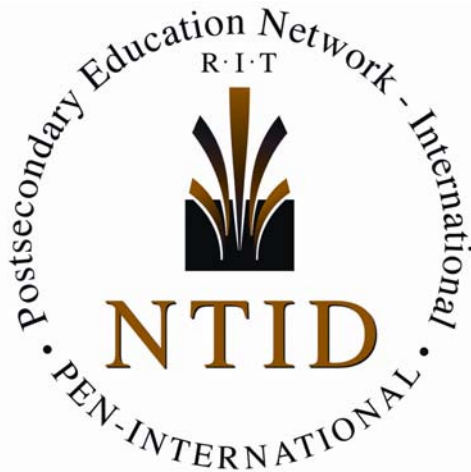



Postsecondary Deaf Education in China: Trends and Future Directions



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Research 2002-2005: PRC

- Three year qualitative study
- Document postsecondary deaf education in the PRC & provide data for 11th Five-Year Plan

[38 Participants Interviewed]

- college & school for the deaf administrators (17)
- government administrators (3)
- college faculty (1 deaf, 6 hearing)
- deaf college students (5)
- pre-college deaf teachers (3)
- deaf college alumni (3)

Total - 11 deaf & 27 hearing

[CONTEXT]

- The context for the study and the findings

[Government Goals]

- To represent and protect the rights of persons with disabilities to participate in society with equal status and opportunities, in education and work.
- Serving disabled people is the “sign of a progressive and civilized society.”

[Cultural Values – China]

- Harmony
- Strong Family and Community Responsibility
- Individual Responsibility
- Societal Encouragement
- Lifelong Education and Learning

[Economic Circumstances]

- Rapid transition to market economy
- Resources limited
- Central decision making process
- Few NGOs
- Emerging competitive employment that stresses efficiency and productivity

[IMPROVE QUALITY]

- Focus upon “quality”

DIVERSIFY MAJORS

- Limited majors for students in the

Deaf Education: Tertiary

- Post-secondary deaf education is new but quickly growing
- Approximately 1,000 deaf/HoH college students currently
- 4 University programs and approximately 20 Junior college programs

[Tertiary Programs]

- 4 University programs admit students from across China
 - Admission highly competitive
 - Tianjin Technical College for the Deaf of Tianjin University of Technology
 - The Special Education Colleges of Changchun University, Beijing Union University and Zhongzhou University
- Very few deaf students in the mainstream

[Majors

Primarily art and computers (15 to 16 majors)

“College teachers now know that deaf students study skills are very strong. They have a new way of looking at deaf students.”
(Deaf respondent)

New Curriculum Opportunities for Deaf People



Beijing Union University

- Current majors mostly art and computers
- Wider range of majors for deaf students
- Establish programs in more regions

CREATE ACCESS TO MAINSTREAM

[Need for Access Services]

- Deaf students have ability to enter mainstream
- No support services available
- Need for highly qualified and trained interpreters
- Without support services the mainstream is not an option

IMPROVE PRE-COLLEGE PROGRAMS

- Preparatory programming must be strengthened

[Deaf Education: Upper Secondary]

- Upper secondary education for deaf students underdeveloped
- Mainstreamed students have no formal support services

[Improvements Needed]

Upper secondary education
for deaf students
underdeveloped

“We do not have enough high schools of the
deaf.” (College administrator)

- Need to increase teacher training
- Need standard upper secondary school curriculum and materials
- Establish more upper secondary schools for the deaf

ESTABLISH PARTNERSHIPS WITH EMPLOYERS

- Concerns about employment and preparation for the workplace.
- Deaf students need work experience and “real world” skills.
- Employer/education partnerships can help to assure relevant curriculum and employment.

INCREASE STUDENT LEADERSHIP OPPORTUNITIES

- Currently have limited leadership opportunities at college
- Most responsibilities focus upon social events
- Students could provide advice and counsel on teaching, learning and communication

IMPROVE COMMUNICATION COMPETENCIES

- Expectations regarding communication abilities of faculty was varied across all colleges

[The Role of Sign Language]

- Role of sign language is strongly debated
- Deaf stress sign, hearing stress multiple methods
- Beginning interest in bilingual/bicultural ideas.

“In China we are talking about bilingual and bicultural. Now many people come to agreement instead of arguing and debating...” (College administrator)

[Improve Sign Skills]

- Better knowledge about deaf people
- Improve sign language training
- Establish signing criteria for faculty

CHANGE PERCEPTION REGARDING DEAF PEOPLE

Learn from Experience and Accomplishments of Deaf People

- Organized feedback from graduates
- Partnership with the Deaf Community
- Increased number of faculty who are deaf
- Use of deaf people as cultural mediators

[Highlight Deaf Role Models]

- Show videotapes of successful deaf models in many fields
- Create such videotapes within China or with Chinese deaf abroad
- Have conversations via teleconference with successful deaf individuals

[Conclusion]

- Rapid progress is occurring in China
- Faculty, administrators, students and government administrators have excellent ideas for improvement
- Deaf people need to be brought into the dialogue and decision making process

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**Full Report Available from Director BAO of Tianjin
University of Technology**
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Or on the WWW at:
<http://www.pen.ntid.rit.edu/pdf/chinarpt06.pdf>.

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