tutoring for their children with SEN at home because they lacked patience or they did not know how to do it.

Our schools' supports for inclusive teaching are not enough

Some teachers reported the leader didn't attach importance to inclusive education in practice. Many teachers reported their school had not financial support for inclusive education; also, they and their students with SEN could not get necessary teaching material, equipments. Many teachers reported their school could not provide necessary support and services to students with SEN, such as specific textbooks, rehabilitation training and equipments. Lots of teachers reported they could not get fair pay and good condition though they devoted so much for inclusive education; their rewards were not always proportionate to their work. Few teachers reported that the teacher assistant in their class lacked professional knowledge and they could not offer appropriate services to students with SEN and helped these students to be integrated into this regular class well.

There are still a small part of typical students and parents of typical children negatively support inclusive education

Though teachers encouraged typical students made friends with their disabled classmates, several teachers reported few of them would not like to do that. Some teachers reported there were some communication barriers between disabled students and their typical classmates, especially for students with hearing impairments. Also, several teachers reported parents with typical children did not support their children to sit next to their disabled classmate or become the provider of peer-tutoring because these parents worried that exceptional students would interfere their children's "normal" learning in class.

Current education system barriers are radical obstacles

Some teachers reported China's existing education system was knowledge-centered and exam-oriented, which made inclusive education was difficult to be realized in essence.

Government has not specific and effective policies to support inclusive education

Several teachers realized either central government or local government should establish more tangible and pressing regulations, policies to support inclusive education. The existing policies could not guarantee inclusive education to be implemented in real earnest.

1.4.13 Result of open question of Chinese parents' questionnaires

At the last part of questionnaire for parents, one open question was designed to ask parents to write down three current difficulties their exceptional children were facing during learning in regular class. About half of total respondents wrote down their opinions. On the whole, all difficulties were outlined as following:

Our children needed more supports of their regular education teachers

Lots of parents reported they hoped regular education teachers could have more time, patience and kindness to take good care of their children and help their children solve learning difficulties. Part of parents hoped teachers working in regular class could courage their exceptional children more and enhance their children's confidence to study in regular class via trying to find out and confirm these children' strong points and potential talents. Some of them reported regular teachers had not enough knowledge and skills of special education to educate their children.

Regular schools lacked necessary specialists and additional services for our children

Some parents hoped school hoped regular schools could arrange teacher assistant or some special education teacher to tutor their children's study in class or after class. Several parents reported there were no special education teachers to cultivate exceptional children's appropriate habits of learning, behavioral and social interaction and they hoped regular schools could provide some compensation and rehabilitation training for their exceptional children, such as speech therapy. Few parents hoped regular schools could arrange some professional psychologists to provide psychological tutoring and cultivate exceptional children's fair psyches living in actual society. Few parents reported regular schools should set up resource room to cater for exceptional students special needs and provide necessary services for these

children.

The atmosphere of regular class, regular school and whole society should be further improved

Some parents hoped their children's could get more support, consideration and help from their typical classmates. Some parents hoped typical students could more understand and embrace problematic behaviors of exceptional children sometimes, did not laugh at them. And few parents hoped to get more parents' of typical students support, such as more actively encourage their typical children communicate and play with their exceptional classmates. Few parents hoped leaders of regular schools could attach more importance to inclusive education and made school atmosphere more friendly, acceptable, and warm for their children. And some parents hope regular school could offer more platform or opportunities for exceptional children to show their strengths and various talents. Few parents reported inclusive education needed more attention and understanding of general public.

We need training for exceptional children and opportunities to communicate experiences with other parents of children with SEN and learn from each other

Some parents "said", "we need training to learn how to cultivate our exceptional children as same as teachers". Some parents also expressed strong desires to have opportunities to communicate and learn from each other with other parents with similar situation.

Government should support inclusive education more

In short, parents expressed these desires: central and local government should provide more financial support to family of children with SEN to reduce the heavy financial burdens of parents; government should establish more cogent policies to protect their children's right to go to regular schools, to provide necessary and specific material and human resources to safeguard the implement of inclusive education in prior; government should strength publicity and education to cultivate good society atmosphere to accept and embrace person with disabilities more.

2. Analysis of interviews

Qualitative interviewing was employed to explore how key stakeholders [10] understand inclusive education, how support system of inclusive education works, and what critical factors influence the establishment and function of the support system. Semi-structured interview questions related to perspectives about disabled people and inclusive education, how support system of inclusive education works in practice and what supports interviewees had received were developed in advance.

2.1 Respondents

All sample interviewees were chosen from Xinjin No.1 Primary School, one inclusive primary school of Xinjin County of Sichuan province in China. Xinjin County is located in the west of Sichuan province and in the south of Chengdu City with 0.308 million population (2009), it has advanced economic level comparing with other counties in Sichuan province (Baidu, 2009). Xinjin No.1 Primary School is famous for its inclusive practice and it was praised by related education departments of various levels, even it was know and praised by UNESCO for its inclusive practices. This school has a more than one hundred years history since it was set up in 1905 (Private communication with principal of Xinjin No.1 primary school, 2008 January). It began to enroll students with disabilities into special class attached in the school in 1995 and it began to place all students with disabilities into regular classes and offer necessary and appropriate services for these students via resource room after 2001. In the past 15 years, more than two hundred students with disabilities had studied in this school and now there are 47 students with disabilities learning in regular classes in this school (ibid). Until now, this school has established its unique school support system of inclusive education, so it is valuable to explore how its key stakeholders understand inclusive education and how its support system of inclusive education works. To some extent, it is a successful inclusive school and its experiences have huge values to be learned and to be referenced by other Chinese regular primary schools. Three administrators, three teachers involved in inclusive education programs in different teaching grades and three parents of children with

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[10] In this research project, key stakeholders mainly including regular school administrators, regular education teachers involved in inclusive education programs and parents of exceptional children who are learning in regular classrooms.

disabilities learning in this school were considered for interview. Exhibit 4.17 shows the demographic information of the interviewees.

Exhibit 4.17: Demographic information of the interviewees (China)

Code	Gender	Age	Edu.Background	Identity	Experience
A1	M	52	Master in Edu.	Principal	30-years regular education teaching, 17 –year principal, 15-year managing IE,
A2	F	63	College diploma	Deputy-director of SE center	30-year teaching of SE, 16-year principal of special school for deaf, 9-year working for IE
A3	F	64	Secondary Edu.	Deputy-director of SE center	34-year regular education teaching, 14-year principal of special school for mental retardation, 9-year working for IE
T1	F	44	College diploma	Regular education teacher	26-year teaching, 3-year teaching students with disabilities in regular classroom
T2	F	26	Bachelor in Edu.	Regular education teacher	4-year teaching, 2-year teaching students with disabilities in regular classroom
T3	F	28	Bachelor in Edu.	Regular education teacher	10-year teaching, 5-year teaching students with disabilities in regular classroom
P1	M	43	Basic education	Parent of student with hearing impairment	Worker, nonperiodic traning for children with disabilities
P2	M	35	College diploma	Parent of student with hearing impairment	Manager, nonperiodic traning for children with disabilities
P3	F	53	Illiterate	Guardian of student with visual impairment	Famer, no training

Note: SE=Special Education

2.2 Procedures

The data were collected between January 2008 and March 2010. At first, author contacted with Xinjin No.1 primary school and got their permission to conduct interviews. And then, author communicated with two Chinese colleagues majoring in special education about how to conducted these interviews for many times and all interviewers got agreement on methods, skills and strategies of coming interviews. After that, the author and two colleagues conducted the interviews of principal and two major administrators; the two colleagues conducted other interviews. The interviews were conducted face-to-face in Mandarin Chinese with the agreement of phone calls in advance, and started with an assurance of confidentiality and a free discussion of his/her routine work to create relax atmosphere. The whole process ranged from 40 minutes to 1 hour and all interviews were recorded by voice-recorder.

2.3 Data analysis

Date was typed out verbatim after listening to the audio record. All draft transcripts were discussed and corrected by interviewers until all interviewers agreed with these modified transcripts.

2.4 Results

2.4.1 Critical factors influencing the establishment and operation of support system of inclusive education in this school

Support of inclusive education professionals is prerequisite

During whole interview, A1 emphasized the importance of support of inclusive education professionals. First, two professionals who have rich practical experiences of special education have constantly guided and supported school's inclusive education since 2001; second, several famous university professionals come from Chongqing Normal University majoring in special education have long-term cooperation with them on implementing inclusive practice; third, some specialists majoring in inclusive education of China National Institute for Educational Research keep in touch with this school. All these professionals promote the development of inclusive education in this school. A1 said:

We began to carry out inclusive education in 1995, but it had worked out badly from beginning to 2001, it seemed there was a dead end, an aporia…, all disabled students just sited in special class attached in our school, we lacked knowledge, skills and qualified teachers of special education, we had no idea about how to deal with this aporia. Until April 2001, when A2 and A3, two retired professionals who have rich experiences of special education were invited to our school to work with us, I began to know how to solve this aporia. I got very useful suggestions from both of them; the cooperation with A1and A2 was the turning point of our school's inclusive practice. After that time, our school changed direction of inclusive education, placed disabled students into regular classroom and set up resource room to support students, teachers and parents involved in inclusive education programs. It seems, all dilemmas are solved step by step and inclusive education in our school is becoming better and better. It is really very important to get the support of professionals of special education; we can not have any progress without their supports.

The shifting of principal's belief of inclusive education is potential driving force

To a great extent, principal' belief and understanding of inclusive education has influenced its development in this school. A1 said:

At the very beginning, I enrolled students with disabilities into our special class attached in our school while other regular schools did not like to do that just because I had deep compassion for these children. After many years experiences of inclusive education, especially communicated with lots of experienced professionals of inclusive education, I find compassion is not enough, most importantly, we should have the equal awareness for disabled students, equally treat them without discrimination, provide basic respect to them as same as to typical students. Not only disabled students have special educational needs, but also every student has, we will try to meet every student's special educational needs in the future, that's the "real inclusive education"…

School-based research of inclusive education has tremendous and positive catalysis

A1, A2 and A3 agreed that school-based research has brought tremendous positive catalysis to the development of inclusive education in this school. A2 said:

In 2001, our school got an opportunity to apply Tenth-five National Research Project of Ministry of Education. We had no experiences about how to do educational research. We got supports from several famous university researchers of Chongqing Normal University. They guided us how to apply research project based on school's situation. Our school successfully applied and finished the Tenth-five National Research Project of Ministry of Education in 2002 and in 2004. The topic of this research was "how to construct and operate support system for children with disabilities in regular school". This research project promoted us to establish school support system of inclusive education and encouraged us to solve problems we met in the process of establishing and operating the support system. In 2004, our school got high praise from Ministry of Education for this research project. From that time, our school's inclusive education attracted more researchers' and local government's attentions. Local government began to give more positive policies and financial support to us. Most importantly, majority of our teachers (70%) have experiences of school-based research for inclusive education, they now have more positive attitudes toward and more interests in implementing inclusive teaching in their class. In 2006, our school and faculty of special education of Chongqing Normal University constructed "Special Education Scientific Research Base" in this school.

Resource room is the "backbone" of school support system

Most interviewees mentioned that resource room played a great role in the inclusive schooling. Teachers agreed the resource room reduced their pressures of teaching students with SEN in regular classroom because it can offer learning tutoring and specific compensation training to these students after class. Also, the special education teachers working in resource room could provide some useful suggestions for their inclusive teaching. T2 said:

Sometimes, resource room teacher comes to my class to exchange the disabled students' situation in regular class and in resource room with me, sometime I go to resource room; the specialist Cao who is in charge of inclusive education in our school and working in resource room as guider and coordinator visits my class and listen to me in class attentively irregularly, then she exchanges opinions about how to effectively implement inclusive teaching with me.

Parents of students echoed resource room and special education teachers could provide necessary and additional services to their disabled children. P2 said:

My son went to neighborhood regular primary school two years ago. He got education as same as other typical classmates but that school could not provide any additional support for him at all, he made no progress, he just "sitting" in the regular classroom. When I knew this school had resource room and special education teacher, I decided to transfer my children to this school immediately. And now I feel my child has made some progress on academic development because he got some supports from resource room.

A1, the principal of this school introduced the support system of inclusive education in his school and especially pointed out that resource room played a great role in the support system. A1 said:

How to carry out inclusive education effectively? I think it is very important to look for the best equilibrium and combination point of regular education and special education. After many years experience of implementing inclusive education in regular school, I think resource room is the best and economical way to support inclusive education. For example, our special education teachers and specialists working in resource room provide educational diagnosis, learning tutoring and compensation training to students with disabilities; provide certain special education training to regular teachers and provide counseling service to parents of students with disabilities and teachers. Resource room teachers adjust the time, degree of frequency of additional training and

tutoring of students with disabilities according to their developmental desires. We had set up some school documents to regulate and administrate the operation of resource room, and it has been improved constantly. Through the work of resource room, we have set up the school support system of inclusive education and made some progress.

2.4.2 Existing developmental perplexities

Teachers' voice:

I am compassionate to students with disabilities

Teachers did not think all disabled students could go to regular class. But all of them expressed compassion to students with disabilities when they talked about if they could accept these students learning in their regular classes. T1 said:

I think inclusive education can give disabled students an opportunity to study with typical peers, it is benefit for exercising their wills. In fact, I could not accept Yang (a student with cerebral palsy), I did not think she could study in regular class, because of compassion, I agreed she studied in our class for a period. Against expectations, Yang always studied hard and quickly made progresses on her academic achievement. All classmates would like to help her and she has been the new role model encouraging other typical students to study hard. I am moved by her, I can accept her and like her very much now.

T2, a young teacher who has 4-year teaching experience said:

Though I have not any basic knowledge and skills about how to teach students with disabilities in regular class at the beginning, I still decided to accept them leaning in my class because they were compassionate.

T3 stated: "Because of compassion, kindness and obligation, I accepted these two students with disabilities learning in my class."

We Lack fair rewards and systematic training

The consensus three teachers achieved was related to their unfair treatment for the work of inclusive education, as T1 described it:

We really did much more works to teach integrated students better comparing with other colleagues without integrated students. In fact, I can only get extra RMB 150 yuan (about US$ 25) per year for the additional work; rewards are not proportionate to my work.

Parents' voice:

I hope my child can self-sufficient in the future

All parents expressed their worries about their disabled children's future and had low expectations on their children's academic achievement. P3 said: "My biggest wish is my granddaughter will be self-sufficient in the future, I can not look after her in the future." P2 said: "I hope my child can go to technical school to master one kind of professional skill, so he can be earn his own living and live independently."

Expenses in educating my disabled child exert enormous pressure on my family

The strongest desire for all parents was related to financial support. P3 said:

My family is very poor. We live in a remote village in another County, so my granddaughter must pay tuition fee here and we have to pay expensive transportation charge, we can not stand the expenses now, so, I have to consider stop her study here and go to our neighborhood school which has not any support for her but we do not need pay tuition fee and pay for transportation. I do not know whether government has some policies or social. Our family did not get any financial support except my granddaughter got RMB 330 yuan (about US$ 50), a small sum of donate from kind people last summer.

P1 said: "I can get RMB 100 yuan (about US$ 15) per month from my community for my disabled child. My family can not earn so much, but every year, we spend more than 10,000 yuan (about US$ 1500) on the education of my disabled child, including living fee and tuition fee, which puts great pressure on my family. I hope my disabled child can get tuition fee remission and more financial support for his rehabilitation training."

P2 also stated similar opinion as P1, and he said: "The new Compulsory Education Law stipulates 9-year basic education is free of charge for every school-age child. If my child goes neighborhood school, we do not need pay the tuition fee. Xinjin No.1 Primay School is not located in my family's district, so, we must pay tuition fee. It's unfair and it aggravates my economic burden. I hope government can establish relevant policies to solve this problem and support disabled children more."

Administrators' voice:

Our school still lacks financial support

A1 stated: "Local government did not give us any financial support until we made certain progress and reputation in society for successful inclusive practice. Now, Xinjin government

distributes 850 yuan (about US$ 120) per capita per semester for integrated disabled students in our school, in fact, this sum of money is far from supporting the operation of school resource room and other expenses for inclusive education. I have to seek for other financial support from other approaches, it's difficult and this problem is a real monkey on my back."

A2 and A3 echoed this problem too.

It's not easy to collaborate with relevant agencies of community

A1 said: "Government administrative departmental barrier is still serious, so, we can not effectively construct coordination and communication mechanism between school and institutions of community, such as local Disabled Persons' Federation (DPF), institutions of health care and charitable organizations. For example, both professionals of DPF and doctors of community hospital came to our school to provide physical exam to disabled students, but there is no people to coordinate their work and make these services more systematic and maximize these resources."

The key is at the top

All interviewed administrators agreed that government's concern and administration has been the most critical factors for implementing inclusive education and need to be strengthened in China. As A3 stated:

Currently, special education is still a "minority" in educational area; it's too weak to have a strong voice. Inclusive education can not get progress without government's support. The success of inclusive education relies heavily on officials' of education authorities attitudes toward inclusive education and how they understand inclusive education. It is urgent to establish relevant policies and documents to support inclusive education.

3. Discussion

This investigation, including questionnaires and interviews revealed the status quo of support system of inclusive education in China. The interpretation and discussion of the reported concerns follows.

3.1 Challenges of social and cultural views of people with disabilities

In the process of interviews, teachers and administrators expressed compassion in different degree for students with disabilities. Most interviewees did not really realize that learning in regular classroom was the equal right of children with disabilities

through they acknowledged it should be a right for these children to go to regular school. Numbers of surveyed parents of children with disabilities called for government to cultivate good society atmosphere to accept and embrace person with disabilities more. Additionally, there are still some doubts about implementing inclusive education from surveyed teachers, such as "*I am too busying on teaching "normal" students to think of education of children with disabilities*", "*We have too huge teaching workloads of regular education to attend to students with SEN*". Some adverse views come from general public, such as "the being of people with disabilities is worthless because they can not contribute to our society" (Xiao, 2003), meanwhile, "many people still believe that China will never be able to provide education for children with disabilities until "normal children" all receive an education"(Chen, 1996). The real equal treatments and respects to people with disabilities have not been developed well in China's current society.

As we analyzed before, China's inclusive education is a pragmatic model, it has been practiced in a quite different social and cultural context from inclusive education initiative in the west, the core values of inclusion such as equity, individualism, and pluralism have been missing in China's inclusive education (Deng, 2007). Wide acceptance and equal treatment to people with disabilities has not been formed under the Confucian tradition though most of people have compassion for them, people with disabilities have been kept at a lower social status of the hierarchic feudal pyramid for centuries (Lee, 1995). As Mitchell (2005) pointed out:

Underpinning the Chinese culture are the traditional values of Confucianism and Taosim. These center on properly ordered social relationships in a hierarchically ordered society that is characterized by benevolence, harmony among people, respects for authority, obedience to rules, collective identifies, and acceptance of one's status within society (p.174).

So, there are many works to do and it will be a very long process to shift social concepts about disabilities, special education for to further develop inclusive education.

3.2 Government support

Numbers of problems revealed in investigation are related to government support.

First of all, it seems the shortage of financial support is the biggest difficulty in supporting inclusive education in China. And other Chinese researchers also reported similar findings (Wang, Yang & Zhang, 2006). Until now, there are no specific and clear laws or regulations to regulate how to distribute financial support to regular school to support inclusive education.

Second, it is difficult to coordinate and integrate related resources to support inclusive education. Though government had established primary administrative structure and developed a network of inter-departmental collaboration for special education provision, it does not effectively work in practice. There are no specific official coordinators or offices to effectively integrate all kinds of available resources to support inclusive education on local level because of administrative department barriers, which causes regular schools are difficult to collaborate with related agencies in community, such as local branch of CDPF, institution of health care, charity organizations and volunteer organizations and so on.

Third, so far, sound and systematic training systems have not been formed. The findings of this investigation shows majority of regular teachers had not received effective and systematic pre-service and in –service training and they lacked basic knowledge and skills about special education, which greatly hindered the development of inclusive education. Other Chinese researches also show the similar findings (Hua, 2003a; Xiao, 2005).

Government functions are crucial for successfully implementing inclusive education. To improve existing support system from central authorities to local authorities, following things have to been placed on the agenda:

It is urgent to establish the specific law of special education to mandate financial support and other supports for inclusive education. We know the related laws of special education had played great role in the process of promoting inclusive education in Western countries, such as famous American public law, "Education for All handicapped Children" (PL 94-142). China has established numbers of laws relating to special education as we described in the beginning section of this part since 1951. For example, the most important law influencing inclusive education is the

"Compulsory Education Law of the P.R.C." (1986, revised in 2006), but as Li and Altman (1997) argued that this law is basically a civil rights law, rather than a program law which should include specific programmatic stipulations such as financial support to special education provision, children with disabilities and their families, qualification for regular education teacher involved in inclusive programs and teacher training and so on. Administrative team of local government should more actively take pressing and practical actions to support, evaluation inclusive education.

It is necessary to establish specialized divisions or agencies and arrange specific coordinators to coordinate and integrate all available resources from different departments in different fields to systematically support inclusive education.

3.3 School support

3.3.1 *Barrier-free physical environment*

In 1990, the "The Protection of disabled Persons Act of P.R.C" had stipulated "barrier-free standards of designing urban roads and buildings will be considered and implemented gradually for the disabled people's convenience" (The State Council, 1991). In August 2001, the Code for Design on Accessibility of Urban Roads and Buildings had been officially put into effects (Ministry of Construction, Ministry of Civil Affair & CDPF, 2001). Though about half (55.1%) of surveyed teachers and half (55.2%) of surveyed parents reported regular schools had made its physical environment accessible for all students, but in fact few regular schools modified all of their main establishments for all students. And because about 2/3 of teacher and parent samples came from Chengdu City, provincial capital, the status quo of barrier-free school physical environment these respondents reported should be better than most remote rural regions of Sichuan province. Construction of barrier-free environment is still an urgent task for regular schools to be taken into account in designing and build new buildings for all students.

3.3.2 *School supports for inclusive teaching and accommodation*

Teachers' responses about school supports for inclusive teaching and accommodation indicate regular did not provide sufficient and necessary provisions such as adapted textbooks, teacher assistant, special teaching material and equipments

and compensation training to guarantee the quality of inclusive education. Besides lacking these necessary provisions, combining the difficulties teacher reported in open question and the viewpoints reported in interviews, there were still other pressing problems emerged:

First, regular class size was too bigger. Majority of teachers (73.5%) reported their class size was not decreased though their classes had student with SEN. Most of surveyed teachers complained this problem in open question. According to the related regulations, students with SEN go to neighborhood school to receive education and the maximum number of exceptional students in one regular class is 3(Xiao, 2005). But China has the biggest population in the world, usually every regular class has 40 to 70 students in primary and in middle school which causes huge teaching workload for every teacher and it's really difficult for teachers to pay much attention to individual students with disabilities and cater for their special learning needs without teachers assistant.

Second, majority of regular schools did not attach importance to physical or occupational counseling services for students without SEN, never mind students with SEN. For most students with disabilities, they have more difficulties to adapt to regular class and get right self-identification, professional physical and occupational counseling services are necessary to guarantee these students have positive attitudes toward and healthy personalities to be included into mainstream society.

Third, current knowledge-centered and exam-oriented collective instructional model is difficult to meet individual special educational needs. That's the radical reason that most of teachers reported they had huge teaching workload and had no time to pay attention the special needs of students with disabilities. Teachers have to work hard to promote student's academic achievement and they have to compete with other colleagues through average score on some subjects. And the average score of their class is the most important criteria of their teaching achievement when school evaluates their works. All students have to study hard to pass exams and get high scores to have opportunity to go to university. It seems there is no space and time to consider individual special educational needs if China does not carry out education

reform to change this knowledge-centered and exam-oriented instructional model and the competitive atmosphere at school.

3.3.3 *Teachers' professional development for inclusive education*

On school level, more than half of teachers could not get experts' guidance and opportunities enough opportunities to observe other teachers' inclusive teaching in other schools. but more than half (66.4%) of teachers reported school administrators encouraged them to do some school-based research for inclusive education at the same time 58.2 % of teachers reported they had done some school-based research for inclusive education. And statistic show teachers with research experiences for inclusive education had more positive attitudes toward inclusive education. But we can imagine, if teachers did not know special education at all, how they could do corresponding research well? Lacking of training and guidance of inclusive education in practice made teachers had not basic knowledge and skills for inclusive teaching, communication with disabled students and interaction with these students' parents, which brought additional pressures to them and greatly blocked the development of inclusive practice. Other research also shows similar findings (Hua, 2003；Xiao, 2005; Wang, Yang & Zhang, 2006).

3.3.4 *School management support*

It seems there are some contradictions between the statistic shows the evaluation of school management support in questionnaires and what teachers reported in open question and in interviews. Statistic shows teachers almost mildly agreed there are positive management support for inclusive schooling. In fact, many of they called for school administrators paid more attention to inclusive practice and gave more fair treatment and evaluation for their inclusive work. These contradictions indicate school management support was till controversial and needed to be further enhanced and improved.

3.3.5 *Typical students and their parents and regular teachers' attitudes towards inclusive education*

Most of surveyed teachers agreed typical children would like to help, communicate and play with their classmates with SEN. 81.6% of teachers agreed typical students'

parents could accept students with SEN learning in regular classrooms. In general, there were no doubts that typical students and their parents could accept students with SEN and they had positive attitudes towards inclusive education.

But teachers' attitudes toward inclusive seems to be very contradict as we analyzed above. On one side, they agreed inclusive education had some positive effects on disabled students' academic, social development and so on; on another side, as statistic shows they did think separated, special settings were more suitable for students with SEN. At the same time, 90.8% of them agreed inclusive education sounded good but it did not work well in practice. Teachers still reported many difficulties such "We have some difficulties to communicate with students with SEN" and "We lack knowledge and skills about special education" in open question. But 91.8% of them agreed students with SEN had been integrated into their regular classrooms well.

From these findings show teachers were not consistent with themselves. But these contradictions rightly reflected characteristics of China's inclusive education.

Firstly, it seems that most of regular education teachers had not good and deep understanding about inclusive education, in the interviews of regular education teachers, the interviewees could not say clearly their perceptions about inclusive education, so, author guesses most of them agreed the benefits of inclusive education just these teachers thought *"inclusive education should have these benefits"*.

Secondly, as we analyzed above, regular schools lack teaching materials and equipments, compensation training, counseling services and qualified teachers to meet the special educational needs education, comparing with regular schools, special schools have more well-equipped environment, more sufficient resources and professional services and experienced special education teachers, if condition permits, regular education teachers would like students with SEN to go to special schools.

Thirdly, China has not enough special schools to offer special education to majority of students with SEN, and most of the time, learning in regular classroom often is the only alternative to students with SEN especially in extensive rural areas, obviously, regular education teachers realized this fact and had to accept students with SEN.

Finally, though teachers had overload teaching task and lacked knowledge and skills about special education, they still did much work and tried to do more for students with SEN. So, researcher just guess that teachers agreed students with SEN were well integrated into regular class in the existing condition though many of these students could not get appropriate and sufficient supports at regular school. Other researchers also show the similar findings about regular education teachers' attitudes toward inclusive education (Deng, 2008).

Considering these problems of school support system mentioned above, it seems establishing and utilizing resource room to support inclusive education has special meaning for China's inclusive practice. Successful school support system of inclusive education of Xinjin No.1 Primary School impressed me very much. As "backbone" of whole school support system, resource room exerts huge functions to promote inclusive practice. Of course, the prerequisite of operating resource room is there are qualified special education teachers working in it and they know inclusive practice well, so they can provide necessary specific services to students with SEN and certain training to regular teachers and parents. Practical experiences from this school indicate reasonable establishing and utilizing resource room to support inclusive education is an effective approach to solve majority problems of inclusive schooling.

One of focuses of debates about inclusive education is how to implement inclusive education. There are some debates between "full inclusion" and "partial inclusion" in western countries as we discussed in the chapter 2 of this dissertation. Partial inclusion supports the existing of resource room because it can provide multiple placement services from least restricted educational environment to complete staying in resource room according to the specific, dynamic requirements of students with SEN (Smith, Polloway, Patton, &Dowdy, 2003). Researcher considers the notion of extreme equal is inapplicable to China (Deng & Poon-Mcbrayer, 1999). Making good use of resource room is applicable to promote the quality of China's inclusive practice. Deng (2004b) points out:

The problems on management, instruction, evaluation of LRC have not been solved satisfactorily until now. Comparing with the status of the beginning when China began to

implement LRC in 1980s, current work of LRC has not made any essential progress, it still stays in bad state between implementing LRC and not really implement it. Through formal stipulation of policy, plus the establishment of resource room into the model of LRC will be propitious to really include professional support of special education and effectively promote the quality of LRC.

Besides, the implementing of China's inclusive education during past 20 years also has proven reasonable establishment and efficient operation of resource room has played a great role in support inclusive education in China (Li & Zhang, 2008; Xu &Yang, 2003).

3.4 Family support

3.4.1 *Parents' attitudes toward inclusive education*

Through overall review of parents' attitudes toward inclusive education, three main characteristics of the attitudes appear: majority of them recognized the advantages of inclusive education and preferred their handicapped children to study in regular school; at the same time, through statistic indicates parents' attitudes toward special school was neutral, but there were still 44.8% of them agreed the benefits of special school; and most of them had low expectation on their children's development.

Why Chinese parents did have complicated attitudes toward their children's education? Firstly, author guesses majority of them lack clear perceptions about inclusive education because most of them had not opportunities to receive courses for exceptional children; secondly, most of the time , learning in regular class is the only alternative to their exceptional children through regular schools have not sufficient resources to support their children, they have to accept it; thirdly, some parents think it is a kind of stigma for their exceptional children to go to special school but there are better support resources and qualified special education teachers in special schools; fourthly, though China had carried out some policies to protect the educational rights in different levels and promote social welfare and occupational placement for people with disabilities, it is still more difficult for children with SEN to get access to higher education in the context of exam-orientation education system and get appropriate work in such competitive society after receiving compulsory education.

3.4.2 *Interaction between family and school*

Parents agreed children with SEN had the right to go to regular school. Whatever surveyed parents or teachers agreed positive interaction between family and school. Both parents and teachers agreed parents actively communicated with teachers and participated in their children's family education. But investigation shows parents seldom participated in making IEP for their children with SEN and took part in the process of decision-making for inclusive education in regular school. Also, some teachers complained "*We Lack parents' of children with SEN active cooperation and support*" and "*had some difficulties to communicate with parents*".

China's inclusive education still at the beginning stage, so far, there is no specific legislation clearly stipulate parents' rights and obligations in their children's special education. As crucial approach to guarantee the quality of inclusive education, making IEP plan for integrated students did not work well in practice, some equal awareness about cooperation between school and family like inviting parents to participate in the decision-making process have not been formed until now. Because lacking learning and training opportunities to get knowledge, skills of how to educate their exceptional children, parents did not know how to carry out family rehabilitation or education, they were willing, yet unable. Additional, underdeveloped parent associations and lack of cooperation among parents had led to fragmented efforts. So, that's why some of parents expressed strong desires like "*We need training for our children and opportunities to communicate experiences with other parents of children with SEN and learn from each other*".

3.5 Community support

It seems there was not positive interaction between school and community; statistic indicates the resources which can support inclusive education in community such as special school (or resource center), other regular schools, related institution were separated and had not been integrated together to serve for it. In fact, successful inclusive education links cooperation with community. Lots of economical, existing community resources such as cultural resources, human resources and natural ecological environment can be utilized to support inclusive education (Liu, 2003). But

community still is a very weak section supporting the work of inclusive education in China (Qing &Liu, 2007). Three main reasons possibly limit reasonable utilization of community resources. The first one is current administrative department barrier which causes resources are in separated state and have been governed by different administrative agencies, that's also why the interviewed administrators stated "It's not easy to collaborate with relevant agencies of community". The second one author guesses is inclusive education has not been attracted much attention by general public, so, generally, institutions in community, even regular schools themselves lack positive attitudes and actions to cooperate with each other. The third one is some community institutions have not changed their traditional roles, such as special schools.

Currently, one of bates about inclusive education is whether or not special schools have their existing values under the context of international inclusive education movement? The implementation of inclusive education makes the amount of special schools to become less. For example, only 1.3% of children with SEN studied at special schools in 1990 in U.K, 99% of children with SEN studied in regular classrooms in Italy (Meijer, Pijl, & Hegarty, 1994). In China, author guesses there are two developmental trends of special schools in the future: one is the amount of special schools will increase for a long time because the base of China's special education is very weak and traditional special education has not been developed sufficiently(Deng, 2004b); another is traditional special schools must shift their roles to become the resource centers to offer necessary services to support inclusive practice in the context of inclusive education, as Chen (n.d.) points out special schools in China play a key role in the education reform, functioning as resource centers for change in respect to the following areas: in-service teacher training; parental guidance and counseling; assessment of children's difficulties and needs; and a support service to regular classroom teaching procedures.

In addition, it is important and necessary to enhance the cooperation among regular schools and learn from each other for sharing experiences of inclusive practice, it is an efficient way to promote development of inclusive education.

4. Conclusions

In conclusion, because adverse social atmosphere and traditional notions for people with disabilities, lacking effective and systematic government administration and coordination, financial support, qualified teaching force, available school supports for inclusive teaching and accommodation and good cooperation between school, family and community, China's support system of inclusive education is still in a weak, immature and unsound state. To improve this state, following aspects should be considered:

Further intensifying and fostering positive social attitudes toward persons with disabilities via all kinds of approaches;

Accelerating the pace of legislation for special education, especially to establish the specific law of special education to mandate clear and flexible government financial support, systematic professional training, efficient inter-department cooperation, effective coordination and integration of all kinds of useful resources to support inclusive education;

Adjusting development pattern of special education service delivery. In the end of 1980s, the pattern of "Special schools would constitute the 'backbone' of the system, and a large number of special classes and Learning in Regular classrooms will serve as the 'body' (Deng & Guo, 2007)" was advocated and has promoted the development of special education in China in the past two decades, but it is not suited current development status of special education. The pattern should be adjusted as "a certain amount of special school will serve as resource centers and a large number of Learning in Regular classrooms combining with resource room or itineration special education professionals will serve as the 'body' (Deng, 2004b)".

Accelerating the pace of whole education reform in China. Though China had carried out many educational reforms since 1980s, current education is still knowledge-centered and exam-oriented, which basically hinders inclusive education's development. Only can quality-oriented education is advocated, inclusive education can really make great progress and can possibly be realized.

Chapter 5：Status quo of support system of inclusive education in Czech Republic

Background

Czech Republic is a country in Central Europe, it has an area of 78866 sq. km, number of population is 10.467 thousands (31 December, 2008) (European Commission, 2009).The country has been a member of the European Union since 2004 and it is a pluralist multi-party parliamentary representative democracy (Wikipedia, n.d.). It is the first former member of the Comecon to achieve the status of a developed country according to the World Bank (2006) and the Human Development Index (2009), which ranks it as a "Very High Human Development" nation (ibid). Czech Republic possesses a developed, high-income economy with a GDP per capita of 82% of the European Union average, one of the most stable and prosperous of the post-Communist states (ibid).

Czech Republic has a long history of providing special education provision for children with disabilities. The first educational institutions were established in 1786 for the deaf, 1807 for the blind, 1871 for the 'feeble-minded', and the first auxiliary school was set up in 1896 (Cerna, 1999). And in the same period, the Empire Law ensured care for the handicapped, and a 1929 enactment stipulated that compulsory education for handicapped children lasted eight years (ibid).

1. Definition of students with special educational needs

The School Act (No.561/2004) specifies the group of students with SEN as follows:

a) Students with impairment: physical, mental, sensory, speech and language impairment, specific learning and /or behavioral difficulties, autism and children with severe multiple needs;

b) Students with health risk conditions.

c) Students who are socially disadvantaged (European Commission, 2009).

In this investigation, we mainly focused on pupils with SEN of "group a" in fully inclusive settings.

According to the data of academic year of 2007/2008, there were 76,368 Czech students with SEN learning in compulsory schools, including 31,248 in segregated special schools, 8.961 in segregated classes in regular schools and 36, 159 in fully inclusive settings (European Agency for Development in Special Needs, 2009). The statistical date only covered students with SEN of "group a".

2. Legislation

The right for all children to be educated is enshrined in the Constitution of the Czech Republic (No.1/1993) (European Agency for Development in Special Needs, 2009). One of the most important documents related to persons with disabilities is the National Plan of Integration and Support of Persons with Disabilities for the period 2006-2008, which contains the main aims, tasks and principles for implementing the inclusion policy (ibid). Education of students with SEN is a standard part of the Long-term National Strategy of Development in Education (which is revised every two years) (ibid). The Act on the Sign Language (2008, revised) guarantees the access to sign language interpretation for upper secondary level pupils, as well as the access to courses in sign language for parents of deaf children (ibid). The new Act on Education (came into force in January 2005) presents the definition of pupils with SEN and individual target groups and it guarantees that the support provisions and services required in supporting the access to education of pupils with SEN are available at all levels of education (Parliament of C.R., 2004a). And School Act reinforces the trend towards integration and inclusion of pupils with SEN into mainstream schools, especially, the role and importance of parents of children with SEN in the decision-making concerning the education of their child is addressed in this document (European Agency for Development in Special Needs, 2009).

3. Financing

Act on Education regulates the basic and secondary education is free of charge, the expenditure of education is covered by the national budget, including additional expenditure for pupils with SEN, the financial resources are distributed by Ministry of Education, Youth and Sports to the regions according to the number of pupils, then

regions redistribute the capitation grants to individual schools including additional budget resources to support education of pupils with SEN (Parliament of C.R, 2004a).

4. Teacher training

The Act on Education Staff (N0.563/2004) (Parliament of C.R, 2004b) stipulates the requested education background and further education of teachers and other professionals from the field of education. All university teacher training programs include modules on the education of pupils with SEN. To support inclusive education, teachers are supposed to participate in the in-service training of special needs education.

5. Progresses of inclusive education

Czech Republic has made some progresses in inclusive education since Velvet Revolution in 1989 (Cerna, 1999). Specifically, there are following progresses (European Agency for Development in Special Needs, 2009):

mainstream schools were opened for pupils with SEN; education was made available for pupils with even the most serious complex needs; diverse forms of individualization of education were established to meet the needs of pupils with SEN; a counseling system has been developed for pupils with SEN to support their integration and inclusion into mainstream schools and for pupils who are educated at home; a broad range of support provisions have been implemented to increase participation of pupils with SEN into mainstream education; the role of parents was stressed and special schools have been developing into resource centers.

Practical investigation

At first, this part will analyze the data from questionnaires; then it will try to interpret and discuss these data, a conclusion will be attached at the end of this chapter.

1. Analysis of questionnaires

1.1 Respondents

The respondents were regular education teachers from urban and rural primary schools in Olomouc Region, which is located in the Morava, in the east of Czech Republic, a population with 639,033 (2005) (Wikipedia, n.d.c). Three sample sites in this region, the City of Olomouc, the Town of Litovel and the town of Mohenice, were selected for investigation. As a result, 45 teachers from 16 regular basic schools were surveyed (from first Grade to fifth grade), among their returned questionnaires, 38 questionnaires were found useful for further analysis, including 28 from urban schools and 10 from rural schools. Parents' of children with disabilities questionnaires were collected from same schools where these regular education teachers' questionnaires were distributed. As a result, 42 out of 45 returned questionnaires were identified as valid, including 28 from urban schools and 14 from rural schools.

Exhibit 5.1 shows demographic information of Czech teacher sample. This sample had a surprising high percentage of female respondents (100%). 44.7% of respondents were 40-49 years old. Majority (73.7%) of the total respondents received a master programs education. About half (47.4%) of them reported that they had more than five years of teaching experience with students with SEN in regular classrooms. Majority (94.7%) of them reported that they had received certain training for special education. Around half (47.3%) of respondents reported they received more than one month of training. Majority (92.1%) of these respondents had not done some school-based research for inclusive education.

Exhibit 5.1: Demographic information of Czech teacher sample (C.R)

	Variable	Frequency(n=38)	Percentage (%)
Gender	Male	/	/
	Female	38	100
Age	20-29 years	11	28.9
	30-39 years	10	26.3
	40-49 years	17	44.7
Education	Under Master level	10	26.3
Background	Master or Ph.D programs	28	73.7
Years of teaching	within 1 year	2	5.3
Students with SEN	1-3 years	11	28.9
In regular class	3-5 years	5	13.2
	5 years above	18	47.4
	Missing	2	5.3
Teaching grades	1	8	21.1
	2	6	21.1
	3	12	31.6
	4	4	10.5
	5	8	21.1
Training types	None	2	5.3
	Pre-service	13	34.2
	Nonperiodic In-service	11	28.9
	Periodic In-service	4	10.5
	Pre-service + Nonperiodic In-service	4	10.5
	Pre-service + Periodic In-service	4	10.5
Training time	Within one week	11	28.9
	1 week to 1 month	6	15.8
	1 month to 6 months	4	10.5
	6 months above	14	36.8
	Missing	3	7.9
Research for	Yes	3	7.9
inclusive education	No	35	92.1

Exhibit 5.2 shows demographic information of Czech parent sample. This sample had a high percentage of female respondents (85.7%). Majority (66.7%) of parents were 30-39 years old. Approximately 47.7% of them received education under college level, 16.7% of them received education over college level. Majority (85.7%) of parents had never received training or course for handicapped children; Majority (92.9%) of respondents had never taken part in any associations for parents of children with SEN or kept in touched with these associations.

Exhibit 5.2: Demographic information of Czech parent sample (C.R)

	Variable	Frequency(n=42)	Percentage (%)
Gender	Male	6	14.3
	Female	36	85.7
Age	20-29 years	2	4.8
	30-39 years	28	66.7
	40-49 years	12	28.6
Education	Basic education	2	4.8
Background	Secondary education	18	42.9
	College programs	15	35.7
	Bachelor programs	7	16.7
Training types	None	36	85.7
	Nonperiodic	4	9.5
	Periodic	2	4.8
Training time	Within one week	2	4.8
	1 week to 1 month	1	2.4
	6 months to 1 year	1	2.4
	1 year above	2	4.8
	Missing	36	85.7
Learning grades	1	1	2.4
(child with SEN)	2	10	23.8
	3	5	11.9
	4	9	21.4
	5	15	35.7
	Missing	2	4.8
Membership of	Yes	3	7.1
associations for parents of	No	39	92.9
children with SEN			

1.2 Procedures of investigation

Firstly, author's supervisor Prof. Miloň Potměšil contacted inclusive basic schools in Olomouc city, Litovel town and Mohenic town and got the permissions to distribute questionnaires in these schools. And then, author and author's colleague Eva Urbanovská who helped me communicate with headmasters and teachers conducted formal survey together from school to school personally.

1.3 Date analysis

Data were coded and entered into the Statistical Package for Social Sciences (SPSS) for Windows (15.0) for statistical analysis. Analysis of the data was conducted by

using descriptive statistics, t-test and one-way ANOVA.

1.4 Results

The results will be presented for each research question or combined for parents and teachers when the questions were similar.

1.4.1 Czech teachers' responses about current barrier-free physical environment of regular schools

Exhibit 5.3 shows 55.3% of respondents reported their schools made buildings physical accessible to all students. Only 10% of all respondents reported all main establishments listed in questionnaire had been modified.

Exhibit 5.3: Teachers' responses about current barrier-free physical environment of regular schools (C.R)

Item	percentage saying "Yes" (n=38)
Does this school make its building physical accessible to all students?	55.3%
If it is, please choose the establishments modified for all students: corridors; stairway; toilet; main entrance; classroom; playground; other places	all (10.5%); six of them (10.5%); five of them (2.5%) four of them(13.2%); three of them（7.9%）; two of them (2.6%); one of them (5.2%)

Note: Item was in a multiple choice format

1.4.2 Czech teachers' responses of school supports for inclusive teaching and accommodation

The strongest agreements (97.4%) were given to counseling service support by respondents. The weakest agreements (34.2%) were given to support of reducing number of students in inclusive class. More than half (60.5%) of respondents reported students with SEN couldn't get adapted textbooks when needed. Majority of them reported school could offer special teaching material or equipments (84.2%), teacher assistant or special pedagogue (76.3%) and peer-tutoring (76.3%) for inclusive teaching and accommodation when necessary. Also more than half (63.2%) of them reported school could offer specific compensatory and rehabilitation training to students with SEN when necessary.

Exhibit 5.4: Teachers' responses of supports for inclusive teaching and accommodation (C.R)

Items	Percentage saying "Yes" (n=38)
Are there some adapted textbooks available for students with SEN according to their special needs in your school?	39.5%
Are there some special teaching equipments and teaching aids available for you and students with SEN in your teaching?	84.2%
Is there a teacher assistant or a special pedagogue available to cooperate with you in regular class to cater for students with SEN when necessary?	76.3%
Is there peer-tutoring available for students with SEN when necessary?	76.3%
Has the number of pupils in your class been reduced to guarantee the quality of IE comparing with other regular class?	34.2%
Are there some specific compensatory and rehabilitation supports provided to students with SEN by specialists in your school when necessary?	63.2%
Are there psychological or occupational counseling services available for students with SEN when they need in your school?	97.4%

Note: SEN=Special Educational Needs, IE=Inclusive Education

1.4.3 Czech teachers' professional development for inclusive education

The mean scores of 4 items in Exhibit 5.5 vary from 2.71 to 4.16. Standard deviations range from 0.868 to 1.293. It is apparent that majority (84.2%) of respondents can get some useful suggestions for inclusive teaching from specialists and majority (81.6%) of them agreed they could receive in-service training sometimes or often. Also, it is apparent only 15.8 % of them agreed school administrators encouraged them to do some school-based research for inclusive education sometimes or often. Only 31.6% of them reported that school organize them to visit other regular schools and observe other teacher's inclusive teaching sometime or often, and it seems to be very controversial on this point (SD=1.293).

The average mean score of the 4 items of total 38 respondents is 3.45, with a relative low standard deviation of 0.712, indicating that the responses have been centered between "not sure" and "sometimes" to large extent.

By utilizing one-way ANOVA in terms of respondents' whole evaluations, teachers with different education background, teaching years, teaching grades, training types, training time and research experiences did not demonstrate significant differences. There are significant difference between teachers with different age, $F_{(2, 37)} = 4.790$, $p < 0.05$. Further analyzing the mean score of different age groups finds the group of 20-29 years old has the highest score of evaluation of the professional development (M=3.81, SD=0.549).

Exhibit 5.5: Teachers' evaluation of professional development for inclusive education (C.R)

Items	N	O	NS	S	OF	M/SD
I can get some useful suggestions for teaching children with SEN from specialists inside or outside my school.		13.2%	2.6%	39.5%	44.7%	4.16/1.000
Our school organizes us to visit other regular schools and observe other teachers' practice of inclusive teaching.	23.7%	21.1%	23.7%	23.7%	7.9%	2.71/1.293
I can get certain in-service specific training about IE.	2.6%	5.3%	10.5%	55.3%	26.3%	3.97/0.915
We are encouraged and supported by school administrators to do some school-based researches for IE.	7.9%	10.5%	65.8%	10.5%	5.3%	2.95/0.868
Total						3.45/0.712

Note: N=Never, O=Occasionally, NS=Not Sure, S=Sometimes, OF=Often, Weights of "1", "2", "3", "4", "5" are correspondent to the categories "never", "occasionally", "not sure", "sometimes" and "often"; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "never", "occasionally", "not sure", "sometimes" and "often"; SEN=Special Educational Needs, IE=Inclusive Education

1.4.4 Czech teachers' and parents' evaluations of interaction between school and family

Among items of this section, four similar items were designed to explore the differences between the teachers' and parents' evaluations.

The average mean about whole section of 6 items of total 38 teachers is 4.01, with a standard deviation of 0.684, indicating that teachers' responses have been centered on "sometimes" to a large extent. The average mean of total 42 parents is 3.98 with a standard deviation of 0.681, indication that parents' responses also have centered on "sometimes" to a large extent. On the whole, both teachers' and parents' responses show current interaction between school and family was positive.

But for parents' responses, the item "Parents …family education and rehabilitation" has the lowest mean score (M=3.14) than average mean (M=3.98) with a high standard deviation (SD=1.354), which indicates responses on this point have been centered on "not sure" and it seems to be controversial. Also, the item "Representatives of parents… in our school" has the low mean score (M=3.26) and the highest standard deviation (SD=1.624), indicating responses on this point have been centered between around "not sure" and it seems to be very controversial.

By utilizing T-test, there were very significant differences between teachers' and parents' evaluations on item "Parents …information with teachers", which indicates that the teachers and parents do have different evaluation on whether these parents would like to exchange their children's information with teachers. There were

significant differences between teachers' and parents' evaluations on item "Parents…family education and rehabilitation" too, also indicates that the teachers and parents do have different evaluation on whether the parents had actively taken part in their children's family education and rehabilitation.

Exhibit 5.6: Teachers' and parents' evaluations of interaction between school and family (C.R)

Items	Teachers(n=38)		Parents(n=42)		T-test	
	M	SD	M	SD	T	2-tailed sig.
We offer information about development situations of students with SEN to their parents.	4.89	0.311				
The regular school informs me of its relevant policies and supports of IE.			4.26	1.169		
I'm satisfied with the way through which information about my child is provided by school staff.			4.81	0.594		
Parents of child with SEN would like to exchange their children's information with teachers.	4.34	0.669	4.93	0.342.	-4.862	0.000 * * *
Parents of child with SEN actively involve in their children's family education and rehabilitation.	3.92	0.941	3.14	1.354	3.008	0.004 * *
Parents of child with SEN participate in the process of making their children's IEP.	3.29	1.250	3.26	1.624	0.086	0.932
Representatives of parents of children with SEN can take part in the decision-making process of school IE policy in our school.	3.58	1.199	3.50	1.132	0.303	0.763
Total	4.01	0.684	3.98	0.681		

Note: Items were in a liker scale format. p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.4.5 Czech teachers' evaluations of Interaction between school and community

The average mean about whole section of these 4 items is 3.65 with a standard deviation of 0.853, indicating that responses have been centered on "sometime" to certain extent and the interaction between school and community seems to be positive.

The highest agreements were given to community volunteers supports (M=4.00, SD=1.039). The lowest agreements were given to interaction between regular schools (M=3.16, SD=1.219). 57.8% of them reported their school could get effective support from special school in their community and 65.8% of respondents reported their schools could get cooperation from other professional institutions.

Exhibit 5.7: Teachers' evaluations of interaction between school and community (C.R)

Items	N	O	NS	S	OF	M/SD
Our school exchanges experiences of IE and learns from each other with other regular schools in our community.	10.5%	18.4%	31.6%	23.7%	15.8%	3.16/1.219
Special school (or resource center) in our community can effectively provide professional support for our school's IE.	2.6%	7.9%	31.6%	28.9%	28.9%	3.74/1.057
There are other professional institutions can actively cooperate with our school to provide some special services to students with SEN in our community.		15.8%	18.4%	44.7%	21.1%	3.71/0.984
There are community volunteers offer services for students with SEN in our school.		15.8%	5.3%	42.1%	36.8%	4.00/1.039
Total						3.65/0.853

Note: N=Never, O=Occasionally, NS=Not Sure, S=Sometimes, OF=Often, Weights of "1", "2", "3", "4", "5" are correspondent to the

categories "never", "occasionally", "not sure", "sometimes" and "often"; SEN=Special Educational Needs, IE=Inclusive Education

1.4.6 Czech teachers' evaluations of School management support

71.1% of respondents reported the leaders of their school attached importance to inclusive education, 57.9% of respondents reported their school had established clear and efficient school policies for inclusive education, and 55.3 % of respondents reported their school managers could effectively evaluate the teachers' work if inclusive education implemented in regular classes. The whole average mean (M=3.65) and standard deviation (SD=0.853) shows responses had been centered on "mildly agree" with certain extend.

Exhibit 5.8: Teachers' evaluations of school management support (C.R)

Items	Sd	Md	Ns	Ma	Sa	M/SD
The leaders of our school attach importance to IE.		10.5%	18.4%	47.4%	23.7%	3.84/0.916
Our school had established clear and efficient school policies for IE.	2.6%	13.2%	26.3%	39.5%	18.4%	3.58/1.030
School managers can effectively evaluate the teachers' work of IE implemented in regular classes.		5.3%	39.5%	42.1%	13.2%	3.63/0.786
Total						3.65/0.853

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; SEN=Special Educational Needs, IE=Inclusive Education

1.4.7 Czech teachers' and parents' evaluations about interaction between children with and without SEN and the general evaluation of inclusive schooling

Exhibit 5.9 shows the mean scores of first two items from surveyed teachers and parents are relative higher than the band of "mildly agree" with a low standard deviation, indicating that all responses had been centered "mildly agree" to a large extent. Teachers' mean scores on the item "On the whole, IE in our school has been successful" is 3.74 with a relative higher standard deviation of 1.048, indicating that the responses have been centered around "mildly agree" but it seems to be controversial. Parents' mean score on this point is 3.95, with a relative lower deviation of 0.877, indicating that the responses have been centered on "mildly agree" to some extent.

By utilizing T-test, statistics shows there is no significant difference between parents' and teachers' evaluation on these items. That's to say, both surveyed parents' and teachers' evaluations about interactive between children with SEN and their intact classmates and evaluation of inclusive schooling are accordant and seems to be positive.

Exhibit 5.10: Teachers' and parents' evaluations about interaction between children with and without SEN and the general evaluation of inclusive schooling (C.R)

Items	Teachers(n=38)		Parents(n=42)		T-test	
	M	SD	M	SD	T	2-Tailedsig.
Most intact students in this classroom would like to help their classmates with SEN when necessary.	3.79	0.622	3.64	0.618	1.057	0.294
Typical students in this class would like to communicate and play with their classmates with SEN.	3.87	0.844	3.81	0.634	0.355	0.724
On the whole, IE in our school has been successful.	4.00	0.697	3.88	0.504	0.081	0.381

Note: Items were in a liker scale format; SEN=Special Educational Needs, IE=Inclusive Education

1.4.8 Czech teachers' evaluations for other supports for inclusive educaiton

Majority (73.7%) of respondents reported they knew local laws, regulations and policies about children with SEN, 78.9% of them reported most parents of intact students accept their students with SEN learning in regular classroom and 79 % of them reported the students with SEN had been well integrated into their regular classes. By utilizing one-way ANOVA, teachers with different gender, age, teaching years and education backgrounds did not demonstrate significant differences in term of their evaluation of other support for inclusive education.

Exhibit 5.11: Teachers' evaluation of other supports for inclusive education (C.R)

Items	Sd	Md	Ns	Ma	Sa	M/SD
I know the local laws, regulations and policies of IE.	2.6%	5.3%	18.4%	63.2%	10.5%	3.74/0.828
Most parents of intact students accept students with SEN learning in this regular classroom.			21.1%	68.4%	10.5%	3.89/0.559
The students with SEN have been well integrated into this regular class.		5.3%	15.8%	63.2%	15.8%	3.89/0.727

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; SEN=Special Educational Needs

1.4.9 Czech parents' evaluations for other supports

The mean scores of the 11 items in this section vary from 3.00 (item "I can get aid from government…") to 4.16 (item "Staff … to solve learning difficulties"). Standard deviations range from 0.584 (item "Regular education teachers …can adjust teaching and curricula...") to 0.949 (item "I have opportunities to exchange…"). It's apparent that majority of respondents mildly agreed regular education teachers could adjust teaching and curricula to cater for their children and it seems there were no disputes about this point. Only 26.2% of respondents agreed they know related laws, regulations and social welfares of children with SEN. 21.4% of them agreed they

could get aid from government when they need, 26.2% of them agreed they could get aid from specific professionals in their community when they need. The opinion as to whether parents had opportunities to exchange experiences with other parents of children with SEN to be controversial (SD=0.949) and responses of this item have centered on "not sure" (M=3.31).

The average mean of whole this section of the 11 items of 42 respondents is 3.65 with a low standard deviation of 0.427, indicating that the responses have been centered around "mildly agree" to a large extend.

Exhibit 5.12: Parents' evaluations for other support (C.R)

Items	Sd	Md	Ns	Ma	Sa	M/SD
This regular school regards my child's special learning needs.		2.4%	4.8%	69%	23.8%	4.14/0.608
Staff working in this regular school can effectively help my child to solve learning difficulties.			11.9%	57.1%	31%	4.19/0.634
Staff working in this regular school can effectively help my child to solve emotional difficulties.		2.4%	21.4%	52.4%	23.8%	3.98/0.749
Regular education teachers working in this inclusive class can adjust teaching and curricula to cater for my child.			16.7%	66.7%	16.7%	4.00/0.584
I know relevant laws, regulations and social welfares of children with SEN.		16.7%	57.1%	23.8%	2.4%	3.12/0.705
I can get aid from government when I need.	4.8%	14.3%	59.5%	19.0%	2.4%	3.00/0.796
I can get aid from specific professionals in my community when I need.	4.8%	7.1%	61.9%	21.4%	4.8%	3.14/0.814
I have opportunities to exchange experiences with other parents of child with SEN and learn from each other.	2.4%	21.4%	23.8%	47.6%	4.8%	3.31/0.949
My child likes to study in inclusive classroom.		4.8%	31.0%	54.8%	9.5%	3.69/0.715
On the whole, inclusive education in this regular school has been successful.			19.0%	73.8%	7.1%	3.88/0.504
Total						3.65/0.427

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; SEN=Special Educational Needs

1.4.10 Czech teacher's attitudes toward inclusive education

Exhibit 5.13 shows, only 15.8% of total respondents mildly agreed all children should be educated in regular class and 39.5% of them mildly agreed students with SEN could get academic improvement because of inclusive education. Majority (97.4%) agreed inclusive education could promote these students' social and emotional development and 86.9% of them reported inclusive education promoted different students' mutual communication, understanding and acceptance of individual diversity. 55.3% of them agreed there were sufficient supportive resources and

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professionals to support IE in regular school. Less than half (42.1%) of respondents agreed they had corresponding knowledge and skills to educate student with SEN. 44.7% of them mildly agreed regular education teachers' instructional effectiveness would be enhanced by implementing inclusive education in their regular classes. And majority (81.6%) of them agreed they felt comfortable working with students with SEN and their parents and it seems there is no disputes on this point (M=3.92, SD=0.632).

39.5% of them agreed special, separate settings could best serve the needs of students with SEN. About half (52.6%) of them agreed that children with severe disabilities should be educated in special, separate settings but it seems to be controversial (SD=1.084). 71.1% of them agreed special education teachers were trained to use different teaching methods to teach students with SEN more effectively and more than half (55.2%) of them also agreed that children communicating in special ways should be educated in special, separate settings at a large extent (SD=0.862). Average mean score of these items analyzed in this paragraph is 2.61, standard deviation is 0.664, indicating respondents seems had neutral attitudes toward separate special education.

57.9% of respondents expressed they were not sure if inclusive education sounded good in theory but did not work well in practice, mean score and standard deviation on this point also indicates respondents' neutral attitudes toward this opinion at a large extent (M=2.84, SD=0.754).

In addition, by utilizing one-way ANOVA in terms of respondents' attitudes toward inclusive education as a whole, teachers with different age, teaching years and education backgrounds, training type, training time and research experience did not demonstrate significant differences.

As a whole, average mean of whole attitude is 3.13 with a very low standard deviation of 0.389, indicating respondents seems had a neutral attitudes towards inclusive education to a great extent. Whatever inclusive education or separate special education, it seems respondents admitted each of them had its own advantages and weak points.

Exhibit 5.13: Teachers' attitudes toward inclusive education (C.R)

Items	Sd	Md	Ns	Ma	Sa	M/SD
Both students with and without SEN can get academic improvement because of IE.		21.1%	39.5%	39.5%		3.18/0.766
IE is likely to have a positive effect on the social and emotional development of students with SEN.			2.6%	73.7%	23.7%	4.21/0.474
The needs of students with SEN can be best served in special, separate settings. ☆		21.1%	39.5%	34.2%	5.3%	2.76/0.852
IE programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.		7.9%	5.3%	73.7%	13.2%	3.92/0.712
Children with severe disabilities should be educated in special, separate settings. ☆	7.9%	5.3%	34.2%	36.8%	15.8%	2.53/1.084
Special education teachers are trained to use different teaching methods to teach students with SEN more effectively. ☆		10.5%	18.4%	57.9%	13.2%	2.26/0.828
Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings. ☆		13.2%	31.6%	44.7%	10.5%	2.47/0.862
IE sounds good in theory but does not work well in practice. ☆	1.0%	10.5%	57.9%	26.3%	2.6%	2.84/0.754
There are sufficient supportive resources and professionals to support IE in regular school.	2.6%	5.3%	36.8%	50.0%	5.3%	3.50/0.797
I have corresponding knowledge and skills to educate students with SEN.	7.9%	10.5%	39.5%	39.5%	2.6%	3.18/0.955
Regular education teachers' instructional effectiveness will be enhanced by having students with SEN in regular class.		26.3%	28.9%	44.7%		3.18/0.834
I feel comfortable working with students with SEN and their parents.		2.6%	15.8%	68.4%	13.2%	3.92/0.632
Total						3.13/0.389

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; adverse weights of "5", "4", "3", "2", "1" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree" to all the items attached "☆"；IE=Inclusive Education, SEN=Special Educational Needs

1.4.11 Czech parents' attitudes toward inclusive education

Exhibit 5.14 shows 95.3% of parents agreed all children have the right to study in regular school as same as their typical peers, and it seems there were no disputes on this point (SD=0.582). 66.6% of them agreed there were sufficient resources and professionals to support inclusive education. Half (50%) of them agreed their children with SEN could get faster academic improvement in regular school than in separate settings. 81% of them agreed inclusive education was likely to have a positive effective on children's with SEN social and emotional development. 73.8% of them agreed regular education teachers could give appropriate attention and care to their children in regular classes. 78.2% of them agreed that inclusive education could facilitate understanding, acceptance and social interaction between children with and without SEN. 88% of them agreed inclusive education made typical students to be prone to accept other person's diversities, recognize themselves more easily and be ready to help others. And 88.2% of them preferred their children with SEN to study in

regular school.

At the same time, 71.4% of respondents showed low expectation on their children's development in the future to certain extend (SD=0.846). There were still 35.8% of them agreed children with SEN were easily discriminated and isolated by their typical peers in regular classroom. 31% of them agreed the impairments of children with SEN affected their interaction with typical children. 28.5% of them agreed children with SEN lacked enterprise and sense of achievement comparing with their typical peers.

26.1% of respondents reported children with SEN could get more effective and systematic resources in special, separate settings but responses on this point have been centered around "not sure" to a certain extent (M=2.98, SD=0.897).

As a whole, average mean of whole attitude is 3.51 with a very low standard deviation of 0.352, indicating all responses of this section have been centered on "mildly agree" to a large extent.

In addition, by utilizing one-way ANOVA in terms of respondents' attitudes toward inclusive education as whole, parents with different gender, age, education background, training types and time did not demonstrate significant differences.

Exhibit 5.14: Parents' attitudes toward inclusive education (C.R)

Items	Sd	Md	Ns	Ma	Sa	M/SD
There are sufficient resources and professionals to support IE in regular schools.	2.4%		31.0%	59.5%	7.1%	3.69/0.715
Academic achievement of children with SEN can be promoted faster in regular classroom than in special class or special school.	2.4	11.9%	35.7%	40.5%	9.5%	3.43/0.914
IE is likely to have a positive effect on the social and emotional development of students with SEN.			19.0%	64.3%	16.7%	3.97/0.604
For children with SEN we only expect that they will be more self-sufficing in the future, we can not expect they will do well as same as their typical peers. ☆	4.8%	2.4%	21.4%	64.3%	7.1%	2.33/0.846
Children with SEN can get regular education teachers' appropriate attentions and cares in regular class.	2.4%	4.8%	19.0%	54.8%	19.0%	3.83/0.881
Children with SEN are easily discriminated and isolated by their typical peers in regular classroom. ☆	9.5%	26.2%	28.6%	31.0%	4.8%	3.05/1.081
Children with SEN can get more effective and systematic resources in special, separate settings. ☆		31.0%	42.9%	19.0%	7.1%	2.98/0.897
IE can facilitate understanding, acceptance and social interaction between children with and without SEN.	2.4%		19.0%	73.8%	4.8%	3.79/0.645
The impairments of children with SEN affect their interaction with common children. ☆	4.8%	28.6%	35.7%	28.6%	2.4%	3.05/0.936
Children with SEN lack enterprise and sense of achievement comparing with their typical peers. ☆		21.4%	50.0%	21.4%	7.1%	2.86/0.843
.IE makes typical students be prone to accept other person's diversities, recognize themselves more easily and be ready to help others.			16.7%	61.9%	21.4%	4.05/0.623
As parents, I prefer my child to study at regular school.		2.4%	9.5%	52.4%	35.7%	4.21/0.716
Total						3.51/0.352

Note: Sd=Strong disagree, Md= Mildly disagree, Ns=Not sure, Ma= Mildly agree, Sa=Strong agree; Weights of "1", "2", "3", "4", "5" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree"; adverse weights of

"5", "4", "3", "2", "1" are correspondent to the categories "strong disagree", "mildly disagree", "not sure", "mildly agree" and "strong agree" to all the items attached "☆"；IE=Inclusive Education, SEN=Special Educational Needs

1.4.12 Result of open question of Czech teachers' questionnaires

At the last part of questionnaire for regular education teachers, one open question was designed to ask the regular education teachers to write down three current difficulties they were facing during implementing inclusive education in their regular classrooms. About half of respondents wrote down their viewpoints. On the whole, all difficulties were outlined as following:

Regular schools are lacking financial support

More than half of teachers who responded open question focused on the problems related to financial support. Financial shortage seems to be the most serious problem. They reported their schools lacked money to offer specific equipments, compensation aid and teaching and learning materials for students with SEN and majority of them mentioned the schools were short of money to hire teacher assistants too. Some teachers reported schools had no money to modify environment for students with SEN. Also, some teachers reported they had overload work and the rewards were not enough to pay for their work for students with SEN.

There are too many students in this classroom

High number of students in regular classroom seems to be the second serious problem. Lots of teachers reported this problem.

I am not ready for inclusive teaching

Some teachers mentioned they lacked professional preparation for inclusive education or they had some knowledge about special education, but it was not enough, e.g. one teacher reported she had some knowledge about students with learning difficulties, but had not knowledge about students with visual or hearing impairments. Some teachers still felt difficult to implement inclusive teaching which could not satisfy both, typical students and students with SEN. few teachers could not accept inclusive education, e.g., one teacher reported students with mental retardation should go to special school not go to regular school.

How to cooperate with experts?

Teachers' responses reflected following problems on this aspect: cooperation between experts and teachers was not sufficient; cooperation between experts and teachers was not good, e.g. several teachers reported experts of SPC had no interests to go to regular school though they had to visit these schools once a year.

How to cooperation with family?

Several teachers reported there were some problems to cooperate with families of children with SEN.

Whole education system is not ready for inclusive education

One teacher "pointed out": "inclusive education need full cooperation and willingness of related organizations, and it's really hard to carry out". Another teacher "said": "I think the order of implementing inclusive is wrong. The right order is that regular schools should have already prepared everything for inclusion, after that, students with SEN can go to regular school, in fact, now the order has been inverted, students with SEN have gone to regular schools but regular schools have not been ready for including them at all". One teacher reported that officials were reluctant to solve problems for inclusive education. And several teachers reported the school administrators did not support inclusive education or paid much attention to it.

1.4.13 Result of open question of Czech parents' questionnaires

At the last part of questionnaire for parents, one open question was designed to ask parents to write down three current difficulties their exceptional children were facing during learning in regular class. About half of respondents wrote down their viewpoints. On the whole, all difficulties were outlined as following:

Children's concrete learning difficulties

Most of parents who responded the open question mentioned problems about their children's learning. To be specific, these problems focused two aspects: first, their children lacked academic motivations and learning interests, e.g. "child has no interest to study" and "my child wouldn't like to go to school because he can not concentrate on studying"; second, children with SEN had concrete learning difficulties such as concentration on studying, noting, handwriting and homework and so on.

Children's relationship with typical classmates

Some parents reported their children had met some problem on relationship with classmates. For example, several parents reported that "my child was laughed at by his classmates", "my child lacks skills of communicating with his classmates and friends", "my child often quarrel or fight with classmates" and "he always abuses his classmates", few parents reported "my child was bullied at school".

Concrete school supports

Parents also reported they children with SEN need more schools supports. For example, "school has too high demand on my child", "my child's demands are not respected by school" and "some students will stay at school after schooling, but there are fewer teachers staying school to look after them, my child can not get enough individual care" and so on.

2. Discussion

2.1 Government support

Czech government had supported inclusive education through legislations which formally regulate financing, teacher training and special provisions to pupils with SEN since 1989 as we mentioned before. This investigation shows the shortage of financial support seems to be the biggest difficulty in supporting inclusive education in Czech Republic (C.R).

2.2 School support

2.2.1 Barrier-free environment and School supports for inclusive teaching and accommodation

There were some problems reflected through investigation, such as about half regular schools still could not provide appropriate barrier-free environment to all students now, the number of students in many inclusive classes were not reduced, teacher assistant was still lacking, adapted textbooks were not easy to get when needed by students with SEN, some regular teacher did not satisfy with the reward of their work for inclusive education. It seems all these problems above mentioned relates to another problem most teachers reported "our schools are lacking money to support inclusive education". Though there is specific financing policy for supporting

inclusion, but the financial support from government at central and local levels seems to be not enough.

Most teachers strongly agreed the support of psychological and occupational counseling services for students with SEN. It should be mainly benefit from the matured Czech educational and psychological counseling system. Counseling services connected with education, training and with the preparation of youngsters for their future occupation began to develop in this country in 1920s (Pacnerova, n.d.). School counseling team, educational and psychological counseling centers and special education centers can provide systematic counseling services to students with SEN and their parents and regular education teachers involved into inclusive education (ibid).

2.2.2 *Teachers' professional development for inclusive education*

Statistics indicates majority of Czech teachers could get pre-service and in-service training for special needs education as Act on education staff stipulates and they could often get specialists' guidance for inclusive teaching. It seems regular education teachers should be well-equipped for inclusive practice through related training and guidance. But why statistics still show they were not sure if they had corresponding knowledge and skills to carry out inclusive teaching and they did not agreed inclusion could enhance their teaching effectiveness, also, some of them reported they really do not know how to deal with teaching difficulties of teaching students with SEN and they had not corresponding enough professional preparation even they really experienced some training for special needs education. For to explain this contradiction, it looks likely we should doubt the quality of current Czech teacher training.

In addition, statistics shows schools seldom organized regular education teachers to observe other teachers' practical inclusive teaching in other regular schools and school administrators seldom encouraged teachers to do some school-based research for inclusive education, in fact, there were few teachers had done the research too. School-based research is an effective approach to promote teacher's professional development (UNESCO, 2001); it can enhance teacher's reflective ability which will

radically promote teacher's professional development. Observing other teachers' inclusive practice is another rapid and effective approach to promote teacher's professional development too. The principle of learning by doing should be really taken into account and paid more attention by university educators and school administrators for teacher preparation and training.

2.2.3 *Typical students and their parents and regular teachers' attitudes towards inclusive education*

Majority of surveyed teachers agreed typical children would like to help, communicate and play with their classmates with SEN. 78.9% of teachers agreed typical students' parents could accept students with SEN learning in regular classrooms. In general, there were no doubts that typical students and their parents could accept students with SEN learning in regular classes.

But teachers' attitudes toward inclusive seems to be complicated. On one side, they did not completely admit the advantages of inclusive education; on the other side, they did not deny the benefits of segregated special settings; at the same time, they still kept neutral standpoints about if inclusive could worked well in practice. I guess this complicated attitude still is the reflection of current Czech inclusive education.

Firstly, 57.9% of surveyed teachers did not agree they had corresponding knowledge and skills to implement inclusive teaching and some teachers reported their difficulties of teaching students with SEN in regular classes. Also, Potměšil (2010) found about a half of surveyed educators working under conditions of inclusion reported their concerns about lack of professional competencies and support and effectiveness of such educational work in his recent research. Because lacking of sufficient professional confidence, teachers still had some doubts about meaning, methods and outcomes of inclusion.

Secondly, current regular schools still have not good capability to accept students with severe or profound disabilities, even for students with mild disabilities; some teachers pointed out regular schools were not ready for them. And Czech Republic has a long history for developing segregated special education, relative matured, sound and well-equipped special schools still have their active effects on providing

educational service for students with SEN until now, so, surveyed teachers expressed relative "objective", "pragmatic" and "rational" attitudes towards current inclusive education.

2.3 Family support

2.3.1 *Parents' attitudes toward inclusive education*

Czech parents' attitudes of children with SEN toward inclusive education seem to be positive and reflected following characteristics: firstly, they admitted the advantages of inclusion; secondly, they expressed low expectation on their exceptional children's development; thirdly, about one third of them agreed disadvantages of inclusion such as exceptional children were easily discriminated and isolated by their typical classmates in regular classes and so on; fourthly, parents expressed neutral attitudes toward special schools.

It is hard to explore the reasons causing Czech parents' attitudes toward inclusive education. Author just guesses following factors:

Firstly, because of lacking training or courses for handicapped children, parents lacked appropriate and deep understanding about inclusive education. Though 95.3% of surveyed parents admitted children with SEN had right to go to regular school, only 14.3% of them received some courses for handicapped children, 26.2% of them knew relevant laws, regulations related the rights and social welfare of children with SEN;

Secondly and most importantly, traditional notions of and stereotyped attitudes toward people with disabilities seems to be still deep-rooted in Czech society. As Cerna (1999) analyzed:

People are not used to realizing that life includes more important concerns that their own immediate and particular personal needs. It is evident that the main problems of society can be solved only if and when human spirituality and real human qualities are re-born. This is mainly reflected in the field of citizen with disabilities (p.132)…the recognition of value of every human being, gives moral strength to society. General consensus is that democratic society accepts its supports and assistance to every one of them. Unfortunately, the current Czech society is still far from these principles in to practice (p.133).

Thirdly, supports for children with SEN and their family were still weak. Only

21.4% of surveyed parents agreed they could get aid from government when they needed and 26.2% of them agreed they could get aid from specific professionals in their communities when they needed. And 92.7% of them reported they had never participated in any parent association for handicapped children, half of them had not opportunities to exchange experiences with other parents of children with SEN.

2.3.2 *Interaction between family and school*

In generally, statistics show both surveyed parents and teacher had positive evaluations on interaction between family and school. Parents actively exchanged information about their children with teachers and in which they exchanged information. There still were some contradictions revealed in investigation: firstly, parents did not expressed positive attitudes toward their handicapped children's family education and rehabilitation; secondly, it seems parents did not actively participated in the making if their children's IEP and decision-making process of school polices for inclusive education. It seems there were some gaps between legal policies and practice for parents' involvements in their children's inclusive education. How to further promote real, equal and effective interaction between them still needs to be considered.

2.4 Community support

Statistics show teachers' positive evaluation on interaction between school and community. There were co-operations between regular school, special school, other related community institutions and community volunteers. It seems Czech community support system of inclusive education had established and run according to respective roles and functions, especially special schools had shifting their roles to support inclusive education. But cooperation between community regular schools seems to be weak. And there were some problems related to how to effectively cooperate between regular teachers and special education experts and experts' attitudes toward cooperation as some teachers complained "*it's difficult to cooperate with experts*".

3. Conclusion

In conclusion, through the efforts of implementing inclusion-orientation

educational policies, regulating necessary provisions, qualification and training of teachers involved into inclusive practice, improving netted educational-psychological counseling support system, shifting roles of special schools and so on, the relative systematic, sound support system of inclusive education had been established and operated in practice in Czech Republic. But it seems traditional stereotype notions of persons with disabilities still to be one potential and crucial obstacle blocking the development of inclusion. Shortage of government financial support seems to be another obstacle influencing construction of barrier-free environment, sufficient provision of some material and human supports and partial initiative of school staff working for inclusive education in regular schools. Regular education teachers' attitudes toward inclusive education seem to be not positive, how to further improve quality of teacher training and teachers' professional development for inclusion should be placed on the government's and school's agenda. It appears that cooperation between regular education teachers and special education experts should be further improved and enhanced. How to support family of children with SEN through providing more financial support and courses of specific special education to parents, how to promote parents' involvement in inclusive education are still vital issues which had not been attached much importance by government and schools.

Chapter 6: Comparison between China and Czech Republic

1. Comparison of key demographic information

1.1 Teacher samples

1.1.1 Education background

Obviously, Czech teachers' educational degree centered on the master level and Chinese teachers' educational degree centered on bachelor level.

Exhibit 6.1: Comparison of teachers' education background between P.R.C and C.R
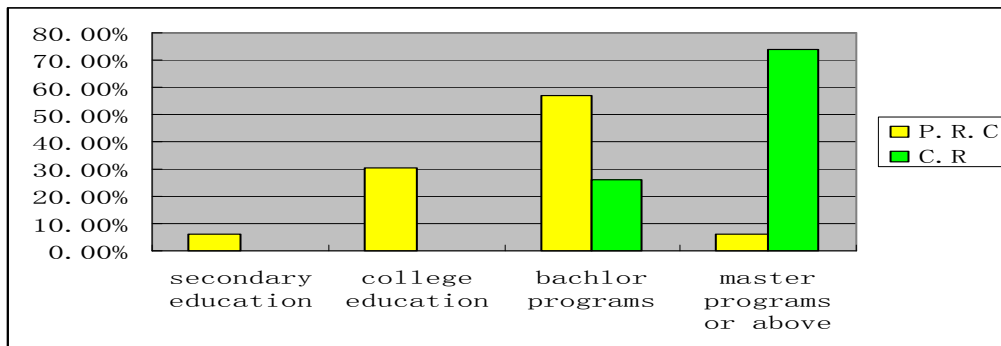
1.1.2 Training

It is apparent the states Czech teachers experienced certain training for inclusive education is better than Chinese teachers.

Exhibit 6.2: Comparison of teachers' training for inclusive education between P.R.C and C.R
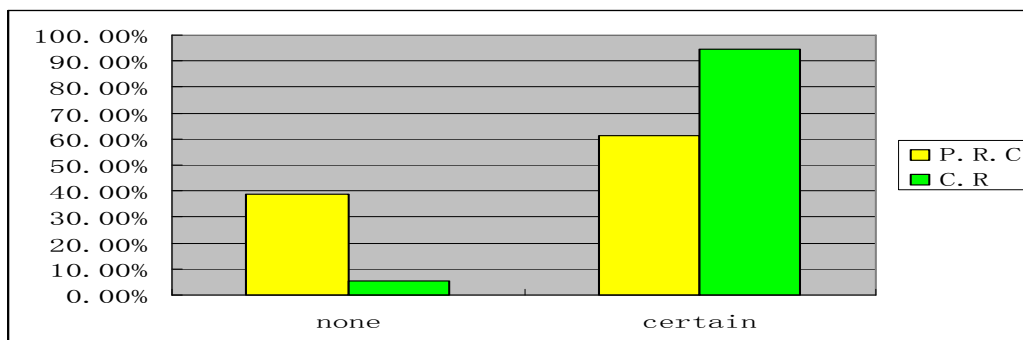
1.2.3 School-based research for inclusive education

Obviously, Chinese regular education teachers were more actively taking part in some school-based research for inclusive education than Czech regular education teachers.

Exhibit 6.3: Comparison of teachers' school-based research experience for inclusive education between P.R.C and C.R
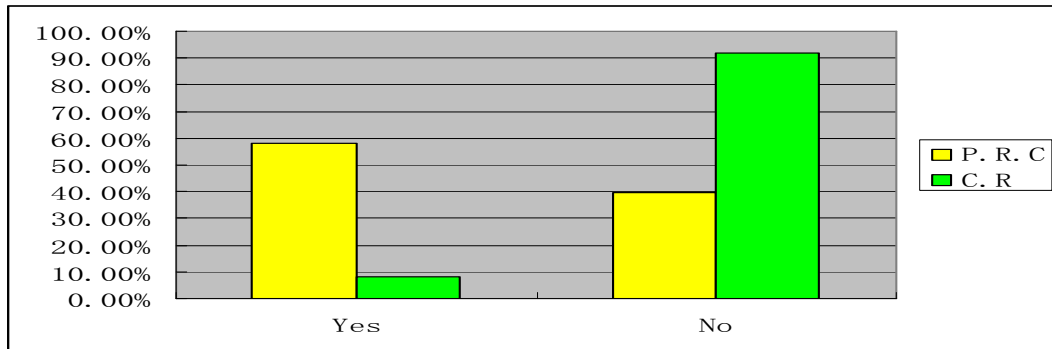
1.2 Parent samples

1.2.1 Education background

Obviously, majority of Chinese parents received basic or secondary education, majority of Czech parents received secondary or college education.

Exhibit 6.4: Comparison of parents' education background between P.R.C and C.R
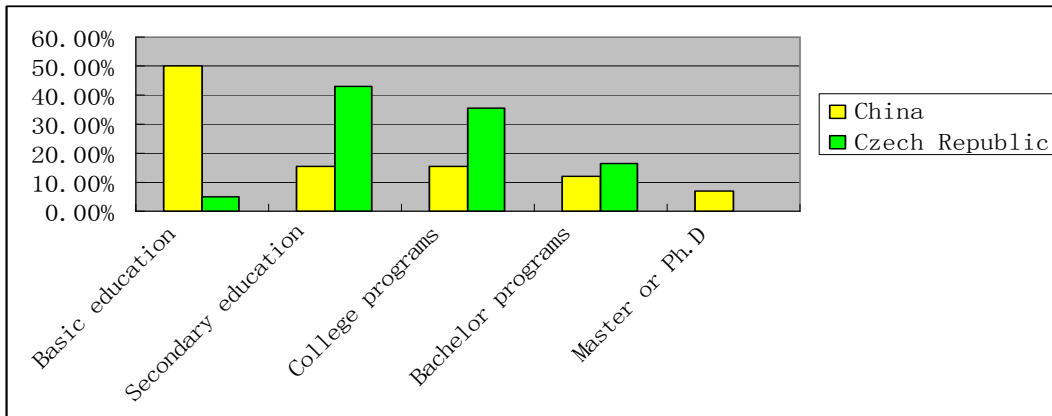
1.2.2 Training types

48.3% of Chinese parents received some training or courses for children with SEN, 14.3% of Czech parents received these training or courses.

Exhibit 6.5: Comparison of parents' training types between P.R.C and C.R
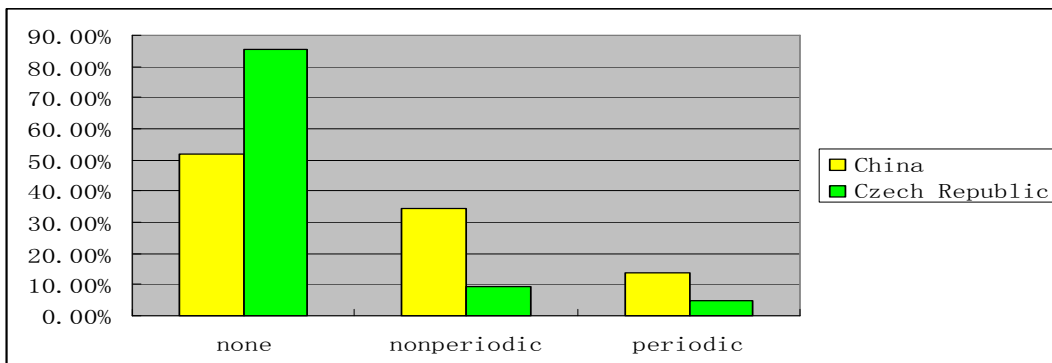
1.2.3 Membership of parents associations

Majority of parents in both countries did not participate in any parents association.

Exhibit 6.6: Comparison of parents' membership of parents association between P.R.C and C.R
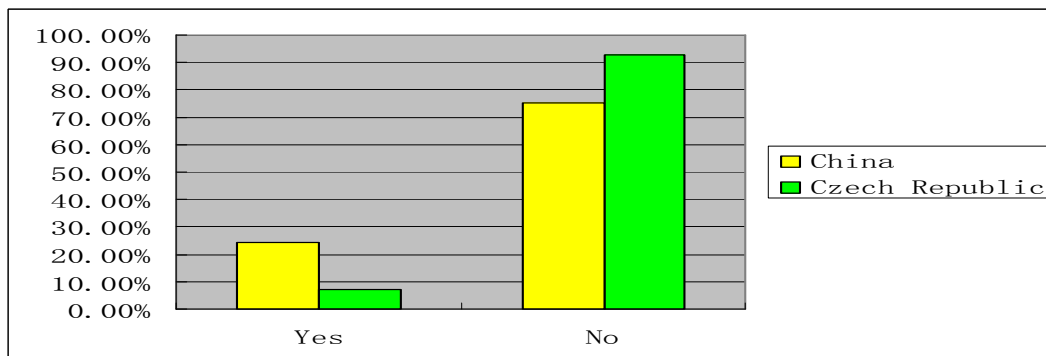
2. Analysis of comparative results

1.1 Teachers' responses about barrier-free physical environment of regular schools

Exhibit 2.31 shows the Chinese and Czech teachers' evaluations of status quo of barrier-free physical environment of regular school were similar. But it seems the Czech state of barrier-free physical environment is a litter better through comparison of percentages saying "yes" of the basic modified establishments.

Exhibit 6.7: Comparison between Chinese and Czech teachers' responses about barrier-free physical environment of regular schools

Item	Percentage saying "Yes"	
Does this school make its building physical accessible to all students?	China (n=98)	Czech (n=38)
	55.1%	55.3%
If it is, please choose the establishments modified for all students: corridor; stairway; toilet; main entrance; classroom; playground; other places	all (4,1%); six of them (2.0%); five of them (2.0%) four of them(7.0%); three of them（5.0%）; two of them (13.2%); one of them (16.4%)	all (10.5%); six of them (10.5%); five of them (2.5%) four of them(13.2%); three of them（7.9%）; two of them (2.6%); one of them (5.2%)

Note: Item was in a multiple choice format

1.2 Teachers' responses of school supports for inclusive teaching and accommodation

Through comparison of percentage of each item, besides peer-tutoring, each Czech school support is prior to China. It's apparent that there were more sufficient school supports to be provided for inclusive teaching in C. R that in China. But majority of

teachers in both countries reported it was not easy to get adapted textbook when students with SEN needed and high number of students in regular classes still was the similar problem in both countries.

Exhibit 6.8: Comparison between Chinese and Czech teachers' responses about supports of inclusive teaching and accommodation

Items	Percentage saying "Yes"	
	China (n=98))	Czech (n=38)
Are there some adapted textbooks available for students with SEN according to their special needs in your school?	30.6%	39.5%
Are there some special teaching equipments and teaching aids available for you and students with SEN in your teaching?	49.0%	84.2%
Is there a teacher assistant or a special pedagogue available to cooperate with you in regular class to cater for students with SEN when necessary?	44.9%	76.3%
Is there peer-tutoring available for students with SEN when necessary?	94.9%	76.3%
Has the number of pupils in your class been reduced to guarantee the quality of IE comparing with other regular class?	26.5%	34.2%
Are there some specific compensatory and rehabilitation supports provided to students with SEN by specialists in your school when necessary?	45.9%	63.2%
Are there psychological or occupational counseling services available for students with SEN when they need in your school?	25.5%	97.4%

Note: SEN=Special Educational Needs, IE=Inclusive Education

1.3 Teachers' professional development for inclusive education

By utilizing T-test, statistics shows there was significant difference ($p<0.01$) between Chinese and Czech teachers' whole evaluation on teachers' professional development, Chinese teachers' whole evaluation centered on "neutral" but Czech teachers' whole evaluation tended to "mildly agree", more positive than Chinese teachers'. To be specific, Czech teachers could get more support for inclusive teaching from specialists and certain in-service training of inclusive education than Chinese teachers obviously; apparently, Chinese teachers were more encouraged to do some school-based research for inclusive education than Czech teachers. Responses of teachers in both countries on the point of whether school organize teachers to visit other regular school for inclusive teaching were similar to tend to neutral.

Exhibit 6.9: Comparison between Chinese and Czech teachers' evaluations of professional development for inclusive education

Items	China (n=98)	Czech(n=38)	T-test	
	M/SD	M/SD	T	2-tailed sig.
I can get some useful suggestions for teaching children with SEN from specialists inside or outside my school.	3.08/1.382	4.16/1.000	-5.026	0.000 * * *
Our school organizes us to visit other regular schools and observe other teachers' practice of inclusive teaching.	2.80/1.399	2.71/1.292	0.326	0.745
I can get certain in-service training about IE.	2.33/1.345	3.97/0.915	-8.185	0.000 * * *
We are encouraged and supported by school administrators to do some school-based researches for IE.	3.73/1.256	2.95/0.868	4.153	0.001 * *
Total	2.98/1.098	3.45/0.712	-2.889	0.005 * *

Note: Items were in a liker scale; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.4 Teachers' evaluations of interaction between school and family

By utilizing T-test, statistics shows there was great significant difference (p<0.001) between Chinese and Czech teachers' evaluation on the item about if teachers offer information about development situations of children with SEN to their parents. Responses of Czech teachers on this item have been centered on "strong agree" without disputes; the responses of Chinese teachers have been centered on "mildly agree" and seem to be very controversial. There were no significant differences on other items. On the whole, whole evaluations of teachers in two countries close to "mildly agree". It seems that interactions between school and family were positive in both countries.

Exhibit 6.10: Comparison between Chinese and Czech teachers' evaluations of interaction between school and family

Items	China(n=98)	Czech(n=38)	T-test	
	M/SD	M/SD	T	2-tailed sig.
We offer information about development situations of students with SEN to their parents.	4.25/1.108	4.89/0.311	-5.582	0.000 * * *
Parents of child with SEN would like to exchange their children's information with teachers.	4.32/1.112	4.34/1.118	-0.165	0.870
Parents of child with SEN actively involve in their children's family education and rehabilitation.	3.81/1.372	3.92/0.941	-0.508	0.613
Parents of child with SEN participate in the process of making their children's IEP.	3.43/1.471	3.29/1.250	0.594	0.554
Representatives of parents of children with SEN can take part in the decision-making process of school IE policy in our school.	3.21/1.535	3.58/1.199	-1.316	0.190
Total	3.81/1.08	4.01/0.684	-1.265	0.209

Note: Items were in a liker scale; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.5 Parents' evaluations of interactions between school and family

By utilizing T-test, statistics shows there was significant difference (p<0.05) between Chinese and Czech parents' whole evaluation of interaction between school and family, Czech parents' whole evaluation was more positive than Chinese parents'. Specifically, Czech parents more strongly agreed they satisfied with the way school staff informed them about their children's information and they would like to exchange their children's information with teachers without disputes than Chinese parents obviously; apparently, Chinese parents more strongly agreed they actively involve into their children's family education and rehabilitation than Czech parents; about the point of whether representatives of parents of children with SEN can take part in the process of decision-making, there was a great significant difference between Czech parents' evaluation and Chinese parents'.

Exhibit 6.11: Comparison between Chinese and Czech parents' evaluations of interaction between school and family

Items	China(n=58)	Czech(n=42)	T-test	
	M/SD	M/SD	T	2-tailed sig.
The regular school informs me of its relevant policies and supports of IE.	3.98/1.147	4.26/1.169	-1.191	0.236
I'm satisfied with the way through which information about my child is provided by school staff.	4.28/1.005	4.81/0.594	-3.321	0.001 * *
Parents of child with SEN would like to exchange their children's information with teachers.	4.29/1.043	4.93/0.342	-4.330	0.000 * * *
Parents of child with SEN actively involve into their children's family education and rehabilitation.	3.90/1.398	3.14/1.354	2.696	0.008 * *
Parents of child with SEN participate in the process of making their children's IEP.	3.03/1.475	3.26/1.624	-0.729	0.467
Representatives of parents of children with SEN can take part in the decision-making process of school IE policy in our school.	2.59/1.140	3.50/1.132	-3.969	0.000 * * *
Total	3.68/0.798	3.98/0.681	-2.062	0.042 *

Note: Items were in a liker scale; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.6 Teachers' evaluations of interactions between school and community

By utilizing T-test, statistics shows there was significant difference (p<0.01) between Chinese and Czech teachers' whole evaluation of interaction between school and community, it seems Czech regular schools have more positive interaction with community than Chinese regular school. Teachers in both countries shows similar neutral evaluation concerning if school exchange experiences with other regular school, but obviously, Czech regular schools could get more supports from special school, professional institutions and volunteers in their community than Chinese regular schools.

Exhibit 6.12: Comparison between Chinese and Czech teachers' evaluations of interaction between school and community

Items	China(n=98)	Czech(n=38)	T-test	
	M/SD	M/SD	T	2-tailed sig.
Our school exchanges experiences of IE and learns from each other with other regular schools in our community.	3.39/1.240	3.16/1.129	0.974	0.332
Special school (or resource center) in our community can effectively provide professional support for our school's IE.	3.21/1.508	3.74/1.057	-2.278	0.025 *
There are other professional institutions can actively cooperate with our school to provide some special services to students with SEN in our community.	2.86/1.300	3.71/0.984	-3.657	0.000 * * *
There are community volunteers offer services for students with SEN in our school.	2.74/1.467	4.00/1.039	-5.591	0.000 * * *
Total	3.05/1.102	3.65/0.853	-3.022	0.003 * *

Note: Items were in a liker scale; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.7 Teachers' evaluations of school management support

By utilizing T-test, statistics shows there was no significant difference between Chinese and Czech teachers' whole evaluation or concrete evaluation on items about school management support. Teachers' evaluations of school management support in two countries tend to "mildly agree".

Exhibit 6.13: Comparison between Chinese and Czech teachers' evaluations of school management support

Items	China(n=98)	Czech(n=38)	T-test	
	M/SD	M/SD	T	2-tailed sig.
The leaders of our school attach importance to IE.	3.91/1.094	3.84/0.916	0.330	0.742
Our school had established clear and efficient school policies for IE.	3.76/1.075	3.58/1.030	0.867	0.387
School managers can effectively evaluate the teachers' work of IE implemented in regular classes.	3.63/1.097	3.63/0.786	0.006	0.995
Total	3.77/1.022	3.68/0.809	0.438	0.662

Note: Items were in a liker scale; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.8 Teachers' evaluations of other supports for inclusive education

By utilizing T-test, statistics shows there was no significant difference between Chinese and Czech teachers' whole evaluation or concrete evaluation on items of other support for inclusive education except the item concerning if most intact students would like to help their classmates with SEN when necessary, Chinese teachers shows more positive agreement on this point than Czech teachers obviously.

Teachers' evaluations of school management support in both countries were close to "mildly agree".

Exhibit 6.14: Comparison between Chinese and Czech teachers' evaluations of other supports for inclusive education

Items	China(n=98)	Czech(n=38)	T-test	
	M/SD	M/SD	T	2-tailed sig.
I know the local laws, regulations and policies of IE.	3.51/0.677	3.74/0.828	-1.643	0.103
Most parents of intact students accept students with SEN learning in this regular classroom.	3.89/0.913	3.89/0.559	0.025	0.980
Most intact students in this classroom would like to help their classmates with SEN when necessary.	4.24/0.499	3.79/0.622	4.450	0.000 * * *
Typical students in this class would like to communicate and play with their classmates with SEN.	4.08/0.755	3.87/0.844	1.429	0.155
The students with SEN have been well integrated into this regular class.	4.02/ 0.873	3.89/0.727	0.787	0.433
On the whole, IE in our school has been successful.	3.74/1.048	4.00/0.697	-1.384	0.169
Total	3.91/0.630	3.86/0.531	0.456	0.649

Note: Items were in a liker scale; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.9 Parents' evaluations of other supports

By utilizing T-test, statistics shows there were no significant difference between Chinese and Czech parents' whole evaluation of other supports. Parents' evaluations of other supports in two countries tend to "mildly agree". Obviously, Czech parents more strongly agreed staff working in regular school could help their children with SEN solve learning difficulties and most intact students would like to help their classmates with SEN when necessary than Chinese parents; but Chinese parents gave stronger agreement on the item concerning if their children with SEN likes to study in regular classroom than Czech parents apparently.

Exhibit 6.15: Comparison between Chinese and Czech parents' evaluation for other support

Items	China(n=58)	Czech(n=42)	T-test	
	M/SD	M/SD	T	2-tailed sig.
This regular school makes its building physical accessible to all students.	3.50/0.863	3.71/0.835	-1.242	0.217
This regular school regards my child's special learning needs.	3.83 /0.994	4.14/0.608	-1.962	0.053
Staff working in this regular school can effectively help my child to solve learning difficulties.	3.76/ 0.997	4.19/0.634	-2.643	0.010 *
Staff working in this regular school can effectively help my child to solve emotional difficulties.	3.66/0.889	3.98/0.749	-1.954	0.054
Most intact students in this classroom would like to help their classmates with SEN when necessary.	3.41 /0.974	4.00/0.584	-3.746	0.000 * * *
Typical students in this class would like to communicate and play with their classmates with SEN.	4.05/ 0.759	3.64/0.618	2.869	0.05
Regular education teachers working in this inclusive class can adjust teaching and curricula to cater for my child.	4.05/ 0.756	3.81/0.634	1.168	0.095
I know relevant laws, regulations and social welfares of children with SEN.	3.29/ 0.749	3.12/0.705	1.175	0.243
I can get aid from government when I need.	3.25/0.909	3.00/0.796	1.478	0.143
I can get aid from specific professionals in my community when I need.	3.10/ 0.931	3.14/0.814	-0.220	0.826
I have opportunities to exchange experiences with other parents of child with SEN.	3.50/ 1.063	3.31/0.949	0.924	0.358
My child likes to study in inclusive classroom.	4.16/ 0.745	3.69/0.715	3.131	0.002 * *
On the whole, inclusive education in this regular school has been successful.	3.95/ 0.887	3.88/0.503	0.481	0.632
Total	3.66/ 0.529	3.66/0.396	-0.085	0.933

1.10 Teacher's attitudes toward inclusive education

By utilizing T-test, statistic shows there was significant difference (p<0.001) between Chinese and Czech teachers' whole attitudes toward inclusive education though both of them tend to neutral.

Obviously, Chinese teachers gave more strong agreements than Czech teachers on the points such as that all children should be educated in regular class; the needs of students with SEN could be best served in separate settings; children with severe disabilities and children who communicate in different way should be educated in special separate settings; special education teachers taught students with SEN more effectively and inclusive education sounded good but did not work well in practice.

Apparently, Czech teachers gave more strong agreements than Chinese teachers on the points such as inclusive education likely had a positive effective on the social and emotional development of students with SEN; there were sufficient supportive resources and professionals to support inclusive education in regular schools and teachers felt comfortable working with students with SEN and their parents.

Statistic also shows teachers in two countries reported similar attitudes toward some opinions, e.g. both of them mildly agreed inclusive education promoted all students' mutual communication and acceptance of diversity; both of them were not sure if they had knowledge and skills to education students with SEN and if regular education teachers' instructional effectiveness would be enhanced by implementing inclusive education.

Totally, Chinese teachers show more positive attitudes toward special and separate education than Czech teachers and Czech teachers show more positive attitudes than Chinese teachers toward the effects of inclusive education on promoting exceptional children's social and emotional development, regular school's sufficient supportive resource and comforts working with students with SEN and their parents. But both of them had doubts about if they were able to carry out inclusive teaching and the effects of inclusive instruction.

Exhibit 6.16: Comparison between Chinese and Czech teachers' attitudes toward inclusive education

Items	China(n=98)	Czech(n=38)	T-test	
	M/ SD	M/ SD	T	2-tailed sig.
All children should be educated in regular class.	3.37/1.271	2.68/0.873	3.573	0.001 *
Both students with and without SEN can get academic improvement because of IE.	3.53/1.245	3.18/0.766	1.959	0.053
IE is likely to have a positive effect on the social and emotional development of students with SEN.	3.89/1.004	4.21/0.474	-2.536	0.012 *
The needs of students with SEN can be best served in special, separate settings. ☆	1.97/1.009	2.76/0.852	-4.287	0.000 * * *
IE programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.	3.87/0.970	3.92/0.712	-0.355	0.724
Children with severe disabilities should be educated in special, separate settings. ☆	1.62/0.711	2.53/1.084	-4.759	0.000 * * *
Special education teachers are trained to use different teaching methods to teach students with SEN more effectively. ☆	1.71/0.786	2.26/0.828	-3.598	0.001 * *
Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings. ☆	1.93/0.944	2.47/0.862	-3.093	0.002 * *
IE sounds good in theory but does not work well in practice. ☆	1.79/0.759	2.84/0.754	-7.223	0.000 * * *
There are sufficient supportive resources and professionals to support IE in regular school.	2.81/1.313	3.50/0.797	-3.746	0.000 * * *
I have corresponding knowledge and skills to educate students with SEN.	2.84/1.097	3.18/0.955	-1.771	0.080
Regular education teachers' instructional effectiveness will be enhanced by having students with SEN in regular class.	3.00/1.218	3.18/0.834	-1.007	0.316
I feel comfortable working with students with SEN and their parents.	3.19/1.223	3.92/0.632	-4.528	0.000 * * *
Total	2.73/0.663	3.13/0.389	-4.285	0.000 * * *

Note: Items were in a liker scale; the items attached mark ☆ were given opposite weights to different choices comparing with other items in this section; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

1.11 Parents' attitudes toward inclusive education

By utilizing T-test, statistic shows there were no significant difference between Chinese and Czech parents' whole attitudes toward inclusive education though both of them tend to "mildly agree".

Obviously, more stronger agreements were given by Chinese parents than by Czech parents on the points such as exceptional children's academic achievement could promoted faster in regular class than in separate and special class or school; children with SEN could get regular education teacher's appropriate attentions and care in regular class and inclusive education could promote interaction and acceptance between students with and without SEN.

Exhibit 6.17: Comparison between Chinese and Czech parents' attitudes toward inclusive education

Items	China(n=58)	Czech(n=42)	T-test	
	M/ SD	M/ SD	T	2-tailedsig
Children with SEN have the right to study in regular school as same as their typical peers.	4.34/0.608	4.38/0.582	-0.298	0.766
There are sufficient resources and professionals to support IE in regular schools.	3.79/0.894	3.69/0.715	0.615	0.540
Academic achievement of children with SEN can be promoted faster in regular classroom than in special class or special school.	3.89/0.892	3.42/0.914	2.562	0.012 *
IE is likely to have a positive effect on the social and emotional development of students with SEN.	4.00/0.772	3.98/0.604	0.166	0.868
For children with SEN we only expect that they will be more self-sufficing in the future, we can not expect they will do well as same as their typical peers. ☆	2.79/1.239	2.52/0.969	1.172	0.244
Children with SEN can get regular education teachers' appropriate attentions and cares in regular class.	4.17/0.653	3.83/0.881	2.212	0.029 *
Children with SEN are easily discriminated and isolated by their typical peers in regular classroom. ☆	3.19/0.981	2.95/1.081	1.143	0.256
Children with SEN can get more effective and systematic resources in special, separate settings. ☆	3.02/1.207	2.88/0.889	0.650	0.517
IE can facilitate understanding, acceptance and social interaction between children with and without SEN.	4.12/0.751	3.79/0.645	2.333	0.022 *
The impairments of children with SEN affect their interaction with common children. ☆	2.78/1.044	3.00/0.937	-1.125	0.263
Children with SEN lack enterprise and sense of achievement comparing with their typical peers. ☆	2.84/1.073	2.81/0.833	0.185	0.854
IE makes typical students be prone to accept other person's diversities, recognize themselves more easily and be ready to help others.	4.10/0.693	4.05/0.623	0.415	0.679
As parents, I prefer my child to study at regular school.	4.17/0.775	4.21/0.717	-0.275	0.784
Total	3.63/0.473	3.50/0.349	1.589	0.115

Note: Items were in a liker scale; the items attached mark ☆ were given opposite weights to different choices comparing with other items in this section; p < 0.05 * , p < 0.01 * * , p < 0.001 * * * ; SEN=Special Educational Needs, IE=Inclusive Education

2. Discussion

2.1 Government support

Based on different economic development and political status, China and Czech Republic had established relevant inclusion-orientation laws, regulations and policies to promote the development of inclusive education in respective country. But investigation indicates shortage of financial support was a problem which had hindered the establishment, operation and development of support system of inclusive education in both countries.

2.2 School support

On the whole, findings of this investigation indicate that regular schools' supports for inclusive instruction were more sufficient in C.R than in P.R.C. Related findings also reflected some similar problems of school support in different aspects:

2.2.1 *Construction of barrier-free environment seems to be an apparent obstacle of*

support inclusive education in both countries.

Barrier- free physical environment is the prerequisite of handicapped students' active participation in all possible school activities. The lack of construction of barrier-free environment means a kind if exclusion for "minor" student group. Shortage of financial support to modify the environment is one important reason; researcher guess that school leaders lacked equal awareness and real understanding of and did not attach importance to inclusive education should be another important reason.

2.2.2 *It seems that having high number of students in regular classes and lacking provision of adapted textbooks were the similar problems teachers were facing in both countries.*

These problems objectively added to the regular education teachers' burden, which made them felt stress and difficulties for inclusive instruction. And the same time, how to provide effective, differentiable and appropriate curricula to all students is one of the puzzles relates to whole educational reform.

2.2.3 *How to promote regular education teachers' professional development for inclusive education?*

Investigate indicates the obvious difference between Czech and Chinese regular education teachers' professional development. Czech teachers had more opportunities to get teacher training and specialists' guidance for inclusive education than Chinese teacher but Chinese teachers had more school-based research experiences than Czech teachers. But majority of teachers in both countries admitted they had not corresponding knowledge and skills to implement inclusive instruction. What does this contradiction mean? How to effectively promote regular education teachers professional development for inclusive education in practice? It seems the combination of teacher training and school-based research should be an effective way but it still needs to be tested in practice.

2.2.4 *What did regular education teachers' attitudes toward inclusive education mean?*

The differences between Chinese teachers' attitudes toward inclusive education and

Czech teachers' indicate Czech teacher had more rational cognitions about inclusive education than Chinese teachers. We had analyzed some reasons caused these differences, another possible extra reason maybe related to categories of included students, the main body of included student in China is the three categories: students with hearing impairment, visual impairments or mental retardation, but the main body of included students in Czech investigation is students with learning disabilities. But teachers' attitudes in both countries reflected pragmatic trend to a certain extent and it revealed regular schools had not been ready to accept all students and provide quality education to them yet, though Czech regular schools had much better states than Chinese regular schools as we analyzed before.

2.3 Family support

2.3.1 *Parents' low expectations on their children's with SEN development in two countries indicate traditional notion of people with disabilities*

In spite of different economic developmental level and social welfare policy, investigate indicates parents' similar low expectation on exceptional children's development in both countries, which reflects the persistent influence of traditional conceptions of people with disabilities to a certain degree. This finding makes me feel the actual difficulties of implementing inclusive education are harder and more complicated than we can imagine. So far, whatever special education or general education has not ability to shift the deep-rooted notion distinguishing and classifying children and adults according to their ability, achievement and social distribution (Ferguson, 1995, p.285). What can special education do? Only will special education provide more equal opportunity, independence, inclusion and productivity to all children with SEN, the notion above mentioned will shifting gradually (Turnbull, Turnbull, Shank, Smith & Leal, 2002).

2.3.2 *States of parents' involvement in inclusive education are looking blue in both countries*

Why did Chinese parents more actively participate in their children's family education and rehabilitation? Majority of Chinese families of children with SEN lack social support and because of that parents have to carry out family education and

rehabilitation by themselves but Czech family can get more support from relevant agencies and resource centers, so, author guesses that's the main reason caused the difference. In addition, though statistics indicate Czech parents had more positive states about participation in the decision-making process of school policy of inclusive education than Chinese parents, parents in both countries still had not actively participated in the process of making IEP for their children with SEN. Moreover, investigation also shows similar situations for parents in both countries, such as lacking of training or course for specific special education, lacking of opportunities to communicate and exchange experiences with other parents of children with SEN and unsatisfying with government's and community's support and so on. All these findings indicate parents in both countries had not really, equally involved into inclusive education. Additionally, majority of parents in both countries had not participated in any parents associations for children with SEN and they agreed they had little knowledge about related laws or regulations of children with SEN, which indicates parents in both countries had not real and clear consciousness of right for them and their children with SEN and had not motivations to actively advocate for their children through making use of the strength of parents association. How to utilizing the resource of family and promote parents' involvement in inclusive education seems to be the weak section of implementing inclusive education in both countries.

2.4 Community support

Obviously, statistics show Czech regular schools had better supports from special schools, related institutions and community volunteers. According to the community support, Chinese responses focused on if there were supports from community and Czech responses focused on how to improve the cooperation with related community agencies and experts. But both countries seem lack interaction between regular schools.

3. Conclusion

In conclusion, based on different social development level, cultural and political contexts, the investigation shows different developmental status quos of support system of inclusive education in People's Republic of China and in Czech Republic. So far, on the whole, it seems systematic and sound support system of inclusive education had not been established in China, but a relative systematic and sound support system of inclusive education had been set up in Czech Republic.

Investigation in both countries indicates the following common developmental characteristics of support system of inclusive education: shifting notions of and attitudes toward people with disabilities and special education is the developmental motility; cooperation and coordination between all available support resources are the developmental principle; and establishing and improving support system of inclusive education must be integrated into whole educational reform.

Part III: An exploration on the ideal model of support system of inclusive education in China

We simply presented the ideal model of support system of inclusive education in the Chapter one, and then we explored the status quo of support system of inclusive education through practical investigations in China and in Czech Republic. In this part, aiming at the problems investigation had revealed, we will continue to explore how to improve the operation of support system of inclusive education in China. After analyzing government support, the focus will move to explore the operation of school support, and then it will go on exploring how family and community support inclusive education through interaction with regular schools in the context of government support.

Chapter 7: Government support

In this chapter, we will discuss government support from two aspects: national legislation and administration of Local Education Authority (LEA).

1. Constructing legal framework for special education through legislation

1.1 Meanings and functions of legislation of special education

The emergence and development of special education vividly presents the long process of human society from fatuity to civilization, meanwhile, it reflects one nation's or region's level of economic development, general quality and social civilization to a certain degree (Fang, 2005). With development of politic and economy, shifting of social notions of people with disabilities and penetration of thoughts about educational democratization, generally, special education has begun to transform from charity model to democracy model gradually since 1950s in the world. Without doubt, legislation played a great role in this process.

As we know it's American tradition to protect all kinds of rights of children with

SEN through using legal action, legislation and advocacy and its congress is accustomed to enact federal laws to guarantee exceptional children's educational and social welfare rights, e.g., America enacted 175 pieces of laws aiming at exceptional children during 1827 to 1975 (Meyen & Strtic, 1998). Especially, American public law Education of All Handicapped Students Act (PL94-142, revised in 1990 and in 1997, abbreviated IDEA) issued in 1975 confirmed the important principle of special education, such as "free, appropriate and public" educational principle and the principle of "least restricted environments", which had produced huge effects on the development of American special education, also had influenced the development of global special education (Allan & Charles, 2003).

As IDEA did, the items in other relevant America federal laws also taken significance on development of global special education. On the whole, there were two kinds of laws, one kind of them was established to stipulate exceptional children' entitlements and other services, such as Rehabilitation Act of 1973 and The Technology-Related Assistance to Individuals with Disabilities Act of 1988, both of them stipulated provide occupational training and technological assistance to exceptional children and adults; another kind of laws was to prohibit all kinds of discrimination to people with disabilities from multiple aspects of American life, such as Americans with Disability Act (ADA) of 1990 (Allan & Charles, 2003).

In the U.K., Warnock Report was accepted by parliament in 1976 and this report become the base of Education Act of 1981 and Education Reform Act of 1993, the two bills specifically stipulated the obligations and measures that local educational authorities must implement to insure children with special educational needs can receive appropriate education in regular classes (O'Hanlon, 1993).

Definitely, as two of most important bills related to special education, the American Public Law 94-142 and English Warnock Report had brought great impacts on the special education's decision-making and practice on the global level, at the same time, they reflected the western countries' good tradition to protect all kinds of rights of children with SEN through using legal action, legislation, also reflected the inclusive developmental trend of global special education (Deng & Zhou, 2005).

In addition, there are some other countries create different legal framework to encourage inclusion and guarantee resources. For example:

In Canada (New Brunswick), school boards are not allowed to refuse disabled children between the ages 3-21 admission to school unless they can convince the ministry that it is not in the child's best interest. In Italy, the student must be educated in regular classes if the parent wishes it. In Iceland, recent law omits the term special education in an attempt to stress the unity of provision (OECD, 1999, p.24).

1.2 The role of legislation

It is needed to be considered that how legislation can support inclusive education and what role legislation should play? Some researchers pointed out the roles legislation play in implement inclusion: (UNESCO, 2001):

(1) the articulation of principles and rights in order to create a framework for inclusion;

(2) the reform of elements in the existing system which constitute major barriers to inclusion (for instance policies which do not allow from specific groups—such as children with disabilities or from different language groups--to attend their neighborhood school);

(3) the mandating of fundamental inclusive practices (requiring, for instance, that schools should educate all children in their communities); and

(4) the establishment of procedures and practices throughout the education system which are likely to facilitate inclusion (for instance, the formulation of a flexible curriculum or the introduction of community governance) (p.30).

1.3 Principles

How to guarantee the realization of these roles mentioned above? There are some principles which seem to affect the realization of these roles:

1.3.1 Legislation with sufficient preparation

"There seems to be a consensus that legislation should not be the first step in the process" (UNESCO, 2001, p.30). It is appropriate to propose legislation after sufficient preparation. The 'preparation' mainly includes two aspects: one is enhancing general public's cognitions of inclusive education through publicity and education, e.g. promoting public opinions of inclusion via TV and all kinds of public activities; the second aspect is carefully scanning existing related legislations and

reflecting what had hindered the development of inclusive education and how to overcome them, which will be the base of the legislation of inclusion-orientation special education.

1.3.2 Legislation with flexibility

The flexibility mainly includes two aspects. Firstly, at the beginning stage, lawmakers have to consider highly detailed legislation maybe will restrict the development of inclusive education, for example:

In Chile, for instance, four levels of integration were mandated by legislation. However, it is already becoming obvious that this has created a situation in which students who might benefit from the highest level of integration are actually being confined to the lowest level (UNESCO, 2001, pp.30-31).

So, at the beginning stage, legislation should focus on how to eliminate main obstacles which had greatly blocked the implementation of inclusion instead of rushing to perfect all details of the legislation. Another aspect of the flexibility is that it is useful to combine fairly general legislation with more detailed regulation and guidance, since these can be changed more rapidly in the light of experience (ibid, p.31).

1.3.3 Legislation with integration-orientation

A great problem confronted some countries is special education and regular education are administrated by different national and local administrative departments which operate under different and separate legislation framework. It causes administrative department barriers and makes the integration of all available resources from different administrative departments become very difficult. So, when we should consider form an integrative legislation frame which can cover special education and regular education well and will be benefit for integrating all the resources to support inclusive education. For example:

…In recent years, however, the government has established an integration program—"Together to School Again"—aimed at promoting inclusive practices, building consensus, developing teachers' skills and awareness, coordinating a situational analysis of barriers and opportunities. Legislative reform has been part of this process. Special education has been brought within the

framework of mainstream primary education and a system has been set up for developing funds to clusters of regular and special schools so that they can make their own, local decisions about balance between special school and ordinary school placements for learners with difficulties. Full inclusion, therefore, is not mandatory and the development of this new system is not problem-free. However, an enabling framework has been created within which experiments and developments in inclusion can be facilitated (ibid, p.31).

1.3.4 Legislation with localization

Though inclusive education is an "international concept", it must undergo the process of localization if it wants to be successfully implemented in different country. Education reform and programs that are implemented successfully in developed countries do not guarantee the same successful outcomes in countries which have a very different economy and culture. Successful legislation may serve as models of legislation of special education in China, but the transfer needs to be culturally sensitive and appropriate for the economic, social and cultural realities, which individualize and localize China and its educational system.

2. The functions of Local Educational Authorities (LEA)

Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils. The development of inclusive education firstly depends on two important factors on local level: how LEA develops its inclusion policy and how LEA operates its administrative functions in practice. The first factor decides what development one region or one district can get for inclusive education, that's to say, the developmental possibility of inclusive education; the second one decides the degree of implementing and developing inclusive education. Every district has its own developmental context within one country, not to say, the districts in different countries. "So, while certain similarities may be apparent between LEAs, each has its own pattern of development, reflecting local traditions and experiences, including previous debates and disputes that have occurred in relation to the question of how best to provide educational opportunities for pupils seen as having special needs (UNESCO, 2001)."

2.1 Developing local policy for inclusive education

Different perceptions of inclusive education will cause different inclusion policy, which radically decides one region's developmental level of inclusive education. Usually, a common view is to see integration as the movement of pupils from special school into the mainstream, and inclusion as being about the degree of participation of these pupils into mainstream activities and experiences (Ainscow, Farrell & Tweddle, 2000). As Ainscow, et al. note:

Actual policy statements helped to illustrates these different perspectives. For example, officers in one LEA saw their integration policy as a commitment to close all special schools…another LEA goes beyond the traditional special educational needs perspective to take an wider view of what inclusion involves. Its policy and supporting strategy seeks to 'remove the boundaries between special and mainstream schools and to promote our commitment to inclusion by enhancing the capacity of the latter to respondent to diverse abilities, backgrounds, interests and needs. Inclusion in education may be seen as the process of increasing the participation of children in, and reducing their exclusion from, the community, curriculum and culture of the local school thereby raising education standards for all'(pp: 215-216).

Researches indicate that successful LEA's policy for inclusive education should be:

(1) short, containing a view of the future and basic values and principles; (2)stable and relatively unchanging; capable of being internalized and applied to other areas of planning; (3) developed through the active engagement of all stakeholders; (4) clear, despite diversity of opinion amongst stakeholders; (5) led by the LEA; (6) supported by a clear government lead; and (7) carefully and systematically managed throughout its implementation (ibid, p.216).

Additionally, when lawmakers establish relevant policies of inclusive education, they should treat inclusive education as necessary part of whole education and society reform and development.

2.2 Funding strategies

"The factors that affect progress towards inclusive practices are, of course, numerous and inter-dependent, but the strategy used for financing special educational needs provision in mainstream schools was felt to be a key factor in this complex interaction (ibid, p.217)". It is no doubt that financing support for inclusive education

is a primary concern for all countries. Our investigation in China and in Czech Republic also shows its importance. Even though the levels of funding differ from country to country, many of the challenges and many of the strategies are similar (UNESCO, 2001, p.109). In majority of countries, the main funding for inclusive education come from local government, so, how LEA distributes findings to individual regular schools according individual regular school's needs will promote or hinder the implementing and developing of inclusive schools to a great degree. We will further discuss this issue below:

2.2.1 Criteria of funding formulas

Peters' recent research (2003) points out that financial policies for special needs education at the government level may be categorized in three basic types: child-based models, resource-based models and output-based models, and most countries in her studies reported using one ore more of these basic types in combination (Peters, 2003, pp:47-49). And in the report of UNESCO (2001), it note usually there are two models to distribute funding, one is 'resourcing whole population', the other is 'resourcing individuals'. Either of them has its own advantages and disadvantages. It seems the best way to distribute funding is to use mixture of individual and population-level funding strategies. Although all countries are experiencing huge economic pressures, government funding policies of different countries or different districts are different within different developmental context. Whatever which kind of funding model or funding formula the government will choose in its funding policies, for to support and promote inclusive education, the funding model or formula should have following criteria (Peters, 2003, p.52):

Exhibit 7.1: Criteria for evaluating special education funding formulas

Equity	Student, school, and regional levels
Adequacy	Appropriate minimum levels
Predictability	Stable levels of funding
Flexibility	Latitude to deal with local conditions
Identification Neutral	Students do not have to be labeled to receive services
Reasonable reporting burden	Costs of administration minimized
Fiscal Accountability	Procedures contain excessive or inappropriate costs
Cost-Based	Funding linked to actual costs for services
Cost-Control	Patterns of growth are stabilized
Placement Neutral	Funding is not based on type of placement or disability label
Outcome Accountability	Monitoring is based on various measures of students outcomes (including process towards goals).
Connection to general Ed Funding	Formula should have a clear conceptual link to integrated education an services
Political Acceptability	Education and services implementation involves no major disruption of existing services

Note: Cited from Peters, S.J. (2003). Inclusive education: achieving education for all by including those with disabilities and special education needs.

2.2.2 Obtaining funding via multiple-approaches

EFA 2000 Global Assessment reports that worldwide 63% of education costs are covered by government, 35% by private sector (including parents) and 2% by external support (Torres, 2000, p.5). Additionally, according to the research of UNESCO (1995), it was considered that most of special educational provision was financed by a mixture from the state, voluntary bodies, non-governmental organizations and parents. And this research reported that there are 40% of countries investigated were entirely financed by the state, in many developing countries the state was providing all or almost all of the costs of the special educational provision made. But this research also noted that voluntary bodies were the major alternative source of funding or they are major source of special education funding (UNESCO, 1995). So, besides funding from central government, LEA should explore and utilize all possible and available financing resources, such as charity organizations, non-governmental organizations and organizations of disabled people, and encourage regular schools to strive for all available financing resources. For example:

…in Chile, the passing of legislation protecting the rights of disabled people was accompanied

by the creation of a national disability fund. Schools, local authorities and community groups are able to present projects for this kind of fund in order to resource more inclusive educational provision (UNESCO, 2001, p.36).

Also it is very important to establish good relationship with potential resource-providers as we mentioned above, for example international donors and NGOs are obvious sources of additional sources or funding (UNESCO, 2001, p.111).

2.2.3 Cost-saving measures to resources of inclusive education

How to find funds is always a difficult thing to every country. Except obtaining funds from government and other organizations, we can try to find measures to save costs or to broad approach to meet students' special needs which do not always call for extra funds or other resources.

As we mentioned in the criteria for evaluating special education funding formulas, we can take some cost-saving measures through minimizing the cost of ministration and reducing some extra or inappropriate costs through setting up certain policies and monitoring the process of using funds. Also, Peters' research pointes out there are some strategies for developing and supporting inclusive education draw from a broad range of resources, both internal and external schools. We can promote teachers' skill as non-materials resource via teacher training and professional development strategies, such as utilizing the expertise of people with disabilities to train teachers, trainer of trainer model and general education teacher training. Peer tutoring programs have shown great promise for providing cost-savings, also community-based rehabilitation programs. And parents it is another key cost-saving strategy to encourage parents' involvement to mobilize resources for inclusive practice. As Peters concludes it is clear that all economic activities depend on clear policy directives and a legal framework (Peters, 2003, pp: 53-56).

The further approach to save costs for inclusive practice is shifting all stakeholders' attitudes towards inclusive education and related stakeholders' capability-building and development. The shifting of attitudes will reduce potential barriers which block the development of inclusive education and raise the incentives of actors to work for inclusive practice. And promoting the teachers' and parents' skills of educating and

caring children with special education needs and improving the managers' administration abilities will significantly contribute for meeting special education needs of students in a more cost-efficient way.

2.3 Operating administrative functions

2.3.1 Standardizing and organizing nondiscriminatory evaluation

Generally, regular school has its nondiscriminatory evaluation team which is in charge of coordinating evaluation process and confirming appropriate related worker involved in evaluation in America (Turnbell, etc al, 2002, pp:56-58). To guarantee the quality of the evaluation, LEA could take measures as following: firstly, stipulating concrete process and formal conductive steps through establishing specific regulations or policies; secondly, regulating qualification and obligations of related professionals involved in formal evaluation and ensuring the cooperation among professionals; thirdly, stipulating parents' of children with SEN rights and obligations in the process of evaluation; finally, considering and respecting cultural and language diversity when implementing evaluation to social vulnerable groups or ethic minority.

2.3.2 Planning and coordinating resources to support inclusive education

Implementing inclusive education need other out-school services' support, such as medical and health services, psychological and rehabilitation counseling services and social work services and so on. How to effectively organize and coordinate these services related to different departments? A coordinated approach to the provision of formal support is critical, with services and agencies working together. This may require changing local management structures to facilitate a 'joined-up' approach to delivering support to schools (UNESCO, 2003).

Identifying available resources and make good use of these resources

LEA can confirm what resources are available to support inclusive schooling in this region or district. After that, it can fully utilize and completely coordinate existing available resources on one side and plan to establish necessary lacking resources inclusive education on the other side, and then form and improve effective support network gradually.

Arranging specific coordinators or coordination team

Our practical investigation had indicated it was necessary and urgent to coordinate works and resources related to inclusive education on different levels, especially on local level. LEA should arrange specific coordinators or coordination team who are familiar with local situation, are able to coordinate all kinds of resources and can provide necessary and available services to inclusive schools, e.g., establishing itinerant services, making use of resource center and out-reach special schools (UNESCO, 2001, pp:72-80). Additionally, LEA can require regular schools assign specific school coordinator to communicate with local coordinator or coordination team periodically to ensure all available resources inside or outside regular schools can be integrated and utilized effectively. For example:

In England, almost all mainstream schools have a 'Special Educational Needs Co-ordinator' (SENCO) whose task is to ensure that the school is able to meet the learning needs of students experiencing a wide range of difficulties. Typically, SENCOs are trained as mainstream teachers and continue to work as such whilst carrying out their SENCO role. (UNESCO, 2001, p.50)

2.3.3 Supervision and evaluation of resources

What resources government had provided and dispensed to individual schools to support inclusive education? Could these resources provide to schools equally, quickly and conveniently? Could these resources be effectively utilized by individual schools? All these questions relate to one very important issue, that's how LEA supervise and evaluate dispensed resources to guarantee all limited resources have been effectively utilized to support inclusive education. For to optimization all dispensed resources, on local, LEA has to consider establish a set of localized and flexible supervision and evaluation mechanism. UNESCO (2001, p.118) mentioned that countries tend not to have well-developed systems for monitoring how schools and local administrations use funds which are intended to support vulnerable students but many countries have inspection systems which could be strengthened for this purpose. Several principles should be considered for establishing this mechanism: firstly, simplifying distribution procedures and make it simple and easy to apply; secondly, establishing corresponding accountability criteria on different levels to restrict using resources; considering the ultimate aim of the mechanism is to guarantee

all students with SEN can get appropriate and qualify education, how resources had been utilized and what effects it had brought to students with SEN should considered when dispense related resources to regular schools.

2.3.4 Constructing systematic training mechanism

"In many countries, considerable effort is put into the training of teachers and other professionals in the early stages of the move towards inclusive education" (UNESCO, 2001, p.52). Inclusive education is a systematic program. Besides school education, it relates to involvements of families and communities. Providing specific training or courses of special education to relevant involved persons is an effective and economical approach to support the implementation of inclusive education. But training is a long process and its outcomes are influenced by many factors and relate to central and local inclusion policy, training outlay, training content and training methods and so on. For to provide long-term and efficient training, LEA need to plan out appropriate mid-and-long-term plans and establish stable training mechanism according to local social-development situations.

Ideal objects of training

(1) Regular education teachers

"For all countries, teachers are the most costly-and most powerful –resource that can be deployed in the education system (UNESCO, 2001, p.42)." Without doubt, whatever developed countries or developing countries, teacher training has prior in implementing inclusive education. How to provide effective training under limited resources in developing country? It needs to be further explore.

(2) Special education teachers

The role of special education teachers are changeable in the process that special education and regular education are gradually trended to integration though implementing inclusive education. Generally, special education teachers are not familiar with regular education because different training approaches and working environments. Inclusive education needs more cooperation between special education teachers and regular education teachers, how to cooperation with regular education teachers and how to apply their knowledge and skills into regular education settings

are new challenges for special education teachers. They still need training to deepen cognition if inclusive education, enhance abilities to work in regular education settings, promote skills cooperating with regular education teachers and further understand their role in inclusive education.

(3) Other non-teaching professionals

"The training of non-teaching professionals to work with teachers and disabled students in the school setting is another central issue to successful inclusion."(OECD, 1999, p.39). Who are non-teaching professionals? Usually, it can includes peripatetic teachers with various forms of specialism, SEN coordinators, teacher assistants/aides, school counselors, educational psychologists, clinical physiotherapists, speech therapists, occupational therapists, social workers and volunteers and so on. Though they do not teach students with special education needs in inclusive settings, they are import human resources to offer necessary supportive services for those students. And these support services are very important to guarantee and cater for SEN students' needs. So, it is an urgent task for LEA to plan and arrange training for these non-professionals to make them constantly provide more quality services to SEN students learning in the inclusive settings.

(4) Administrators

The administrators working for inclusive education include officers of LEA, law-makers at different levels and school principals and so on. But here we mainly focus on principals working in inclusive schools. In fact, principals play important roles in inclusive practice. Their attitudes towards inclusive education, comprehension about disability, special education and inclusive education, skills organizing school inclusive practice and skills cooperating with community and other out-school agencies will bring huge influence to the development of inclusive practice. And it is necessary for principals to get to know some advanced theories about inclusive education, related national and local policies and legislations about inclusive education, specific skills of managing practices, etc. So, LEA have to consider how to offer specific and systematic training for principals to shift their attitudes towards inclusive education and promote their capacity to cope with all kinds of situations

they will face during implementing inclusive practice in their schools.

(5) Parents of children with special education needs

Parents of child with SEN are important resource to support inclusive practice. They can carry out family education, intervention and rehabilitation for their SEN children if they can get appropriate training and guide. Also, parents can make great contribution to inclusive education. In some extent, learning some knowledge about special education, including laws and rules, can alleviate parents' stress brought by their exceptional children, also, it is benefit to parents to advocate proper rights, additional services and supports for their children with SEN, and it make parents more confident when they cooperate with professionals.

Approaches and principles

There are some differences between different countries when they are in the different developmental contexts and at the different stages of inclusive education. We can see some differences from their provision for training. For example, there are extensive and well-resourced programs offered to the mainstream teachers and other related professionals in some countries, but in other countries, they need establish effective programs in the context of very limited resources. Despite these differences, there are some successful research-based approaches and principles across nearly all countries as they move towards greater inclusive education:

(1) Whole-system approach

We can not expect teachers and other professionals can obtain great and obvious achievement and change on attitudes, skills and expertise about inclusive education through tentative and short training inputs. We should consider how to establish the training mechanism via long training inputs accompanied constant improvement of other related areas. As UNESCO(2001) notes：

Countries have found it much more effective to ensure that changes in professional development are sustained over time and that they are accompanied by changes in other aspects of the system- funding support, for instance, or assessment procedures- so that newly- trained teachers are enabled to work on the application of new practices. (UNESCO, 2001, p.43)

Training should be part of whole education reform, its establishment and

development is the result of other aspects of education system, at the same time, it also facilitates the development of whole education system. So, at the beginning of establish training mechanism, we have to consider how to plan all kinds of training in systematic manner via constant efforts.

(2) Hierarchy model

At the early stage of inclusive education, it is not necessary to offer specific training for all teachers. In fact, we need to set up a hierarchy of training opportunity. We can provide courses about inclusive education for all teachers in pre-service training so they can know something about barriers to learning. Then we can arrange some specific training for some teachers who need develop further expertise and skills to deal with new situation and cater for SEN students' needs in their inclusive classrooms (UNESCO, 2001, p.47).

(3) Merging the separate training system for special educators and mainstream educators

Until now, there are so many countries till keep separate two-track training systems respectively for special educators and mainstream educators. That' a key factor which blocks the special educators and mainstream educators know each other more and share expertise about inclusive education. Also, two separate systems will cause more costs but low effectiveness for inclusive education. So, for more cooperation between special educator and mainstream educator and integrating both sides' strengths and contributions for inclusive education, we have to consider how to analyze the situation of current training system and how to merge them into one comprehensive system in a reasonable way.

(4) Focusing on school-based training

Every school has its own characteristics on teaching, management, and school culture and so on. So, lots of questions which mainstream teachers are meeting in their inclusive teaching maybe relate to their schools' unique environment. As UNESCO (2001) reports many successful training programs have been based around providing external support to schools and at the same time enabling teachers in these schools to support each other. After expert's instruction in practice, reflecting for

themselves' teaching and collective discussion in their school, teachers can learn how to deal with different instructional situation and how to cater for SEN students' needs more. Also, they are encouraged to share their new experiences, skills and knowledge with their colleagues. Through cooperation and learning with experts and colleagues, teachers are becoming more and more familiar with inclusive practice and have more confidence to resolve new problems which they will constantly face in their school career. All of these will accelerate schools to become more self-sustaining in the process of moving to inclusive school.

(5) Enlarging objects of training

"In most visited countries, the training of teachers to work with students with SEN was accorded a high priority."(OECD, 1999, p.36) And through Peters' literature review (2003, p.25) for the research about inclusive education in western countries, she finds the research about teacher training get a high priority. Of course, teacher training is very import for successful inclusive education, but training for other related key persons still should be paid more attention. As we mentioned before, parents of children with SEN, principals working for inclusive education and other non-professionals have significant meaning for inclusive education. So, it is worth constructing a inclusive training system to provide opportunities to more important objects related with inclusive practice.

(6) Teacher trainers' training

Teacher trainers also need opportunities for knowing more developmental trends of inclusive education, related new policies, and new situations in inclusive practice, etc. There are always new problems appears in the developmental process of inclusive education. Teacher trainers also need training to refresh their idea, to develop new skills, to reflect their training provided to the teachers by themselves and to recognize their changing roles in the training. Sometime, it is necessary to go to mainstream schools to experiencing inclusive practice with teacher together. That's can help teacher trainer know realistic inclusive practice and consider real difficulties all the stakeholders in inclusive education will meet. This kind of activities will make teacher trainer bridge the gap between theory and practice about inclusive education and

make their training to teacher more useful and practical. So, for to keep the training keep advanced and practical, teacher trainers' training should be the necessary part of whole training system organized by LEA.

Chapter 8: School support

Schools play a fundamental role in supporting children's development, whatever academic or social development. Schools also play a vital role in transmitting society's values and offer a place for interaction for children and their communities.

As the settings of implementing inclusive education, regular school should actively seek for and utilize all kinds of available in-school and out-school resources to support inclusive education systematically with school administrators' effective organization. There are lots of factors influencing the development of inclusive education, but school support is the most important and direct factor which decides success or failure of inclusive education. We mainly discuss some key aspects of it in this chapter, such as principals' role in inclusive school, one approach which organizes and administrates inclusive education in school—"school-based student service team", and how to establish the school support system for inclusive education under the leadership of principal and concrete administration of administrative team.

1. Principals' role in inclusive school

Through literature review, Riehl (2000) considers there is a growing literature on how school can more effectively serve divers students but there is a smaller body of research which more thoroughly explores what school administrators can do to promote inclusive schooling and services to satisfy diverse students well. Also, he points out the role of school principal has been shown to be pivotal for fostering meaning about diversity, promoting inclusive cultures and instructional programs, and building relationship between school and community (Riehl, 2000, pp: 57-58). And other researches consider much has been said about the challenge school inclusion creates for the classroom teacher, but principal is at least as critical to the success of inclusion as the teacher (OECD, 1997, p.62). In some extent, we neglect the huge

influence which principals bring to inclusive education in schools. According these researches we mentioned above and for successful school inclusion, we will further discuss what role principals should play in their school administrative career as below.

1.1 Fostering inclusive school culture

Shaping school culture is the heart of leadership (Deal & Peterson, 1999). Culture is a term that has different meanings. Usually, we can say, "it is the set of shared attitudes, values, goals, and practices that characterized an institution, organization or group (ibid)". Culture influences everything that happens in a school. One definition of school culture explained by Phillips and Wagner (2003):" the beliefs, attitudes, and behaviors which characterize a school." Theory, research and practice about school culture reflect it as "the norms, values, and understandings that are manifested implicitly or explicitly through structures, activities, and interactions within the school (Riehl, 2000, p.65)".

It seems the key point about inclusive school culture should be how the staff of the school treats their students' diversity from concept to practice. Without doubt, principals' beliefs about inclusive education and their experiences contacted with students with SEN will influence their attitudes towards students' diversity, and then their attitudes will influence other staff's attitudes towards inclusive practice in their schools. As ideal role to foster inclusive culture, to eliminate bias towards student diversity, principals should keep positive attitudes towards inclusive education and communicate their beliefs, values about it with their colleagues to get some common ideas about how to respect student diversity and how to implement inclusive practice. From the successful inclusive practice of Xinjin No.1 Primary School we can see how principal's attitude towards, values and believes of inclusive education influence the development of school culture.

1.2 Guaranteeing and promoting the quality of inclusive education

After the principals shift their attitudes towards inclusive education and really respect human diversity, they should design long-and-short-term plans to carry out inclusive education, provide a series of appropriate moral and instructional supports for teachers during a time of changing classroom practice, and arrange related

reasonable school policies and assessment procedures to guarantee the success of students and teachers. Teachers need to know their principal really regards to inclusive practice and is fully behind efforts to make it successful. As a teacher said:

A student was placed in a classroom where the teacher wasn't really sold on the idea. The principal said, "We have really got to make this situation work, because if it doesn't, it will make it difficult for all of us." So the principal and I have gone out of our way to make sure the program has been a successful experience for the teacher. We've involved her in workshops had her take time out and it's worked very well. The teacher now believes that it (inclusion) is working can see changes in the student (Porter, 1991, p.129, cited from OECD, 1997, p.63)

1.3 Developing partnership between school and community

There is a limited amount of systematic research on the dimension of school – community relationships (Riehl, 2000, p.67). Schools do not live in vacuum. From the viewpoint of whole-system, schools are embedded within broader community-based organizational fields and that they are central to improve the social fabric of neighborhoods and communities (Riehl, 2000, p.66). Also, schools should be the necessary part of community development, or as catalyst for development of other institutions or the neighborhood as a whole (Miron, 1997, cited from Riehl, 2000, p.66). Inclusion-oriented school must contact with many out-school agencies in community to meet the needs of students with SEN. Principals should actively and on their own initiative seek for approaches to know related agencies and agencies and to develop community-based partnership with them for inclusive school development. All available resources in their communities can not knock the school door automatically by themselves, principals must learn how to cooperate with other institutions and agencies to get more available resources and establish service-related networks to reduce costs of school, cater for special needs of student development, and enrich students' life experiences and enhance students' interaction with their communities, not only for students with SEN, but for all.

1.4 Driving the school-wide reform

Inclusive education is not the education which only locates students with SEN in the regular schools and provides some additional services for them. How to cater for

special needs of students with SEN then offer appropriate education for all? Inclusive education need school-wide reform, such as inclusive school culture, differentiated curriculum, flexible teaching and learning and so on. As the leaders of school development, principals must respond to diversity in their schools and drive the school-wide reform to implement inclusive education step by step according to their own belief system of education and their schools' actual situation.

Without doubt, principal's personality, characteristics and styles of administration, knowledge, values, and believes of inclusive education will severely influence inclusive practice, they are playing import role in the process toward more inclusive education, OECD(1997) points out:

"Schools need motivated, enthusiastic and effective principals and teachers with the confidence do the job well. Our experience is that principals can provide support and leadership teachers need to meet the challenge of integrating students with disabilities."(OECD, 1997, p.63)

In the preceding discussion about principals' role in inclusive education, we have to consider how to make principals be engaged in inclusive practice more? Research shows the willingness of school administrators to support inclusive environments has been linked to issues of training and experience (Bennet, 2009). Research evidence indicates that for administrators, additional training in the area of special education as well as positive experiences with students with exceptionalities are important components for developing and maintaining inclusive environments (Praisner, 2003; Riehl, 2000; cited from Bennet, 2000, p.2).

2. Organizing and administrating inclusive education—school-based student service team

How can inclusive school principals realize their ideal roles? It is considered from following aspects:

2.1 Making tangible school inclusive education policies and regulations

Nothing can be accomplished without norms or standards. School inclusive education policies reflect school culture and value orientation of inclusive education in a certain extent. Making clear and practical school inclusive education policies and

regulations will make staff involved in inclusive programs clearly know their obligations and rights, which will benefit efficient implementing of inclusive practice. These policies and regulations should include aims, methods, steps, measures and evaluations about inclusive practice.

2.2. School-Based Student Service Team

School administration is not just work of principal, but all schooling actors' work. Principal should encourage representative of teachers, parents with and without exceptional children and students with and without SEN participate school administration, which will make school administration become more democratic and flexible to cater for real needs of teachers, parents and students. It seems to establish School-Based Student Service Team is a good choice (OECD 1997, p.62). The creative and collective approach to problem-solving is the key to School-Based Student Service Team. Other research of OECD (1997) indicates that schools which experienced the highest degree of success were those that had the highest degree of involvement and support from the school support team, and this kind of team naturally lead to the identification of a school-based student service team with responsibility for supporting teachers and students in a systematic way. According to different situation, the School-Based Student Service Team can selectively consist of team members. The team can meet on a weekly basis and discuss issues regarding students, difficulties that teachers may be experiencing and other matters and establish tasks to be completed before the next meeting (OECD, 1997, p.62).

2.3 Establishing the school support system for inclusive education

2.3.1 Barrier - free environment

Construction of barrier-free environment was a problem hindered the implementation of inclusive schooling in China and in Czech Republic as our investigation shows. How to solve this problem? Before we start to discuss this topic, we can recall if our buildings around us are accessible for everyone with and without disabilities? Are there ramps in front of these buildings for wheelchairs? Are there lights, bells in elevators to remind people with visual or hearing impairments? We still can find many buildings and public settings are designed for large "normal" group.

Many minorities such as people with disabilities, the elder, are excluded by our built environment. As America National Disability Authority (NDA) analyses "Many inequalities and injustices of the past were built on the concept of the 'normal' person. To define one group as the norm, even a very large group, is to privilege that group and marginalize everybody else (NDA, 1998, p.4)."

Fortunately, more and more specialists from all kinds of research areas begin to consider how to make our environment more accessible for everyone to respond to the diverse needs of different people. After the movement of barrier-free in 1950s and accessible design in 1970s in western countries, universal design was presented by the America designer, Ron. Mace (The center for universal design, n.d.).

"Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaption or specialized design" (ibid) .Compared with barrier-free or accessible design, universal design is more economical, aesthetic and unbiased.

Universal design brings huge influence on inclusive education. It relates to the school buildings, a broad range of educational products (Burgstahler, 2008), also can be considered as one basic principle of curriculum reform. Whatever barrier-free design, accessible design or universal design, the purpose of these designs and assistive technology in education is the same: to reduce the physical and attitudinal barriers between students with and without disabilities and to create a welcoming school community to everyone.

2.3.2 Within-school support services

Different countries, regions, according to different developmental background and social cultures, there are different models to provide additional resources to students with SEN in inclusive-oriented regular school. Usually, we can consider these services can be provided within school:

(1) Assistant materials

Some assistant material should be prepared for students to meet their learning needs, for example, specific textbook for students with visual impairments, or textbook in Braille, magnifying glass, hearing aids, other assistant technology aids and so on. Also,

we should prepare some teaching assistant materials for teachers who need them to their inclusive teaching. All these assistant materials or aids will promote more full participation of students with SEN in their regular schooling.

(2) Additional courses

Some students with SEN can not benefit from studying with their typical classmates on some subjects, so they need extra support or specific designed course for them for these subjects. Or some students with disabilities need some remedy courses such as orientation and mobility training, speech and language training. How to offer these additional or adapted courses for these students? Different school can choose different organizational forms in different context and via one or more selected organizational forms to organize all kinds of within school available resources to support inclusive education. Many successful inclusive practices show two useful approaches: making use of peer-tutoring and establishing resource room as we analyzed in part 2.

(3) Special persons providing special services for students with SEN

According to different school context, special persons providing special services for students with SEN may be composed of special education teachers cooperating with regular teachers in regular classroom, learning support assistant, resource room teacher, psychical or occupational counselor and so on. They can provide necessary services not only for students with SEN but also all students. Their works are indispensable for implement inclusive schooling.

One of most important cost-saving approach providing additional service or course to students with SEN is peer-tutoring. Every school can make use of their natural and potential human resource to support inclusive schooling, that's children supporting children and our investigation also shows peer-tutoring was broadly utilized in China and in Czech Republic.

2.3.3 Teachers' professional development for inclusive education at school-level

In Part 2, we had discuss a little about how to promote the regular education teacher professional development for inclusive education, here, author will further explore this important issue. Professional development of teachers means a progress in which

the teachers construct their professional thoughts, attributes, competences and so on from juvenility to maturation. In other words, it is a progress that a new beginner becomes specialist teacher. As an individual, the teacher's professional development is a continuously socialized and individualized course, which has many diverse characteristics in different stages.

Teacher's occupation is becoming an important profession. As an ideal instructional role, teacher is not only a person who provides knowledge to students but also an educational thinker, researcher, practitioner and innovator. The teachers' professionalization is an important guarantee for to improve their own comprehensive quality and quality of teaching. Educational development and the teachers' professional development are close connected with each other.

"For all countries, teachers are the most costly-and most powerful-resource that can be deployed in the education system (UNESCO, 2001, p.42)." Professional development includes both initial training and in-service training through formal types of training perhaps leading to diploma or other certification from universities and teacher training institutions and informal activities that take place on an occasional basis (UNESCO, 2001, p.42). This topic focuses on how professional development for regular teachers can be organized to support inclusive education at school-level.

(1) Formal in-service training

Schools can plan and organize teachers' in-service training through arrange some teachers to universities or teacher training institutions to get special formal training for inclusive education, also, schools can invite experts or teacher trainers to come to their school to offer short-term or long- term training for inclusive education to their teachers. School can choose one of the two approaches or combine them to provide in-service training opportunities to their teachers. If possible, school-based training is good way to offer training for teachers. As UNESCO (2001) reports that many successful training programs have been based around providing external support to schools in the early stages towards more inclusive approaches and at the same time enabling teachers in those schools to support each other (UNESCO, 2001, P.44). The key point of school-based training is "enskilling" of the teachers. This kind of training

supports schools and staff efforts to developing effective approaches to teaching students with SEN in schools. If it can be implemented appropriately, it will quickly promote teachers' professional development and make school move to inclusive schooling more independent. OECD points out, "if a school can handle the sparks the fire brigade is not required!" (OECD, 1999, P. 39). No matter what approach of in-service training, the training should provide opportunities to teachers to:

1)share what they know; 2)discuss what they want to learn; and 3)connect new concepts and strategies to their own unique contexts (Darling-Hammond et al., 1995).

And researchers suggest that effective training for professional development must:

1) engage teachers in practical tasks and provide opportunities to observe, assess and reflect on the new practices; 2) be participant driven and grounded in enquiry, reflection and experimentation; 3) be collaborative and involve the sharing of knowledge; 3) directly connect to the work of teachers and their students; 4) be sustained, on-going and intensive; 5) providing support through modeling, coaching and the collective solving of problems; and 6) be connected to other aspects of school change (ibid).

(2) Informal activities for professional development

At school level, there are some effective activities to promote teachers' professional development for inclusive education. One of them is school-based research for inclusive practice. The outstanding characteristic of the extended professional is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures (Stenhouse, 1985).

Teacher engagement in research is a cornerstone of professional development. School-based research is an innovative model to promote teachers' professional development. For example, action research is the useful school-based research model applied in schools widely. It focuses on collaborative learning, learning from experience, and exploring the constructive connection between action and reflection. It is an attempt to bridge the gap between theory and practice, to develop teachers' practical wisdom and to promote teacher professional development in daily practice (Gu & Wang, 2006). There are other activities can promote teachers' professional

development, such as collaborating with experienced special educator, training from peripatetic specialists, cooperating with colleague and so on.

Chapter 9: Families and communities involvement in inclusive education

As UNESCO (2001) points out the participation of families and communities is fundamental in assuring a quality education for all, education is not simply a matter for professionals. This topic will deal with how families[11] and communities support inclusive education through cooperation and interaction with mainstream schools.

1. Building partnership between family and school

The support and involvement of families of children with SEN is vital, which links successful implementation and development of inclusive education. It is also a potential resource to support inclusive education which has not been paid much attention by teachers, researchers, administrators and policy-makers at different levels, even by families themselves. Unfortunately, our investigation in part 2 shows the parents' involvement in inclusive education had not been attached importance by regular schools in China and in Czech Republic.

When we discuss families, we focus on parents; the most important representatives of families. We explore this topic through two aspects: What ideal role should parents play for supporting inclusive education? And what schools should do to build partnership with families?

1.1 The ideal roles that parents should play in inclusive education

A role or a social role is a set of connected behaviors, rights and obligations as conceptualized by actors in a social situation. It is an expected behavior in a given individual social status and social position (Wikipedia, n.d.e).

In some countries, education has been seen as largely a matter for professionals. Parents had little part to play, especially parents of children with special educational

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[11] In this chapter, all "families" means families of child with SEN.

needs, they have simply received the services provided by so-called professionals. They have not been expected to play any significant roles in the education of their children and they have few formal rights to take part in the decision-making about inclusive education. In countries which have adopted more inclusive approaches, such as U.S.A and U.K, the involvement of parents of children with SEN have become central to the process of inclusive education, which links the successful implement and development of inclusive education (UNESCO, 2001).

Without doubt, as the primary, persistent and important place of socialization, family is vital for the development of children with SEN and for children, parents play very important roles nobody can substitute. Comparing with typical children, children with SNE have their own special needs during whole developmental process. Some of these needs can be satisfied by regulating and implementing related legislations through top-down approach, but the other needs still need to be advocated and to be strived for by parents and related professionals through bottom-top approach. So, the role played by parents of children with SEN is different with the role played by parents of typical children in the context of inclusive education. What ideal roles parents of children with SEN should play？We will discuss this as following：

1.1.1 Parents as advocates

As a basic citizen right, children with SEN can choose regular school to receive their education as same as their typical peer. The acquirement of this right largely relates to the persistent and untiring advocacy of their parents and the parents associations with the collaboration of other related professional organizations. For example, in the beginning of 1970s, some advocates of special education in America, including parents of children with SEN, their associations and some lawyers who helped to vindicate citizen right began to implead state and local schools, because these schools' exclusion and mistaken category for exceptional children offended the equal educational right of American constitution (Turnbull & Turnbull, 2000; Yell, 1998). The advocacy was successful. After that, under the support of professionals of association for children with SEN and legislators, many parents of children with SEN took the law as criterion to advance that congress should set up relevant federal law

and earmark founds to guarantee the right which exceptional children can get equal education. All these advocacies have contributed for the establishment of Education for All Handicapped Students Act (Public Law 94-142) in 1975 and for the other following legislations (Turnbull, et al., 2002). Also, the advance and implement of inclusive education links the remorseless advocacy of parents of children with SEN. The rights and requirements of children with SEN can be recognized, accepted and catered for as equal social citizen by our society when their parents really cognize these proper rights and actively advocate these rights for their children.

1.1.2 Parents as promoters

Whatever any country, from central government to local school, all kinds of laws and rules about inclusive education have significant influence on implement and development of inclusive education. Who will attend the decision-making about inclusive education? Can these persons who participate in the process of decision-making represent the authentic benefits of children with SEN?

All these doubts concern one core issue, that's if there are parents of children with SEN to participate in the process of decision-making. As ideal promoter of inclusive education, only can these parents actively participate in the process of decision-making of inclusive education on different administrative levels, the actual requirements of children with SEN and their families can be expressed adequately, and the parents can promote inclusive education successfully in practice.

1.1.3 Parents as cooperators

Children with SEN can choose regular school to receive education, which guarantees the equality of starting point of education. On the other side, we must consider whether or not regular schools can provide appropriate education and additional supports to meet the needs of students with SEN, because these appropriate education and supportive service can guarantee the equality of process and outcome of education for these children. Considering understanding children with SEN in an overall way, parents must involve in the process of identification, decision of placement and designing IEP for their children with SEN. Because they possess the knowledge of their children which other professionals can not have and they can

represent the benefits of their children. Through the active cooperation with parents, professionals can give proper judgment of placement and present feasible and appropriate IEP for children with SEN. Additionally, as good cooperator, parents will automatically supervise their children's homework, evaluate children's progress in their daily experiences and routines at home.

1.1.4 Parents as lifelong learners

Comparing with regular families, families of children with SEN will experience many stages of stress during the lifelong development of their children. Most parents have to experience the following 5 stages for their child with SEN: astoundment, refusing, despair, guilt, acceptance (Gregory & Knight, 1998). After that, most parents try to learn new knowledge, approaches, and methods to promote the development of their children. When they face their children's new situation, problems and difficulties emerging in endlessly, they must learn to know why these new situations will appears and how they will develop, what developmental characteristic of their children, where their children can get service, how to communicate and play with their children and how to communicate and cooperate with professionals working in schools and other professional institutes or centers.

As we mentioned above, family will experience huge stress when parents know their children have some particular requirements for their development, maybe this kind of stress is changeable and will last for very long period even whole life. For releasing family stress and promoting development of their children successfully, parents must to become a lifelong learner.

As ideal role of lifelong learner, parents can exert following functions in the context of inclusion: firstly, they know related law and rules of exceptional children, and advocate for proper rights of their children; secondly, they learn related knowledge of special education, try to understand their children's special needs and developmental characteristics more, which can help them to carry out family education and rehabilitation for their children; thirdly, they learn the skills about how to cooperation with professionals.

1.2 What schools should do to build partnership with families?

Accumulate research demonstrates good family-school relationship is central to school effectiveness and school improvement (Wolfendale & Bastiani, 2000). To realize parents' ideal role and build good partnership between school and families, school should consider some approaches as Beveridge (2005) points out in her research:

1.2.1 Two-way communication between schools with parents

Building partnership between school and families is not a short period but a step-by-step process based on trust. The first step to build good relationship between school and families is that school should create more possible opportunities to promote the two-way communicate them, such as: (1) School offer information about the development situations of students with SEN in school to their parents; (2) Teachers would like to exchange the information about their students' performances in family and school with parents; and (3) Parents are satisfied with the way through which information about their children is provided by the school staff.

Of course, there are so many methods and approaches can be used in the bi-communication between parents and schools, including formal and informal, oral and written and so on. But most important is, whatever school staff or parents, they must trust each other and recognize both sides' contribution to the students with SEN.

1.2.2 Involving parents in assessment, decision-making and review procedures

As we discussed above, parents observe, monitor and evaluate their children's development in a prime position, so they have unique knowledge about their children through day-to-day family interaction, which makes it clear that parents should be fully involved at every stage in the school-based assessment, decision-making and review procedures of children with SEN (Beveridge, 2005, p.66).

1.2.3 Involving parents in educating their own children

"Parents play a key role in facilitating their children's learning through their shared activities and daily routines at home."(Beveridge, 2005, p.70) Research evidence shows parents' active involvement in their children's education will bring positive effectives on children's achievements and behavior (Beveridge, 2005, p.61). If parents can get certain training and guiding, they can carry out some special program or

interventions for their children at home, and give special tutoring to promote their child's learning through mobilizing all family members and making use of family routines and activities in the natural home context, which is the valuable cost-saving resource supporting inclusive education.

2. Building partnership between community and school

School is not a separate institution. For meeting increasing diverse needs of students and providing quality education for all, it has to take account of importance and need of community involvement in inclusive education. As UNESCO (2001) points out "it is common for the wider community either to be ignored entirely or to be seen simply as the recipient of services provided by professionals (UNESCO, 2001, p.90)." And Boscardin and Jacobscon (1996) argue that 'an overarching concern with efficiency caused schools to consolidate, become more bureaucratic, and ultimately distance themselves from the communities they were intended to serve (Boscardin & Jacobscon,1997, p.466)'. There are lots of agencies which school need to build partnerships with, such as agencies relate to health care, social services, additional professional services and so on. Here we focus on discussing cooperation between regular school and special school and cooperation between regular school and other regular schools.

2.1 New role of special school and its collaboration with mainstream schools

Special school can exert its potentials supporting inclusive education through being re-oriented and playing new roles.

2.1.1 Providing outreach services to mainstream schools and community

Special school has professional human and material resources which other institutions have not. Making using of these special resources, it can provide tutoring of special education to mainstream school as same as peripatetic teams and it can arrange special education teacher to collaborate with regular teachers in regular classroom. Also, it can provide counseling about special education to regular teachers, students with SEN and their parents as resource center (UNESCO, 2001, p.75).

2.1.2 Collaborating with regular teacher training system

With the development of inclusive education, teacher training has been attracted more and more attention. What kind of teacher is appropriate for inclusive education? For mainstream teachers working in inclusive classrooms they need some knowledge, skills and strategies to cope with new diverse instructional situations, also, for special education teacher whatever collaborating with mainstream teacher in regular classroom or providing outreach service to mainstream or community, they need know common curricula in mainstream schools and general and actual puzzles inclusive practice facing. It is necessary to integrate the potential resources in special and regular teacher training system to train more quality teachers for inclusive practice.

2.1.3 Becoming one flexible transition part of whole education system

When some students with SEN are demonstrated that they can not benefit from regular school, they can be placed into special school for periods. Ideally, it is not permanent placement decision. Through collaboration and coordination between special school and mainstream schools, students with SEN can flexibly move between these schools according to their developmental demands.

2.1.4 Cooperation with other neighborhood mainstream schools

For mainstream school, it is a very useful approach to promote the development of inclusive practice by sharing own experiences with other neighborhood mainstream schools and learning from each other. Also, it is a cost-saving strategy to share some common teaching and learning materials, assistant aids, physical resources designed for students with SEN among schools if the conditions permit. LEA can consider this benefit cooperation and provide platform to these schools to fully exchange experiences and learn from each other through organizing regular or irregular meeting or seminars of principals. School can develop some critical partners with some mainstream schools and organize teachers to observe on-the-spot teaching and learn from each other.

3. Building partnerships: the school as a community resource

"Most strategies for building partnerships between schools, families and

communicates focus on finding ways in which families and communities can support the school. However, the school can also act as a resource for the community (UNESCO, 2001, p.92)." It is the time to accelerate the function transition of regular schools. Except the function of cultural diffusion, school has to change its roles and functions to adapt to the requirements of change of modern society. We can utilize school's human and material resources; link all kinds of community resources to make schools become multifunction center through providing one-stop services to the residents such as the cultural, counseling services, educational and occupational trainings in its community. Parents and their children with SEN can easily get services in the school in their community such as diagnosis, identification, making IEP, annual review and regular evaluation for their children's progress and so on. And parents can participate in some courses for children with SEN in their spare time. The multiple, convenient and comprehensive services of the school will benefit for developing good partnerships between schools, parents of children with SEN and their community and encourage active participation of diverse residents in inclusive education.

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Appendix 1: Questionnaire of support system of inclusive education 1

(For regular education teachers)

Dear teachers:

We are conducting a survey to investigate support system of inclusive education in regular primary school. Our objects of investigation are regular education teachers involved in inclusive programs. The information you provide will be helpful for us to understand practical situation of support system of inclusive education, and will be beneficial for providing more effective support system of inclusive education for all children in future. Please help us by completing and returning the questionnaire. Just **tick out** the responses with '×' or write down your answers according to your situation. **These individual questionnaires will be kept confidential and anonymous.** Thank you for your cooperation!

Part 1: Background

Please tick out the responses with '×' or write down your information.

• This regular school is in:　　　☐Urban　　　　　☐Rural
• I am:　　　　　　☐Male　　　　　☐Female
• Age:　　　　☐20~29 years　　　　☐30~39years　　　☐40+years
• My education is: ☐Secondary education ☐College programs　　　　　　　　☐Bachelor programs　　　☐Master or Ph.D programs
•I have taught students with disabilities in regular class for： ☐Less than 1 year　　☐1~3 years　　　☐3~5 years　　☐ more than 5 years
•I am teaching in:　　☐Grade 1　　☐Grade 2　　☐Grade 3　　☐Grade 4　　☐Grade 5
•I have take part in the special education training: ☐Never　　　☐Pre-service　　　☐Aperiodicity & in-service　　　☐Periodicity& in-service
• If you have experienced some in-service training of special education, the accumulative time is: ☐Less than one week　　　　☐1 week~1 month　　　☐2~6 months　　　☐more than 6 months
• I had done or I am doing some researches for inclusive education: ☐Yes　　　　　☐No
• The categories and **amount** of students with disabilities in your class: Visual impairment　　(　　)　　Hearing impairment (　　)　　　　Mental retardation (　　) Physical impairments (　　)　　Speech and language impairments (　　) Multiple disabilities　(　　)　　Autism spectrum disorders (　　) Specific learning and behavioral difficulties (　　) Others (　　　　　　　　　　　　　　)

Part 2: Accessible physical environment

1. Does this mainstream school make its building physical accessible to all students?
☐No
☐Yes↓
If it is, please choose the establishments modified for all students:
☐　Main Entrances ☐Corridor　　☐Stairway
☐Toilet　　　　☐Classroom　☐playground　☐other places

Please tick out the responses with ‘✕’

Part 3: Supports for inclusive teaching and accommodation

2	Are there some adapted textbooks available for students with SEN according to their special needs in your school?	☐Yes	☐No
3	Are there some special teaching equipments and teaching aids available for you and students with SEN in your teaching?	☐Yes	☐No
4	Is there a teacher assistant or a special pedagogue available to cooperate with you in regular class to cater for students with SEN when necessary?	☐Yes	☐No
5	Is there peer-tutoring available for students with SEN when necessary?	☐Yes	☐No
6	Has the number of pupils in your class been reduced to guarantee the quality of inclusive education comparing with other regular class?	☐Yes	☐No
7	Are there some specific compensatory and rehabilitation supports provided to students with SEN by specialists in your school when necessary?	☐Yes	☐No
8	Are there psychological or occupational counseling services available for students with SEN when needed in your school?	☐Yes	☐No

(Note: students with special educational needs=students with SEN)

Please tick out the responses with ‘✕’

N	O	NS	S	OF
Never	Occasionally	Not sure	Sometimes	Often

Part 4: Teachers' Professional development for inclusive education

9	I can get some useful suggestions for teaching students with SEN from specialists inside or outside my school.	N	O	NS	S	OF
10	Our school organizes us to visit other mainstream schools and observe other teachers' practices of inclusive teaching.	N	O	NS	S	OF
11	I can get certain in-service specific training about inclusive education.	N	O	NS	S	OF
12	We are encouraged and supported by school administrators to do some school-based researches for inclusive education.	N	O	NS	S	OF

Part 5: Interaction between regular school and family of child with SEN

13	We offer information about the development situations of students with SEN to their parents.	N	O	NS	S	OF
14	Parents of child with SEN would like to exchange their children's information with teachers.	N	O	NS	S	OF
15	Parents of child with SEN actively involve in their children's family education and rehabilitation.	N	O	NS	S	OF
16	Parents of child with SEN participate in the process of making their children's Individualized Educational Plans.	N	O	NS	S	OF
17	Representatives of parents of children with SEN can take part in the decision-making process of school inclusion education policy of in our school.	N	O	NS	S	OF

Part 6: Interaction between regular school and community

18	Our school exchanges experiences of inclusive education and learns from each other with other mainstream schools in our community.	N	O	NS	S	OF
19	Special school (or resource center) in our area or city can effectively provide professional support for our school's inclusive education.	N	O	NS	S	OF
20	There are other professional institutions can actively cooperate with our school to provide some special services to students with SEN in our community.	N	O	NS	S	OF
21	There are community volunteers offer services for students with SEN in our school.	N	O	NS	S	OF

Please tick out the responses with '×'

SD	D	NS	A	SA
Strong Disagree	Disagree	Not Sure	Agree	Strong Agree

Part 7: School management support for inclusive education

22	The leaders of our school attach importance to inclusive education.	SD	D	NS	A	SA
23	Our school had established clear and efficient school policies for inclusive education.	SD	D	NS	A	SA
24	School managers can effectively evaluate the work of inclusive education implemented in regular classroom.	SD	D	NS	A	SA

Part 8: Evaluation for other supports

25	I know the local laws, regulations and policies about children with SEN.	SD	D	NS	A	SA
26	Most parents of intact students accept students with SEN to study in this regular classroom.	SD	D	NS	A	SA
27	Most intact students in my class would like to help their Classmates with SEN when necessary.	SD	D	NS	A	SA
28	Intact students in my class would like to communicate and play with their classmates with SEN.	SD	D	NS	A	SA
29	The students with SEN in our class have been well integrated into this regular class.	SD	D	NS	A	SA
30	On the whole, inclusive education in our school has been successful.	SD	D	NS	A	SA

Part 9: Teacher's attitude toward inclusive education

31	All children should be educated in regular class.	SD	D	NS	A	SA
32	Both students with and without SEN can get academic improvement because of inclusive education.	SD	D	NS	A	SA
33	Inclusive education is likely to have a positive effect on the social and emotional development of students with SEN.	SD	D	NS	A	SA
34	The needs of students with SEN can be best served in special, separate settings.	SD	D	NS	A	SA
35	Inclusive education programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.	SD	D	NS	A	SA
36	Children with severe disabilities should be educated in special, separate settings.	SD	D	NS	A	SA
37	Special education teachers are trained to use different teaching methods to teach students with SEN more effectively.	SD	D	NS	A	SA
38	Children who communicate in special ways (e.g., sign language) should be educated is special, separate settings.	SD	D	NS	A	SA
39	Inclusion sounds good in theory but does not work well in practice.	SD	D	NS	A	SA
40	There are sufficient supportive resources and professionals to support inclusive education in regular school.	SD	D	NS	A	SA
41	I have corresponding knowledge and skills to educate students with SEN.	SD	D	NS	A	SA
42	Regular education teachers' instructional effectiveness will be enhanced by having students with SEN in regular class.	SD	D	NS	A	SA
43	I feel comfortable working with students with SEN and their parents.	SD	D	NS	A	SA

Part 10: Other comments

44. Please list three of the most difficult things you are facing during implementing inclusive education in your regular class:

1)……………………………………………………………………………………..

……………………………………………………………………………………..

2)……………………………………………………………………………………..

……………………………………………………………………………………..

3)……………………………………………………………………………………..

Thank you for your cooperation!   Peng Yan

Institute of Special Education Studies, Pedagogical Faculty, Palacky University

Olomouc, Czech Republic, 2009.

Appendix 2: Questionnaire of support system of inclusive education 2

(For Parents of child with special educational needs)

Dear parents,

We are conducting a survey to investigate the support system of inclusive education. The information you provide will be helpful for us to understand the status quo of support system of inclusive education and to provide more effective support system of inclusive education for all children with SEN in the future. Please help us by completing and returning the questionnaire. Just **tick out** the responses with '✕' according to your situation or writing down your information and suggestions freely. **These individual questionnaires will be kept confidential and anonymous**. Thank you for you cooperation!

Part 1: Background

Please **tick out** the responses with '✕' or writing down your information.

• **The school of your child is in:** ☐Urban ☐Rural
• **Your child is in:** ☐Grade 1 ☐Grade 2 ☐Grade 3 ☐Grade 4 ☐Grade 5
• **You are:** ☐Male ☐Female
• **Your age:** ☐20~30 years ☐30~40years ☐40+years
• **Your education:** ☐Basic education ☐Secondary education ☐College programs ☐Bachelor programs ☐Master or Ph.D programs
• **Have you taken part in the course or instruction for handicapped children?** ☐Never ☐Noperiodic → List where you had gotten the training:_____ ☐Periodic →List where you had gotten the training:_____ • **If you have experienced some courses or instruction for handicapped children, the accumulative time is:** ☐Less than one week ☐1 week~1 month ☐2~6 months ☐6 months~1year ☐more than one year
• **The categories of impairment of your child:** ☐Visual impairment ☐Hearing impairment ☐Mental retardation ☐Physical impairments ☐Speech and language impairments ☐Multiple disabilities ☐Autism spectrum disorders ☐Specific learning and behavioral difficulties Others (　　　　　　　　　　)
• **Are you member of some organizations for parents of child with disabilities or do you keep in contact with these organizations?** ☐ No ☐ Yes →Please list these organizations:_____

Please tick out the responses with '✕'

N	O	NS	S	OF
Never	Occasionally	Not sure	Sometimes	Often

Part 2: Interaction between family and school

1	The regular school informs me of its relevant policies and supports of inclusive education.	N	O	NS	S	OF
2	I'm satisfied with the way through which information about my child is provided by the school staff.	N	O	NS	S	OF
3	I would like to exchange the information about my child's performances in family and in school with his or her teachers.	N	O	NS	S	OF
4	I actively participate in the activities of my child's family education and rehabilitation.	N	O	NS	S	OF
5	I take part in the process of making Individualized Education Plan for my child.	N	O	NS	S	OF
6	Representatives of parents of children with SEN can take part in decision-making process of the school policy of inclusion education in my child's school.	N	O	NS	S	OF

Please tick out the responses with '✕'

SD	D	NS	A	SA
Strong Disagree	Disagree	Not Sure	Agree	Strong Agree

Part 3: Evaluation for other supports of inclusive education

7	This regular school makes its building physical accessible to all students.	SD	D	NS	A	SA
8	This regular school regards my child's special learning needs.	SD	D	NS	A	SA
9	Staff working in this regular school can effectively help my child to solve learning difficulties.	SD	D	NS	A	SA
10	Staff working in this regular school can effectively help my child to solve emotional difficulties.	SD	D	NS	A	SA
11	Regular education teachers working in this inclusive class can adjust teaching and curricula to cater for my child.	SD	D	NS	A	SA
12	Typical classmates would like to help my child when necessary.	SD	D	NS	A	SA
13	Typical classmates would like to communicate and play with my child.	SD	D	NS	A	SA
14	I know relevant laws, regulations and social welfares of people with SEN.	SD	D	NS	A	SA
15	I can get aid from government when I need.	SD	D	NS	A	SA
16	I can get aid from specific professionals in my community when I need.	SD	D	NS	A	SA
17	I have opportunities to exchange experiences with other parents of child with SEN and learn from each other.	SD	D	NS	A	SA
18	My child likes to study in inclusive classroom.	SD	D	NS	A	SA
19	On the whole, inclusive education in this regular school has been successful.	SD	D	NS	A	SA

Part 4: Attitude towards inclusive education

20	Children with SEN have the right to study in regular school as same as their typical peers.	SD	D	NS	A	SA
21	There are sufficient resources and professionals to support inclusive education in regular school.	SD	D	NS	A	SA
22	Academic achievement of children with SEN can be promoted faster in regular classroom than in special class or special school.	SD	D	NS	A	SA
23	Inclusive education is likely to have a positive effect on the social and emotional development of students with SEN.	SD	D	NS	A	SA
24	For children with SEN we only expect that they will be more self-sufficing in the future, we can not expect they will do well as same as their typical peers.	SD	D	NS	A	SA
25	Children with SEN can get regular education teachers' appropriate attentions and cares in regular class.	SD	D	NS	A	SA
26	Children with SEN are easily discriminated and isolated by their typical peers in regular classroom.	SD	D	NS	A	SA
27	Children with SEN can get more effective and systematic supportive resources in special, separate settings.	SD	D	NS	A	SA
28	Inclusive education can facilitate understanding, acceptance and social interaction between children with and without SEN.	SD	D	NS	A	SA
29	The impairments of children with SEN affect their interaction with common children.	SD	D	NS	A	SA
30	Children with SEN lack enterprise and sense of achievement comparing with their typical peers.	SD	D	NS	A	SA
31	Inclusive education makes typical students be prone to accept other person's diversities, recognize themselves more easily and be ready to help others.	SD	D	NS	A	SA
32	As parents, I prefer my child with SEN to study at regular school.	SD	D	NS	A	SA

Part 5: Other comments

33. Please list three of the most difficult things that your child with disabilities is facing in her/his inclusive schooling:

a. ……………………………………………………………………………………………….

………………………………………………………………………………………….......

b. ……………………………………………………………………………………………….

c. ……………………………………………………………………………………………….

………………………………………………………………………………………………....

Thank you for your cooperation!

Peng Yan, Faculty of Education, Palacky University, Olomouc. Czech Republic. 2009

Appendix 3: Interview protocol - **for the principal of inclusive primary school**

Introduction

   We are conducting an investigation about support system of inclusive education. The purpose of this interview is to help us understand how the supports of inclusive education work in your school and your assessment for the support system of inclusive education.

   We would like to discuss the present and evolving context of inclusive education, the actual and concrete management, implementation and evaluation of inclusive education in your school, what difficulties you are facing and what support you need in carrying out current inclusive education in your school and so on.

   Thank you for your cooperation.

1.0 The history of this school.

2.0 Individual perceptions about inclusive education.

3.0 The school supports for inclusive education.

4.0 The cooperation among school, families of child with special educational needs and community.

5.0 Evaluation for other supports for inclusive education.

6.0 Conclusion

   6.1 In a word, what effects have inclusive education brought to you and your school?

   6.2 What are the most required supports needed to carry out current inclusive education in your school?

   6.3 What is your opinion needs to happen to make inclusive education more successful and productive in the future?

Appendix 4: Interview protocol - for regular education teachers

Introduction

We are conducting an investigation about support system of inclusive education. The purpose of this interview is to help us understand how all kinds of the supports of inclusive education work in your classroom and your assessment for the support system of inclusive education.

We would like to discuss your perception of inclusive education, the actual inclusive teaching implementation and the evaluation of the support system of inclusive education in your classroom, and what supports you most need in the process of carrying out inclusive education and so on.

Thank you for you cooperation.

1.0 Individual perception about inclusive education.

2.0 Attitudes towards the children with disabilities.

3.0 Situations about implementing inclusive education in regular classroom.

4.0 The supports for regular education teachers in your school.

5.0 Evaluation for other supports of inclusive education.

6.0 Conclusion

    6.1 In a word, what effects have inclusive education brought to you and your classroom?

    6.2 What are the most required supports needed to carry out current inclusive education in your classroom?

    6.3 What is your opinion needs to make inclusive education more successful and productive in the future?

Appendix 5: Interview protocol -for parents of children with special educational

needs

Introduction

We are conducting an investigation about support system of inclusive education. The purpose of this interview is to help us understand how the family supports inclusive education and your assessment for the support system of inclusive education.

We would like to discuss your individual perceptions of inclusive education, your supports to you child with special educational needs and what difficulties you and your child with special educational needs are facing in current inclusive education and so on.

Thank you for you cooperation.

1.0 Individual perceptions about inclusive education.

2.0 Acceptance for child with special educational needs.

3.0 Family supports for child with special educational needs.

4.0 Understanding and evaluation of regular classroom support.

5.0 Evaluation for other supports of inclusive education.

6.0 Conclusion

6.1 In your own words, what effects have inclusive education brought to your child with special educational needs and your family?

6.2 What are the most important supports needed in current inclusive education for your child with special educational needs?

Appendix 6: Abstract (Czech version)

Resumé

Integrované vzdělávání je jeden z nejdůležitějších moderních trendů v teorii i praxi vzdělávání. Úspěšné integrované vzdělávání je založeno na efektivním podpůrném systému. Z ekologického úhlu pohledu zkoumal tento výzkum pomocí smíšených výzkumných metod, především dotazníků a rozhovorů, status quo podpůrného systému integrovaného vzdělávání v Čínské lidové republice a v České republice a porovnal rozdíly a podobnosti mezi těmito zeměmi. Tato disertační práce se skládá ze tří částí, devíti kapitol.

První část obsahuje kapitoly 1 až 3 a předkládá smysl výzkumu, úhel pohledu, metody a přehled literatury. Definuje také klíčové koncepty tohoto výzkumu.

Druhá část obsahuje kapitoly 4 až 6 a popisuje a rozebírá praktická zkoumání v obou zemích. Stručně vyjádřeno zjištění výzkumu ukazují, že současný čínský podpůrný systém integrovaného vzdělávání je slabý, nevyzrálý a nesystematický. Naproti tomu v České republice byl zaveden relativně systematický a pevný podpůrný systém integrovaného vzdělávání. Výsledky porovnávacího výzkumu ukazují, že mezi oběma zeměmi jsou v podpůrném systému integrovaného vzdělávání výrazné odlišnosti, jako například spolupráce mezi školou a společností, profesionální vývoj učitelů[12] integrovaného vzdělávání a jejich přístup k integrovanému vzdělávání, atd. Mezi oběma zeměmi jsou také určité podobnosti, jako například přístup rodičů[13] k integrovanému vzdělávání. Zdá se, že tradiční pohled na lidi se zvláštními vzdělávacími potřebami, nedostatečná finanční podpora a záporné zapojení rodičů jsou překážkami, které ztěžují vývoj integrovaného vzdělávání v obou zemích.

Třetí část obsahuje kapitoly 7 až 9. Autor se zde zaměřuje na problémy odhalené v průběhu zkoumání a předkládá ideální model, který zahrnuje systematické, hmatatelné a realistické návrhy a strategie, které by mohly pomoci rozvinout podpůrný systém integrovaného vzdělávání v Číně.

Klíčová slova: integrované vzdělávání; podpůrný systém; studium v běžné třídě; vládní podpora; podpora školy; podpora rodiny; podpora společnosti; individuální studijní plán

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[12] Není-li konkrétně vysvětleno, slovo "učitel" v tomto výzkumu znamená učitele běžného vzdělávání, který je zapojen do integrovaných programů.

[13] Není-li konkrétně vysvětleno, slovo "rodič" v tomto výzkumu znamená rodiče dětí se zvláštními vzdělávacími potřebami.

Appendix 7: Abstract (German version)

Resümee

Die integrierte Ausbildung ist einer der wichtigsten modernen Trends in der Ausbildungstheorie und -praxis. Eine erfolgreiche integrierte Ausbildung ist auf einem effektiven Unterstützungssystem aufgebaut. Aus dem ökologischen Gesichtspunkt hat diese Forschung den Status quo des Unterstützungssystems integrierter Ausbildung in der Chinesischen Volksrepublik und in der Tschechischen Republik durch gemischte Forschungsmethoden, insbesondere Fragebogen und Gespräche, untersucht und Unterschiede und Ähnlichkeiten zwischen diesen Ländern verglichen. Diese Dissertation besteht aus drei Teilen, neun Kapiteln.

Der erste Teil enthält Kapitel 1 bis 3 und präsentiert den Sinn der Forschung, Gesichtspunkt, die Methoden und Literaturübersicht. Es werden hier auch Schlüsselkonzepte dieser Forschung definiert.

Der zweite Teil enthält Kapitel 4 bis 6 und beschreibt und analysiert praktische Untersuchungen in beiden Ländern. Kurz gesagt zeigen die aus der Forschung entstandenen Feststellungen, dass das chinesische Unterstützungssystem integrierter Ausbildung schwach, unreif und unsystematisch ist. Dagegen in der Tschechischen Republik ist ein relativ systematisches und festes Unterstützungssystem integrierter Ausbildung eingeführt. Die Resultate der vergleichenden Forschung zeigen, dass es wesentliche Abweichungen zwischen beiden Ländern im Unterstützungssystem integrierter Ausbildung gibt, wie z.B. Zusammenarbeit der Schule und der Gesellschaft, Berufsentwicklung der Lehrer[14] in integrierter Ausbildung und ihre Herantretensweise zu integrierter Ausbildung usw. Zwischen den Ländern gibt es auch gewisse Ähnlichkeiten, wie z.B. die Herantretensweise der Eltern[15] zu integrierter Ausbildung. Es sieht so aus, dass die traditionelle Auffassung von Leuten mit besonderem Ausbildungsbedarf, die ungenügende finanzielle Unterstützung und die negative Einbeziehung der Eltern Hindernisse sind, die die Entwicklung der integrierten Ausbildung in beiden Ländern beeinträchtigen.

Der dritte Teil enthält Kapitel 7 bis 9. Der Verfasser konzentriert sich hier auf die während der Forschung entdeckten Probleme und legt ein ideales Modell vor, das systematische, greifbare und realistische Vorschläge und Strategien umfasst, die dazu beitragen könnten, das Unterstützungssystem integrierter Ausbildung in China zu entwickeln.

Schlüsselwörter: integrierte Ausbildung; Unterstützungssystem; Studium/Schulbesuch in gewöhnlicher Klasse; Regierungsunterstützung; Unterstützung der Familie; Unterstützung der Gesellschaft; individueller Ausbildungsplan

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[14] Wenn es nicht konkret erklärt ist, bedeutet das Wort „Lehrer" in dieser Forschung einen Lehrer in gewöhnlicher Ausbildung, der in integrierte Programme einbezogen ist.

[15] Wenn es nicht konkret erklärt ist, bedeutet das Wort „Elternteil" in dieser Forschung Eltern der Kinder mit besonderem Ausbildungsbedarf.