



**Tertiary Deaf Education in China: A  
Report of a Two-Year Research  
Study with Recommendations**



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中国聋人的高等教育：2年研究的报告及建议

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## Research Purposes:

- Document postsecondary deaf education in China
- Provide data for use in developing the 11<sup>th</sup> 5-year Plan of the People Republic of China

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研究目的:

- 记录中国聋人的高等教育
- 为中国第11个5年计划提供数据

## [ An Important Goal of the CDPF ]

- To represent and protect the lawful rights of persons with disabilities to participate in society with equal status and opportunities, through the equal rights to education and work.

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### CDPF的主要目标

- 代表并保护残疾人在社会上的平等法律权利，残疾人拥有平等权利接受教育和从事工作

## [ 38 Participants Interviewed ]

- 11 college administrators from deaf education programs
- 6 administrators from schools for the deaf
- 3 government administrators
- 3 alumni (deaf) one is teacher, one is a community leader.
- 3 teachers at pre-college level (deaf)
- 5 college students (deaf)
- 7 college faculty (one deaf, 6 hearing)

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### 采访38位参与者

- 11位大学从事聋人教育的管理人员
- 6位聋人学校的管理人员
- 3位政府官员
- 3位聋人校友，1位是老师，另1位是社区领导
- 3位大学预科聋人教师
- 5位大学聋人学生
- 7位大学教师（1位聋人，6位听力正常）

## [ Research Methodology ]

- Semi-structured interviews
- Qualitative researcher with Chinese colleagues: one hearing, one deaf
- Audio taped and videotaped
- Standard coding procedures
- Atlas-Ti software

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### 研究方法

- 半结构采访
- 中国同事的定性研究员： 1位听力正常， 1位聋人
- 录音和录像
- 标准化程序
- Atlas-Ti软件

## [ Focus of the Questions ]

- Institutional history
- Government role
- College programs and role
- College entrance
- Faculty
- Support services
- Partnership
- Student characteristics
- Jobs
- Suggestions for improvement

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侧重于问题

制度历史  
政府职责  
大学专业和职责  
入大学  
教职员

支持服务  
合作关系  
学生  
工作  
改善建议

## [ Cultural Context – China ]

- Social Harmony
  - Focus on developing as a group/society
    - May emphasize conformity and normalization
  - However, individual focus is increasing
  - Disabled individuals are not encouraged to express a need for special accommodations
- Strong Family and Community Responsibility
  - To care for disabled members
  - Parents have substantial influence

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### 文化关系 - 中国

- 社会和谐
  - 侧重于团队/社会一起发展
    - 可能强调一致性和标准化
  - 但是，个性化也有增加
  - 不鼓励残疾人士要求特殊照顾
- 强烈的家庭和社区责任感
  - 关心残疾成员
  - 父母有实质性的影响力

## [ Cultural Context – China, cont. ]

- Individual Responsibility
  - Personal responsibility for self cultivation
  - Adjust to the environment
- Societal Encouragement
  - Competitions are a common way of encouraging excellence
  - Successful individuals are rewarded and held up as role models

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### 文化关系 - 中国 续

#### •个人职责

- 自我培养是个人的职责
- 调整自我适应社会

#### •社会鼓励

- 竞争通常产生优异
- 成功的个人将得到回报并当作榜样



## [ Business Context ]

- Rapid transition to market economy
- Resources limited
- High unemployment
- Strong central government control
- Weak non-government organizations
- Emphasis upon efficiency and productivity puts deaf students at competitive disadvantage

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### 商业关系

- 快速转化到市场经济
- 资源有限
- 失业率高
- 政府高度集中控制
- 非政府组织少
- 重视效率和产能, 聋人学生缺少优势

## [ Deaf Education Context ]

- 20.57 Million deaf and hard-of-hearing (HoH)
- “By the end of 2003, there are 559 special schools for the deaf, 105 special schools for the students who are deaf or blind, 605 comprehensive special schools, 852 special classes for the deaf in regular school. Most special schools are boarding schools.” (CDPF Administrator, 2004)

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### 聋人教育关系

•20,570,000聋人和听力障碍人士

•到2003底,聋人特殊学校有559所,聋人或失明特殊学校有105所,综合特殊学校有605所,正常学校中开设852种聋人课程.大多数特殊学校是寄宿学校. (CDPF管理人员, 2004年)

## [ Deaf Education: Compulsory Level ]

- Rapid 20 year increase in deaf/HoH education at compulsory level
  - 1988 less than 6% educated
  - 2004 over 80% educated
- Currently 170,000 deaf/HoH students in 615 compulsory schools
  - 52% mainstreamed in regular classes (no support services)
  - 48% special classes or school for the deaf

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### 聋人教育:义务教育

- 20年来聋人和听力障碍人士的义务教育水平快速发展
  - 1988年受教育少于6%
  - 2004年受教育多于80%
- 目前在615所义务教育学校有170,000聋人和听力障碍学生
  - 52%学生在正常班 (无辅助设施)
  - 48%学生在特殊班或聋人学校

## [ Deaf Education: Upper Secondary ]

- Upper secondary education for deaf students underdeveloped
  - Close to 100 schools serving about 6,000 deaf students
- Two/Three year goal: 15 new upper secondary schools for the deaf
- Mainstreamed students have no formal support services

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### 聋人教育: 中等教育

- 聋人学生中等教育尚未发展
  - 大约100所学校服务6000聋人学生
- 2/3年目标: 15所新的聋人中等教育学校
- 大部分学生没有正规的辅助设施

## [ Deaf Education: Tertiary ]

- Post-secondary deaf education is new but quickly growing
- Approximately 1,000 deaf/HoH college students currently
- 15-16 majors offered, primarily in the art field

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聋人教育: 高等教育

- 聋人高等教育虽然是新事物但发展很快
- 目前大约有1000名聋人大学生
- 开设15-16专业, 大部分是文科

## [ Tertiary Programs ]

- 3 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
- Other programs are Junior Colleges
  - Most of the students have no upper secondary degree
  - Many are so new they do not yet have graduates

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### 高等教育规划

- 中国有3所大学进行招生
  - 入学竞争厉害
  - 天津科技大学的天津聋人技术学院
  - 特殊教育学院
    - 长春大学
    - 北京联合大学
- 其它为初级学院
  - 大部分学生没有中等教育的学位
  - 很多学院还很新, 还没有毕业生

## [ Deaf Education: Government Role ]

- National, provincial, and local 5-year plans for economic and social development
  - 9<sup>th</sup> (1996-2000) focus on compulsory deaf education (1-9 grades)
  - 10<sup>th</sup> (2001-2005) focus on preschool and high school deaf education

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聋人教育: 政府的职责

- 国家,省和地方的5年经济和社会发展规划
  - 第9个(1996-2000) 侧重于聋人义务教育 (1-9年级)
  - 第10个(2001-2005) 侧重于聋人的学前和高中教育

## China Disabled Persons' Federation (CDPF)

- Established in 1988

“...national organization of and for persons  
with various categories of disabilities in  
China...” (CDPF administrator)

- Responsibilities:
  - Implementing government policies
  - Represent disabled people

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### 中国残疾人联盟 (CDPF)

- 建立于1988年

“.....服务于中国各种不同类型残疾人的组织.....” (CDPF 管理人员)

- 职责

执行政府方针政策  
代表残疾人士



## [ Chinese Association of the Deaf ]

### Volunteer positions

- Limited authority or power
- Receive money each year for activities
- Activities are primarily for pleasure

It was mentioned that communication between the CDPF and the Chinese Association of the Deaf is not always easy and that is an area that can be improved.  
(Deaf Leader)

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中国聋人协会

自愿者的情况

- 有限的权力和影响力
- 每年收到活动经费
- 活动大多为娱乐性

CDPF和中国聋人协会之间的交流不方便,有待改善 (聋人领导)

## [ Faculty ]

- New to deaf education
- Very few Deaf faculty
- Enthusiastic learners

“...many of these  
teachers have never  
had any contact with  
deaf students before”  
(College administrator)



2001 Training at NTID

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### 教职员

- 对聋人教育不熟悉  
聋人学生“ (大学管理人员)
- 聋人教职工较少
- 好学的学生
  
- 图片- 2001年在NTID的培训

“.....很多教师从没有接触过

## [ Faculty: Qualifications ]

- Content degree requirements are rising.
- Requirements to take education and special education courses are rising.
- Beginning level Signed Chinese is encouraged--limited formal courses.

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教职员工: 资格

- 对学位的要求上升
- 要求接受教育和特殊教育课程也上升
- 鼓励学习初级中文手语 – 正式课程有限

## [ Faculty: Roles/Responsibilities ]

- Overall goal is  
“...shortening the distance between  
deaf and hearing students.”  
(College administrator)
- Teach content
- Teach social skills and citizenship
- Foster deaf/hearing interaction

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### 教职员工: 职责

- 总目标

“.....缩短聋人学生和正常学生的距离。” (大学管理人员)

- 教育内容

- 教育社交能力和公民义务权利
- 培养聋人和正常人的交流

## [ Faculty: Roles/Responsibilities, cont ]

- Maintain student/faculty interactions and feedback
- Tutor
- Facilitate job contacts and employer education
- Educate society regarding deaf people's abilities and successes

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教职员工: 职责, 续

- 保持学生和教师的交流和反馈
- 辅导
- 促进工作联系和雇主教育
- 教育社会聋人的能力和成功经历

## [ Communication ]

- Multiple sign and spoken dialects
- College level policies
  - Need for government guidelines
- Training and evaluation approaches vary
- Few college incentives for fluent signing
- CDPF Beijing sign language competitions

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### 交流

- 多种手语和方言
- 大学级政策
  - 需要政府指导
- 不同的培训和评定方法
- 鼓励流利的手语的学院是少数
- CDPF北京手语比赛

## [ Limiting Assumptions ]

- Deaf students need social interaction to learn social skills and “...how to be a responsible person...how to live a life in the hearing world.” (Disability Office Administrator)
- Deaf students are concrete thinkers.  
“Their strength is their concrete visual sensitivity, their ability to imitate and at art...but their logic and abstract thinking is way behind hearing students.” (College administrator)

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### 限制设想

- 聋人学生需要与社会进行交流以便学习社交技能以及“.....如何成为一个有责任心的人...如何在听力社会生活” (残疾人办公室负责人)
- 聋人学生是有形思想者  
“他们的强项是视觉的敏感,他们的模范和艺术方面能力很强,但逻辑和抽象想象力比不上听力正常的学生.” (大学管理人员)

## The Role of Sign Language in Education

- Role of sign language is strongly debated
  - Deaf stress sign, hearing stress multiple methods
  - Which sign: CSL or Signed Chinese?
- “... they have a different understanding about how do you think about sign language. Sign language, should (it) be the main language for deaf people... (or) should deaf people have their hearing people's spoken language as main language and use sign language as an assistance to facilitate them to learn the mainstreamed language?” (College administrator)

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### 手语对教育的作用

- 手语的作用有争议
- 聋人强调手势, 听力正常的人强调多种交流方式
- 何种手语: CSL 或 中文手语

“.....人们对手语有多种理解.手语是否应该为聋人的主要语言? 还是只是作为聋人学习正常语言的辅助语言? (大学领导人员)



## The Role of Sign Language in Education, cont.

- 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)

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手语对教育的作用, 续

- 开始对双语/二元文化的兴趣

“在中国我们经常讨论双语和二元文化.现在很多人都达成一致而不是争论或辩论.....”  
(大学管理人员)

## [ Chinese Sign Language (CSL) ]

- “deaf use word order of CSL dialect, so hearing think the deaf do not have good language but deaf think they are fine because it is correct in CSL” (faculty)
- “It is very important to understand the grammar of CSL but we teach only limited time with deaf students and there are many different sign dialects.”  
(college administrator and faculty)

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### 中国手语 (CSL)

- “聋人使用CSL方言的语序, 所以听力正常的人认为聋人没有好的语言, 但是聋人不这么认为,因为在CSL中是正确的。” (教职工)
- “CSL的语法很重要, 但我们教学时间很有限, 而且手语有很多种。” (大学管理人员和教职工)

## [ Positive Assumptions ]

- Deaf students are highly motivated to learn

Respondents agreed that "...many deaf high school students have and have expressed a strong desire to continue to go to college after they graduate." (High school administrator)

- Deaf students have very strong visual ability

"Deaf students can't hear but they have strong visual ability...in visual art field, deaf students and hearing students are equal." (College administrator)

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### 乐观设想

- 聋人学生很愿意学习

被采访者认为“.....很多聋人高中生表示他们很希望毕业后能进入大学学习”  
(高中管理人员)

- 聋人学生有很强的视力

“聋人学生没有听力但是他们有很强的视力.....在视觉艺术领域, 聋人学生和正常学生是一样的” (大学管理人员)

## [ Accommodations ]

- Segregated classes
- Curriculum modification
- Interpreting /Signing in class only
- Tutoring by hearing peers and faculty
- Programming for social interaction
- Highlighting deaf role models
- Orientation for hearing faculty and students (be patient and helpful)

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### 教学调整

- 课堂分离
- 修改课程
- 只在课堂翻译/手语
- 听力正常的同学或老师进行辅导
- 社交活动
- 突出聋人榜样
- 对听力正常的教师和学生进行培训 (耐心,提供帮助)

## [Majors]

Primarily art and computers

Why are choices of a Major limited?

1. “Suitability”

- Visual
- Communication
- Academic ability (lack of prerequisite knowledge)

2. Low expectations, but sometimes deaf students’ achievements surprised the faculty:

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

(Deaf respondent)

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专业

主要在于艺术和计算机

为什么专业有限?

1. “适合性”

- 视觉上
- 交流
- 学习能力 (无必备的知识)

2. 期望值低,但有时聋人学生的成就给教师带来惊喜: “大学老师现在了解到聋人学生学习能力很强.他们对聋人学生的看法有所改变” (聋人被采访者)

## [ Jobs: The Marketplace ]

1. Majors tied to market demands  
“At the beginning when we are thinking about majors we are taking the employment situation and what is suitable for them into consideration.”  
(College administrator)
2. Government quotas (each unit must hire about 1.5% of employees with disabilities)
3. Welfare factories for deaf employees
4. Difficult to partner for work experience

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### 工作: 就业市场

1. 专业针对市场需求  
“当我们开始考虑专业时, 就把就业情况和职业适合性考虑在内” (大学管理人员)
2. 政府配额 (各单位都要招聘15%的残疾人)
3. 聋人福利厂
4. 合作就业较难

## [ Jobs: Suggestions ]

- College owned factories for experience
- Government incentives for partnerships
- Job fairs

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工作: 建议

- 大学建厂以提供工作经验
- 政府鼓励合作关系
- 工作招聘会

## Goal: Improve Upper Secondary Education

“Deaf people can do better jobs such as electronic area work. However because the basic level education in math and physics is poorly developed, students cannot take more difficulty courses at college level”  
(Deaf respondent)

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

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

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目标: 提高中等教育水平

“聋人很适合从事电子工业的工作.但是由于基本的数理化教育水平很差,进入大学后很多学生无法进一步学习较难的课程.” (聋人被采访者)

- 加强教师培训
- 需要标准化中等教育教材
- 建立更多的中等教育学校

“我们没有足够的聋人中学” (大学管理人员)



## Goal: Improve College Entrance Exams

“The college entrance exam  
is the directing stick.”  
(College administrator)

“As a college we want  
students with comprehensive  
knowledge while high schools  
focus on having more  
students pass the college  
entrance exam.”  
(College administrator)

- Need to increase the  
level of college  
entrance exams

- Because teachers  
teach only what is on  
the exam, exams  
designed by each  
college need to be  
broadened.

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目标: 提高大学入学考试制度

“大学入学考试是指挥棒” (大学管理人员)

“作为大学我们希望学生拥有全面的知识,而中学的重心在如何通过大学入学考试。”  
(大学管理人员)

- 大学入学考试水平有待提高
- 由于老师只教会考的内容, 大学入学考试应扩大知识面

## [ Goal: Improve Faculty Training ]

Colleges need to;

“...hire teachers  
who have high level  
of competence,  
responsibility and  
proficiency in sign  
language.”  
(Deaf respondent)

- Better knowledge about deaf people and education
- Improved teaching methods –more creative, more individual, and more visual
- Sign language training
- More deaf teachers trained and employed

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目标: 提高教师的培训

大学需要:

“.....聘用有能力, 有责任心, 手语流利的教师。” (聋人被采访者)

- 了解聋人和聋人教育
- 提高教学方式 – 更有创意, 注重个人, 可视化
- 手语培训
- 更多的教师接受培训和就业

## [ Goal: Improve Resources & Access ]

- Obtain updated software and textbooks
- Increase computer access
- Increase study space

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目标: 提高资源和参与

- 获得最新的软件和教材
- 增加电脑
- 增大学习空间

## Goal: Create New College Opportunities for Deaf People



Beijing Union University

- Wider range of majors for deaf students
- Offer higher degrees for deaf students
- Establish programs in more regions
- Provide support services such as interpreters for access to mainstream classes.
- Create transition programs to Bachelor degree programs

目标: 增加聋人入大学的新机会

- 更多聋人选择的专业
- 提供聋人更高学位
- 在更多地区开设教育
- 提供辅助服务, 例如翻译, 使聋人能参与正常课程
- 创建学士学位的过渡班

图片 – 北京联合大学

## [ Goal: Partnerships ]

- Create partnerships with industry for work experience
- Create partnerships with deaf community
- Create partnerships with deaf alumni

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目标: 合作关系

- 和企业建立合作关系, 增加就业机会
- 和社区建立合作关系
- 和聋人校友建立联系

## Recommendations: Learning from Deaf People's Accomplishments

- 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

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建议: 从聋人的成绩中学习

- 在各领域中播放聋人成功范例的录像带
- 制作中国聋人或海外聋人侨胞的录像带
- 和成功的聋人进行电话会议交流

**Goal:**  
**Increase Government Support**

- Funding and resources
- More college autonomy
- Promote public awareness of deaf people's abilities

“...a college needs less control by the local region...”  
“You have to go through layers and layers of approval [for change].”  
(Deaf respondent)

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目标: 提高政府支持

- 资金和资源
- 更多的大学自主权
- 向大众宣传聋人的能力

“.....大学希望地方更少的控制.....” “有变更时要通过层层审批” (聋人被采访者)

## Goal: National & International Contacts

“Increase the interaction and cooperation of local, regional, and international cooperation in the field of deaf education.”

(College administrator)

- Teacher/faculty exchanges
- Connect with Deaf community organizations
- Research initiatives

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目标: 国内和国际的联系

“在聋人教育方面加强与地方, 地区和国际的交流” (大学管理人员)

- 教师/教职工之间的交流
- 和聋人社区组织保持联系
- 开展研究



## [ Conclusion ]

- Changes should be considered within the historical, economic, and cultural context of China
- Rapid progress is being made
- Faculty and administrators have excellent ideas for improvement
- Deaf people need to be brought into the dialogue and decision making process

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### 结论

- 进行的变更时要考虑到中国的历史, 经济和文化
- 进展快速
- 教职工和管理人员有很好的改善建议
- 聋人应加入讨论和决策过程