

Final Report of the 27th Asia-Pacific International Seminar on Education for Individuals with Special Needs

3-6 December 2007, Yokohama, Japan



**National Institute of Special Needs Education
Japanese National Commission for UNESCO**

***Final Report of the 27th
Asia-Pacific International Seminar
on Education for Individuals with
Special Needs***

The basic theme in the medium-term of the five years from 2006 to 2011

***Advancement of Education to Meet the
Special Needs of Individuals***

Toward Realization of Principle of Equity and Social Cohesion

2007 Seminar Theme

***School Management Concerning Collaboration with
Social Resources in the Community***

— Its Approaches and Problems —

3-6 December 2007, Yokohama, Japan

***National Institute of Special Needs Education
Japanese National Commission for UNESCO***

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Overview of the seminar

Ken Sasamoto

Leader of the Working Group for the 27th Asia-Pacific International Seminar on Education for Individuals with Special Needs

I. Introduction

As part of our commitment as a national center for our country's special needs education, the Institute actively participates in activities for international exchange and international contributions. The Asia-Pacific International Seminar on Education for Individuals with Special Needs is one such activity geared especially toward the Asia and Pacific regions.

This year, the three-day Asia-Pacific International Seminar on Education for Individuals with Special Needs, after a one-day pre-conference (where delegates from each country took part in facility visits and exchanges based on country reports and discussions), was held from December 4, 2007 at the Yokohama Symposia.

At this year's Seminar, the perspective of "partnerships between schools and the community," which is a major point in developing inclusive education for children with disabilities, became the basis for our discussions; and on this foundation we set the theme of "School Management Concerning Collaboration with Social Resources in the Community- Its Approaches and Problems-".

As was the case last year, fourteen countries participated including Japan; Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, Republic of Korea, Sri Lanka, and Thailand. The Seminar had a total of 210 participants, including the delegates from the participating countries; and from the Japanese side, members of the Ministry of Education, Culture, Sports, Science and Technology; staff from NISE; and officials from schools for special needs education and universities.

As this Seminar has been positioned as one of the programs related to "The week of disabled persons" in Japan, display panels introducing NISE's research activities were shown at the Seminar site while efforts were made to familiarize the general participants with special needs education.

II. Seminar Details

1. Seminar Theme

The basic theme of "Advancement of Education to Meet the Special Needs of Individuals – Toward Realization of Principle of Equity and Social Cohesion –" has been set for the five years from 2006. The theme of the year is, then, determined on this basis and the theme for 2007, as stated previously, was "School Management Concerning Collaboration with Social Resources in the Community -Its

Approaches and Problems-”.

2. Seminar Organizers

National Institute of Special Needs Education

Japanese National Commission for UNESCO

(Sponsored by) Japan International Cooperation Agency Yokohama International Center (JICA Yokohama)

3. Schedule / Venue

Schedule:

| | |
|-------------------------|--|
| December 2 (Sunday): | Participants arrival (1 st Orientation for the Seminar at JICA Yokohama). |
| December 3 (Monday): | Visit to theme-related organization (Chigasaki Public Elementary School) and visit to National Institute of Special Need Education (2 nd Orientation for the Seminar) |
| December 4 (Tuesday): | Opening Ceremony, Keynote Speech, Presentation of NISE, Country Reports |
| December 5 (Wednesday): | Country Reports |
| December 6 (Thursday): | Country Reports, General Discussion, Closing Ceremony |
| December 7 (Saturday): | Participants departure |

Seminar venue: Yokohama Symposia

4. Visit to theme-related organization

On December 3, a visit to Chigasaki Public Elementary School was conducted. Seminar officials from the Institute, delegates from the participating countries, speakers from the Japan side and other participants from Japan, as well as the Keynote speaker (Mr. Chiaki Terasaki) participated in the visit. Chigasaki Public Elementary School, with a student body of 775 students, has 24 classes including the “*Nakayoshi* Classes, which mean special class (two classes).” The School also has a resource class for children with speech and language disorder and accepts students from other schools to its classes. Chigasaki Public Elementary School, under the education policy, “the Education Plan of the *Kaya no Hibikiai* (Echoing Grasses),” which aims for the materialization of a community of learning made up of schools, families and the regional community, has set as its education goals, “the fostering of spiritually bountiful children, with robust bodies and minds, who take the initiative to learn,” and “to become a school that continuously asks itself what makes a school good.” It also coordinates with the neighboring Chigasaki Public School for Special Needs Education, holds case study meetings and aims to improve the system for children with special needs.

After a tour of the school facilities and classroom visitations, a question and answer session was held on the status of special needs education, not only on the level of Chigasaki Public Elementary

School but also on the city, prefecture and national levels. The discussion held on this occasion, which was based on actual experience, proved to be extremely useful for later developments at the Seminar.

These activities, i.e. the facility visits, on-site discussions, and the preliminary meetings with delegates held twice in preparation for the Seminar, were positioned as pre-conference activities to the Seminar.

5. Keynote Speech

Following the Opening Ceremony on the afternoon of December 4, Mr. Chiaki Terasaki, Director of Research, the Educational Research Institute (former Chairperson of the Japan Federation of Primary School Principals Association) gave the keynote speech. Speaking on the theme of “Special needs education in public elementary schools and issues to be addressed,” Mr. Terasaki offered his insights on the educational reforms currently taking place in Japan from his former position as the Chairperson of the Japan Federation of Primary School Principals Association, as well as a broader perspective on the problems facing special needs education in the Japanese primary schools based on his experience as principal of a public primary school in Tokyo.

The contents of the keynote speech were taken to heart not only by foreign delegates who had already participated in the pre-conference but also by the general participants from Japan.

6. Presentation of NISE

Following the keynote speech, Yutaka Tokunaga, Senior Chief Researcher of the NISE, gave a report on international activities at NISE and statistics and indicators in Asia-Pacific Countries based on the results of the survey being conducted by NISE.

7. Country Reports

From the afternoon of December 4 through the morning of December 6, the delegates of the 14 participating nations (including Japan) gave their Country Reports based on this year’s theme. Speakers’ names and affiliations are as List of Delegate

From the Japanese side, a report entitled “Schools Rooted in the Community – Developing Partnerships: Rebuilding the Community,” was given by Kanyu Matsumura, Senior Chief Researcher, and Syun Yokoo, Researcher, both of NISE. The report also referred to the results of the high priority research projects of NISE.

8. General Discussion

On December 6, the final day of the Seminar, a general discussion took place based on the Country Reports, which preceded the discussion. During the general discussion, it was agreed that each delegate would take home the agenda discussed at the Seminar and strive to achieve them in their countries, taking into account their national differences. Discussions were conducted and the Seminar was summarized under the frameworks indicated below:

- ① “What were the similar experiences?” for the delegates of each country
- ② “What were the new experiences in the individual countries?” for the delegates of each country
- ③ “What were the good practices from which we could learn?” for the delegates of each country
- ④ “What are some of the indicators as suggestions for the future?” for the delegates of each country

III. Conclusion

This year we aimed to further improve the Seminar proceedings over last year’s by enriching the pre-conference activities and by frequently meeting with the foreign delegates in advance and discussing their reports in order to clarify the intentions behind the Seminar’s theme.

Looking ahead to the next seminar, we hope to set a theme that retains continuity with the results of the current seminar; offer a report from the Japanese side that utilizes the research results of the Institute; reach mutual understanding with foreign delegates through sufficient preliminary meetings; engage in wider PR activities aimed at Japanese participants; and to make the seminar an even more fulfilling experience.

List of Delegates

-Participants as Delegate for the 27th Asia-Pacific International Seminar on Education for individuals with Special Needs- -

| | |
|--------------------|---|
| AUSTRALIA | Mr. Peter James Davis Principal, Ipswich Special School |
| BANGLADESH | Ms. Kazi Sayla Yasmin Lecturer (Social Welfare), Government Sarada Sundari Mohila College |
| CHINA | Dr. Yunying Chen Senior Research fellow and Chairperson of Academic Committee China National Institute for Education Research |
| INDIA | Dr. Neerja Shukla Professor and Head, Department of Education of Groups with Special Needs, National Council of Educational Research and Training |
| INDONESIA | Ms. Ucu Suhermina Staff of Sub Directorate of Programme, Directorate of Special Education, Directorate General of Management of Primary and Secondary Education, Ministry of National Education |
| JAPAN | Mr. Kanyu Matsumura Senior Chief Resarcher, Department of Teacher Training and Information National Institute of Special Needs Education (NISE) |
| JAPAN | Mr. Shun Yokoo Researcher, Department of Teacher Training and Information National Institute of Special Needs Education (NISE) |
| MALAYSIA | Dr. Mohamad Nor Bin Mohamad Taib Director of Training and Support Division, Special Education Department Ministry of Education, Malaysia |
| NEPAL | Mr. Arun Kumar Tiwari Deputy Director, Department of Education, Inclusive Education Section, Government of Nepal, Ministry of Education and Sports |
| NEW ZEALAND | Mr. Murray Roberts District Manager, Canterbury District Office, Group Special Education Ministry of Education |
| PAKISTAN | Ms. Naeema Bushra Malik Deputy Director, National Institute of Special Education Islamabad |
| PHILIPPINES | Ms. Darlene D. Echavia Speech Pathologist, University assist. Professor-Special Education, Department of Special Education, University of the Philippines |

***REPUBLIC OF
KOREA***

Dr. Hae-Kyung Kang
Educational Researcher, Korea Institute for Special Education (KISE)

SRI LANKA

Ms. Hetti Pathirage Nimal Lakshman
Director of Education, Non formal and Special Education, Ministry of Education

THAILAND

Mr. Sommart Traiwicha
Director, Setsatian School for the Deaf

Agenda of the Seminar

The 27th Asia-Pacific International Seminar on Education for Individuals with Special Needs

2-7 December, 2007

| date | time | contents | place |
|-------------------------|--|--|--|
| Dec. 2, Sun. | 9:00- | Check in JICA Yokohama Receive documents concerning the seminar | JICA Yokohama |
| | 20:00-21:00 | Orientation 1 (with light meals for one hour) Elucidation of whole seminar schedule and observation tour on December 3 | JICA Yokohama Dining room Staying at JICA |
| Dec. 3, Mon | 8:20 | Meeting at the lobby in JICA | JICA Yokohama |
| | 8:30 | Departure for Observation tour of Chigasaki Public | |
| | -10:00 | Elementary School, Chigasaki-city (Tour by rental bus) | |
| | 10:00-12:00 | Observation tour of Chigasaki Public Elementary School | Chigasaki Public Elementary School |
| | 12:00-13:00 | Lunch | |
| | 13:00 | Departure for NISE Yokosuka-city | |
| | -15:00 | | |
| | 15:00-15:30 | Registration | Meeting Room #1 |
| | 15:30-16:00 | Greetings from the officers and Elucidation of NISE activities | Meeting Room #1 |
| | 16:00-16:20 | Information about the Special Needs Education in Japan | Meeting Room #1 |
| 16:20-17:00 | Tour in NISE | | |
| 17:00-17:45 | Orientation 2 Elucidation of each role for seminar participants, and the seminar | Meeting Room #1 | |
| 17:45 | Departure for JICA | Staying at JICA | |
| Dec. 4, Tue | 12:30-13:00 | Venue Open | Yokohama Symposia |
| | 13:00-13:30 | Opening Ceremony | |
| | 13:30-14:30 | Keynote speech by Mr. Chiaki Terasaki | |
| | 14:30-14:40 | Break | |
| | 14:40-15:10 | Presentation: The basic information of each country, concerning education | |
| | 15:20-17:20 | Country Report Philippine; Republic of Korea; Sri Lanka | |
| | 18:00-19:00 | Welcome Party | Reception Space 9th floor |
| | 19:00-20:00 | Summarizing country reports | Room 903 Staying at JICA |

| | | | |
|------------------------|--|---|---------------------------------|
| Dec. 5, Wed | 8:30-9:00 | Venue Open | Room 903 Staying at JICA |
| | 9:00-11:00 | Country Report Thailand, Australia, Bangladesh | |
| | 11:00-11:10 | Break | |
| | 11:10-12:30 | Country Report China, India | |
| | 12:30-14:00 | Lunch | |
| | 14:00-15:20 | Country Report Indonesia, Japan | |
| | 15:20-15:30 | Break | |
| | 15:30-16:50 | Country Report Malaysia, Nepal | |
| | 16:50-17:50 | Summarizing country reports | |
| 17:50- | Preparation of General Discussion | | |
| Dec. 6, Thu | 8:30-9:00 | Venue Open | Staying at JICA |
| | 9:00-10:20 | Country Report New Zealand, Pakistan | |
| | 10:20-11:10 | Summarizing country reports for 3days and preparing for general discussion | |
| | 11:10-12:10 | General Discussion | |
| | 12:10-12:25 | Closing Ceremony | |
| Dec. 7, Fri | | Participants leave | |

Venue: Yokohama Symposia

Sangyo-Boueki Build. 9th floor, 2, Yamashita-cho, Naka-ku, Yokohama City

Tel: +81-45-671-7151 Fax: +81-45-671-7157

Tour: Chigasaki Public Elementary School

1-10-23 Tomoe, Chigasaki City, Kanagawa Prefecture 253-0056

Tel: +81-467-83-4535

National Institute of Special Needs Education 5-1-1, Nobi, Yokosuka-city,
Kanagawa Prefecture 239-8585

Tel: +81-46-839-6810

Accommodation:

Japan International Cooperation Agency Yokohama International Center (JICA
Yokohama) Address: 3-1, Shinko 2-chome, Naka-ku, Yokohama City, Kanagawa,
231-0001

Tel: +81-45-663-3251 Fax: +81-45-663-3265

Opening Address

Yutaka ODA

President

National Institute of Special Needs Education

Welcome to all of the international delegates who have joined us from overseas and to all of the other participants who are here today.

My name is Yutaka Oda and I am President of the National Institute of Special Needs Education. On behalf of the Institute, I would like to give a short speech to open the 27th Asia-Pacific International Seminar on Education for Individuals with Special Needs.

Firstly, let me begin by expressing my thanks to everybody participating in the seminar. It pleases me greatly to take part in this seminar with all of the delegates here who are endeavouring to promote better education for children with disabilities in the Asia-Pacific region.

In conjunction with the Japanese National Commission for UNESCO, the National Institute of Special Needs Education has hosted an international seminar every year since 1981 with the aim of improving education for children with disabilities in the Asia-Pacific region.

Administrative officials, researchers and people working in education throughout the Asia-Pacific region have been invited to attend these seminars, with a total of more than 350 participating from overseas to date.

Twenty-five years on from the first annual seminar, we changed the name as of last year to the Asia-Pacific International Seminar on Education for Individuals with Special Needs, and further decided to set the long-term theme for the seminar over the coming five years as “Advancement of Education to Meet the Special Needs of Individuals - Towards Realization of Principle of Equity and Social Cohesion.”

Under this long-term theme, we also set “School Management Concerning Collaboration with Social Resources in the Community ~Its Approaches and Problems~” as a theme for 2007.

The issues that each of the countries in the Asia-Pacific region need to overcome may vary. Yet while initiatives implemented in the field of education for children with disabilities may differ among countries throughout the region, I believe that we can still learn from each other.

Japan is currently in the process of shifting from a Special Education system, under which education is provided to children with disabilities at special facilities depending on the degree of their disability, to a more developed system, under which appropriate education support is provided according to the educational needs of individuals with a disability.

The timing of the 27th Asia-Pacific International Seminar on Education for Individuals with Special Needs during this major transition has great significance for Japan.

Through the seminar, the Institute hopes to facilitate international cooperation among Asian-Pacific countries toward the betterment of education for children with disabilities throughout the whole region.

Finally, may the discussion and opinions exchanged over the course of the seminar be useful to you all.

Thank you.

Keynote Speech

Special needs education in public elementary schools and issues to be addressed

Chiaki Terasaki

Director of Research, Educational Research Institute

1. Systems for special needs education (SNE) in schools

(1) Position in the school management philosophy

- Establishing systems for special needs education at schools
- Coordination with related institutions

(2) Position in the curriculum

- Principles for educational and lifestyle guidance
- Things to consider in curriculum and teaching plans
- Drafting curriculum for students utilizing resource classes → Submission (to boards of education)

(3) Establishment of guidance (i.e., teaching) systems within schools

- Designation and function of SNE coordinators
- Organization and activities of school boards
- Links among different classes, grade, etc.

2. The current state (○) of SNE and issues (□) to be addressed

(1) Comprehension children's needs

- Individual consultation before entering school
- Pre-entrance medical examination in fall before schools starts → consultation on school to enter → school to enter decided upon
- Coordination with kindergartens, nursery school, and related institutions
- Interview and consultation with parents after school is decided upon
- Understanding and acceptance disabilities by their parents: transfer to regular classes

(2) Responding to children's needs

- Disabilities in children attending school (a school with a total of 840 students)
ADHD, LD, autism, pervasive developmental disorders, intellectual disabilities, Down syndrome, physical/motor disabilities (paired with developmental delay), visual

impairments, heart disease, stuttering and other speech disorders

Range of disorders, varying degrees of severity: difficulty in teaching

Primary responses in classes

- Transfer to resource classes
- Attendance by parent or caregiver
- Individual teaching by the homeroom teacher (special seating, individual guidance during class, individually designed materials, etc.)
- Help by other children (instructions/explanation of lessons, help with moving around, etc.)
- Large (print) textbooks

Understanding of disabilities; teaching skills on the part of teachers

(3) Education and guidance after entering school

Interviews and meetings between homeroom teachers, grade level supervisors, SNE coordinators, administrators, etc., and parents to decide on teaching principles

Assignment of dedicated SNE coordinators; developing higher degrees of specialty

Better understanding and teaching skills regarding special needs education on the part of teachers

Drafting individualized teaching plans

- Indicate both good points and issues to solve concerning student's condition/disability.
- Indicate semester and year goals in terms of both education and lifestyle.
- Ascertain status and identify issues monthly in terms of educational and lifestyle guidance, and write down useful ideas or things to consider for actual teaching.
- Record issues related to how the student gets along with the teacher or classmates as well as any guidance given concerning those issues.
- Record results of teaching on a monthly basis and think about and indicate issues or helpful ideas for the next month.
- Record status, direction, etc., regarding cooperation with family or related institutions.

Contemplating content and putting it into practice: how to get systems to function and produce results

Consideration, deliberation and common understanding in school boards → results to be reflected in teaching

Overall meetings on lifestyle guidance (three times a year): All teachers report on children and teaching status and cooperate to come to a common understanding of disability and guidance relevant to it.

Cooperation with related institutions: cooperation with resource classes, cooperation with medical institutions, cooperation with educational advancement advisory board (for changing

schools)

Making time for cooperation

(4) Putting individualized teaching plans into practice (to begun in full as of April, 2007)

| | | |
|------------------------------|--------------------------|---|
| 1 st trimester | April | Class performance and daily life are considered; preliminary individualized teaching plans are drafted by the homeroom teacher and/or SNE coordinator |
| | May | Requests and desires by student or parents are heard out through cooperation with home; individual teaching plans are drafted by the school board → common understanding between school and home |
| | June | Teaching initiated according to individualized teaching plans |
| | July | 1 st trimester evaluation → identification of results and remaining issues → revisions made to plans Meetings with parents in preparation for 2 nd trimester: common understanding of teaching plans for 2 nd trimester |
| 2 nd trimester | September to November | Teaching initiated according to revised teaching plans |
| | December | 2 nd trimester evaluation → identification of results and remaining issues → revisions made to plans Meetings with parents in preparation for 3 rd trimester: common understanding of teaching plans for 3 rd trimester |
| 3 rd trimester | January & February | Teaching initiated according to revised teaching plans |
| | February & March | Results and remaining issues summed up based on an evaluation of the implemented individualized teaching plans for the year Individualized teaching plans for the next academic year are drafted → Continuation |

3. Issues for the future

- (1) For all teachers to develop a better understanding of and teachings skills in special needs education
- (2) Establishing systems for special needs education within schools and effectively utilizing those systems
- (3) Educating children so that they better understand other children with disabilities and promoting interaction
- (4) Participation and cooperation by parents and community residents for the purpose of understanding and interaction
- (5) Smoother coordination with related institutions and better assistance for teachers

Basic Data Presentation

International Activities at NISE and Statistics and Indicators in the Asia-Pacific countries

Yutaka Tokunaga

National Institute of Special Needs Education

 The National Institute of Special Needs Education

**International Activities of NISE
and
Statistics and Indicators on
Special Education
in Asia-Pacific Countries**

Yutaka Tokunaga
International Comparison
Department of Policy and Planning, NISE



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 **International Exchange Activities**

1. International research on special education
2. Field research on special education
3. Organization or participation international conference or seminar
4. International support for innovation and development of special education in the Asia-Pacific countries
5. Publication ;
Journal of Special Education in the Asia Pacific
Special Needs Education in the World
NISE bulletin, Newsletter

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 **International Seminar**

Asia-Pacific International Seminar on Special Education

NISE and KISE Seminar on Special Education

OECD, UN Meeting

National Institute of Special Needs Education

 **International Comparison**

1. **Statistics and Indicators in Asia-Pacific Countries; Summaries on Education for Children With Disabilities in Asia-Pacific Countries.**
Journal of Special Education in the Asia Pacific (JSEAP), Vol.1, 43-48 2005.
<http://www.nise.go.jp/PDF/JSEAP-9.pdf>
(JSEAP), Vol.2, 47-66 2006.
http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub_d/d-249/d-249_3.pdf
2. **Summaries on Special Education for Children with Intellectual Disabilities in Asia-Pacific Countries.** The 25th Asia-Pacific International Seminar on Special Education, 2005.

National Institute of Special Needs Education

 **27th Asia-Pacific International Seminar on Special Needs Education**

14 countries

Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand

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14 Countries

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| | Area (sq km) | Population | Population Density |
|-------------------|--------------|---------------|--------------------|
| Australia | 7,692,024 | 20,674,141 | 3 |
| Bangladesh | 144,000 | 140,000,000 | 972 |
| China | 9,600,000 | 1,309,480,000 | 135 |
| India | 3,287,263 | 1,028,015,247 | 312 |
| Indonesia | 1,890,000 | 215,000,000 | 114 |
| Japan | 377,899 | 127,619,000 | 338 |
| Malaysia | 330,000 | 25,580,000 | 78 |
| Nepal | 147,000 | 23,140,000 | 168 |
| New Zealand | 275,340 | 4,188,200 | 15 |
| Pakistan | 796,000 | 169,720,000 | 187 |
| Philippines | 299,404 | 81,500,000 | 272 |
| Republic of Korea | 99,274 | 47,040,000 | 476 |
| Sri Lanka | 65,607 | 19,880,000 | 294 |
| Thailand | 514,000 | 62,460,000 | 123 |

Compulsory Education for Children 2007

1. Compulsory education
2. Compulsory education for children with disabilities
3. Number of percentage covered compulsory education for children with intellectual disabilities

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Special Schools and Special Classes

1. Blind (Bl)
2. Deaf (D)
3. Intellectual disabilities (I)
4. Physical disabilities (P)
5. Health impairments (H)
6. Autism (A)
7. Emotional disturbance (E)
8. Speech and Language disorders (S)
9. Multiple disabilities (M)
10. Comprehensive (C)
11. Behavioral disabilities (Be)
12. Learning disabilities (L)

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Table1. Types of Categories in Education

| | Bl | V | I | P | H | A | E | S | M | C | Be | L |
|------------|----|---|---|---|---|---|---|---|---|---|----|---|
| Australia | - | - | - | - | - | - | - | - | - | - | - | - |
| Bangladesh | * | * | * | * | | | | | | | | |
| China | * | * | * | | | | | | | * | | |
| India | * | * | * | | | | | * | | | | |
| Indonesia | * | * | * | * | | * | * | | * | | | |
| Japan | * | * | * | * | * | * | * | * | * | | * | * |
| Malaysia | * | * | * | | | | | | | | | |

- : NA

National Institute of Special Needs Education

Table1. Types of Categories in Education (cont.)

| | Bl | V | I | P | H | A | E | S | M | C | Be | L |
|-------------------|----|---|---|---|---|---|---|---|---|---|----|---|
| Nepal | * | * | * | * | | | | | | | | |
| New Zealand | * | * | * | * | * | | * | | | | * | |
| Pakistan | * | * | * | * | | | | | * | | | |
| Philippines | * | * | * | * | * | * | * | * | | | * | * |
| Republic of Korea | * | * | * | * | * | | * | * | | | | * |
| Sri Lanka | * | * | * | | | | | | | | | |
| Thailand | * | * | * | * | * | * | * | * | | | | * |

- : NA

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| | Percentage in special schools | Percentage in special classes | Percentage of disabled children with additional resources |
|-------------------|-------------------------------|-------------------------------|---|
| Australia | - (9%) | - | 10 |
| Bangladesh | 0.56 | 0.04 | - |
| China | 0.50 | - | 0.64 |
| India | - | - | 1.0 |
| Indonesia | 0.15 | - | - |
| Japan | 0.5 | 0.96 | 1.86 (*6.3) |
| Malaysia | 0.05 | - | 0.43 |
| Nepal | 0.04 | - | 0.237 |
| New Zealand | 0.36 | - | - |
| Pakistan | (2.49) | - | - |
| Philippines | 0.49 | - | 0.87 |
| Republic of Korea | 0.38 | 0.45 | 0.83 |
| Sri Lanka | 0.1 | 0.85 | 2.73 |
| Thailand | 0.16 | 2.62 | 4.95 |

National Institute of Special Needs Education

Country Report

AUSTRALIA

School Management Concerning Collaboration with Social Resources in the Community ~ Its Approaches and Problems ~

Peter Davis,

**President, Australian Special Education Principals Association
Principal, Ipswich Special School, Ipswich Queensland Australia**

1. Background

Australia is a parliamentary democracy made up of three levels of government: Australian, State/Territory and Local government. Under the Australian constitution, the six states and two territories have primary responsibility for the funding and delivery of school education. The effective delivery of education services across Australia requires the development of collaborative structures at all levels of government. At the national level, collaborative policy development and advisory structures have been established. The Ministerial Council on Education, Employment, Training and Youth Affairs includes the Australian Government Minister for Education, Science and Training and all state and territory education and training ministers. Across Australia, collaboration in the area of disability services is promoted through the National Disability Administrators Group comprising the Australian government minister and all state/territory ministers in that area. Similar structures exist at state/territory and local levels with varying degrees of effectiveness.

2. School Based Management and Community Collaboration

During the period since the early 1990s, all Australian states and territories have moved towards greater self management at a school level. Priority was given to, 'decentralisation of authority, responsibility and accountability to schools by allowing them optional self-governing status' (Jenkinson 2001). This devolution process was not aimed at special needs education specifically but concerned school education as a whole.

This broad direction added capacity to an existing collaborative culture which characterised the education of students with disabilities/special needs. The focus became clearly the school, the students and the local community, within the context of the legislative provisions and centrally determined policy and guidelines of the particular state/territory. At the school level, collaboration and consultation (involving the principal, staff, parent/carer and the community) results in the development of strategic agreements between schools and departments of education/education authorities. In the State of Queensland, the school strategic plan allows, "the school community to collaboratively plan how it will improve student learning outcomes." (Education Queensland 2006). The Ipswich Special School Partnership Agreement 2005 – 2007 is an example of this approach. The School Values Statement gives priority to, 'consultative and participative partnerships with parents/carers and the school community'

(Ipswich Special School, 2005 p. 3). The emphasis on school/community collaboration is a central priority of the Australian government and state/territory governments and provides the basis for partnerships with social resources.

3. Parent/Carer Partnerships

Fundamental to the development of programs for students with special needs is the quality of partnerships between the parents/carers, the school and community services. The development of a sustainable and strong relationship is fraught with challenges. The partnership with its ups and downs begins at the point of diagnosis. Russell (2003, p. 144) states that 'at the time of diagnosis of their child's disability, parents . . . can find their expectations of becoming parents shattered'. Thus begins the grief/loss process and the search for community resources to support the family. Schools are a central community support for families of students with disabilities/special needs.

After diagnosis, it is possible for parents/carers to access a range of community services. The level of use is governed by such factors as family capacity/circumstances, knowledge of services in the community and family location (city, rural or isolated areas). Where families are accessing support services, the most commonly used services include therapy, early childhood intervention, behavioural/specialist intervention, counselling (individual, family/group), support provided by regional resources and support teams and case management. As the young person with a disability becomes older, more extensive use is made of respite services, accommodation, learning and life skills (often called Day Programs) and employment services (Australian Institute of Health and Welfare, 2006 pp. 16-18).

4. Processes for Collaboration With Community Resources

A feature of the Australian system of education for students with special needs is the range of options (mainstream classes, support classes/units and specialist schools) available to enable flexible responses to student needs. Within this range of options, the majority of students with disabilities are catered for by services in primary and secondary school programs which are provided by the government and non- government sectors. According to the 2003 Australian Bureau of Statistics Survey of Disability, 62% were catered for in mainstream classes, 27.4% in special classes and 9% attended special schools (Australian Institute of Health and Welfare, 2006 p.18).

Under school based management processes, school principals generally have primary responsibility for ensuring that students with disabilities enrolled in their schools receive the support they need. Within schools and systems, there is an increasing understanding that not all schools can possess all the knowledge, programs and resources to meet the complexity of need of all students with disabilities (Australian Special Education Principals Association 2006). This is particularly so in relation to students with high support needs. Emphasis is being placed on developing interdependent models of delivery to access knowledge, programs and resources across schools and related community providers.

States and territories have formally established collaborative decision-making groups to explore

support needs, resources, learning programs and anticipated outcomes. These groups usually involve the principal, class teacher, parent/carer and other service providers as required, according to student needs. Two examples of the processes are:

- (a) In Western Australia, special schools employ the services of nurses, doctors and therapists to meet the needs of students. A person-centred approach is taken with wrap around services to meet individual student needs. The family is the central focus of this process. Case conferences are often used as the means of developing collaboration with the local area co-ordinators for disability services, police and welfare agencies. Each person involved in the process has a defined role.
- (b) In Victoria, the principal is responsible for setting up a Program Support Group for each student who applies for funding under the Program for Students with Disabilities. If the application is successful, the Program Support Group is established on a more permanent basis. The group comprises the parent/carer, a parent advocate (if the parent wishes), the class teacher, the principal and the student (where appropriate). The focus is on educational planning and monitoring of student progress. The Program Support Group is expected to consult with relevant experts. This could include curriculum consultants, integration teachers, therapists, welfare co-ordinators and medical specialists. The goal is to develop an understanding of the student's individual needs, the appropriate program to meet those needs and the resources needed to ensure the implementation of the program (Department of Education, Victoria 2007).

5. Individual Education Plans (IEP) and Individual Transition Planning (ITP) Processes

IEP and ITP processes provide the means to negotiate and review individual program goals in partnership with parents/carers. These processes also allow the development of interdependent service models through the participation of social resources (therapy and health) as the individual student needs require. For example, at Ipswich Special School, IEP and ITP meetings are lead by the class teacher and occur on a six monthly basis. The range of service providers participating in the IEP and ITP processes will depend on the individual needs of the student and educational outcomes to be achieved. In the case of students with high support needs, team members could include therapists, nurses, medical specialists and social workers from government and non-government agencies. All Australian states and territories systems (government and non- government) have in place such processes, although the title used does vary.

6. Problems In Collaboration Between Schools and Social Resources

The following major issues have been identified by school principals working in the area of special needs education and by Australian research.

6.1 Parent/carer Capacity and Role

A child with a disability can affect every facet of family life. The higher the support needs of the child, the greater demand and stress on the family unit. These circumstances can have a negative

impact on the participation of parents/carers in processes. This situation becomes more critical where school/community services are fragmented.

Parents/carers bring to the collaborative partnership an intimate knowledge of the needs of their sons and daughters. It is critical, that irrespective of their circumstances, they are able to 'have their say' and be active participants in the decision-making process. The success of these collaborative arrangements is dependent on strengthening partnerships between families, schools and services.

6.2 Role of the Principal and Leadership

The role of the principal has become more complex through increased school autonomy and processes required to ensure equity of education access for students with disabilities. Bailey and de Plessis (1998) highlighted the complexity of the principal's role as manager of a service delivery agency that is accountable to a range of stakeholders (Jenkinson 2001, p. 97). This role includes balancing the needs of a range of students, class teachers, expectations of parents/carers, systems and the community. Principals' knowledge and capacity in the area of disability needs to be developed through approaches such as mentoring, co-leadership, distributive leadership and internships.

6.3 Teacher Capacity and Role

Teachers represent the largest and most knowledgeable resource in programming for the needs of students. The quality of their relationship with parents/carers and community agencies plays a large part in the overall outcomes for students. Teachers in Australia have varying degrees of knowledge of the programming requirements for students with disabilities (SWD). Some teachers have the qualifications and knowledge to program for SWD while others have limited qualifications and knowledge in the area. Despite this concern, Callingham and Spaulding (2000, p. 55) found that, 'some teachers went to extraordinary lengths to research the particular disability and implement an appropriate program.'

Changes in special needs education have meant significant changes in the role of teachers, with a strong background in specialised teaching. The need to support a range of educational options has required a change of practices and a move away from direct teaching to team members and/or consultant. Systemic capacity in relation to the availability experienced teachers in special needs is also being reduced due to retirement. According to the Principals Association of Specialist Schools of Victoria, forty percent of teachers with special education credentials could leave that state's school system through retirement in the next five years.

6.4 Alignment Between Schools and Social Resources

In Australia, both school education and community services are provided by the government and non- government sectors. The various agencies, including schools, may come from different professional backgrounds and philosophical understandings. The need to focus on the child with disabilities within the family unit can be lost as a range of organisations deal with various funding and

power arrangements. Bureaucratic processes can come into conflict with professional autonomy in local communities. The interface between the various community service providers is an area which requires greater priority (Australian Institute of Health and Welfare, 2007 p. 96). The focus needs to be on the child and family in the community. All services need to see this as the starting point and customise their partnership contribution in this regard. While there needs to be understanding of organisational roles, priority must also be given to greater interdependency of purpose. Collegiality and co-ownership will need to be underpinned by a philosophy of shared management/leadership, collective power, shared responsibility and accountability.

6.5 Cost of Collaboration

Collaboration between schools and social resources has the potential to improve the lifelong outcomes for students with disabilities. There is, however, a cost in relation to collaborative consultation. The primary role of teachers of students with special needs is to teach. Pressures are placed on teachers and schools as they strive to release staff to be active participants in partnership processes. In addition to the human time cost, there is also a financial cost in conducting joint programs with community agencies. The move to devolve responsibility has resulted in greater financial flexibility at the school/community level. It has also resulted in expectations of cost recovery. Significant negotiation may occur with regard to who meets the cost or cost sharing arrangements. Such negotiations can involve the key partners – parents/carers, the school and the community agency.

7. Conclusion

The key to successful collaboration between schools and social resources is the strength and respect in the partnership between the parents/carers, schools and community agencies. While government policies provide the framework for action, it is the work occurring at the local community level that will make the difference. Participants must achieve a balance between focusing on their own area of skill and responsibility and working in partnerships with other agencies – and in particular, parent/carers.

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<Questions and Answers after Country Report>

Q.1

Can you give me an explanation about specification on Individual Transition Plan?

A.1

Transition planning starts at 15 years old to prepare eventual exit to society at 18 years old. This is also to ensure smooth transition.

Q.2

How about the relationship among parents, schools and society?

A.2

Everybody has a role to play, but the teachers should eventually take the lead role in this support system.

Q.3

How about the transition system from school to employer?

A.3

Children with special needs are not competitive to make up for this

Q.4

How are students with special needs treated by their employers?

A.4

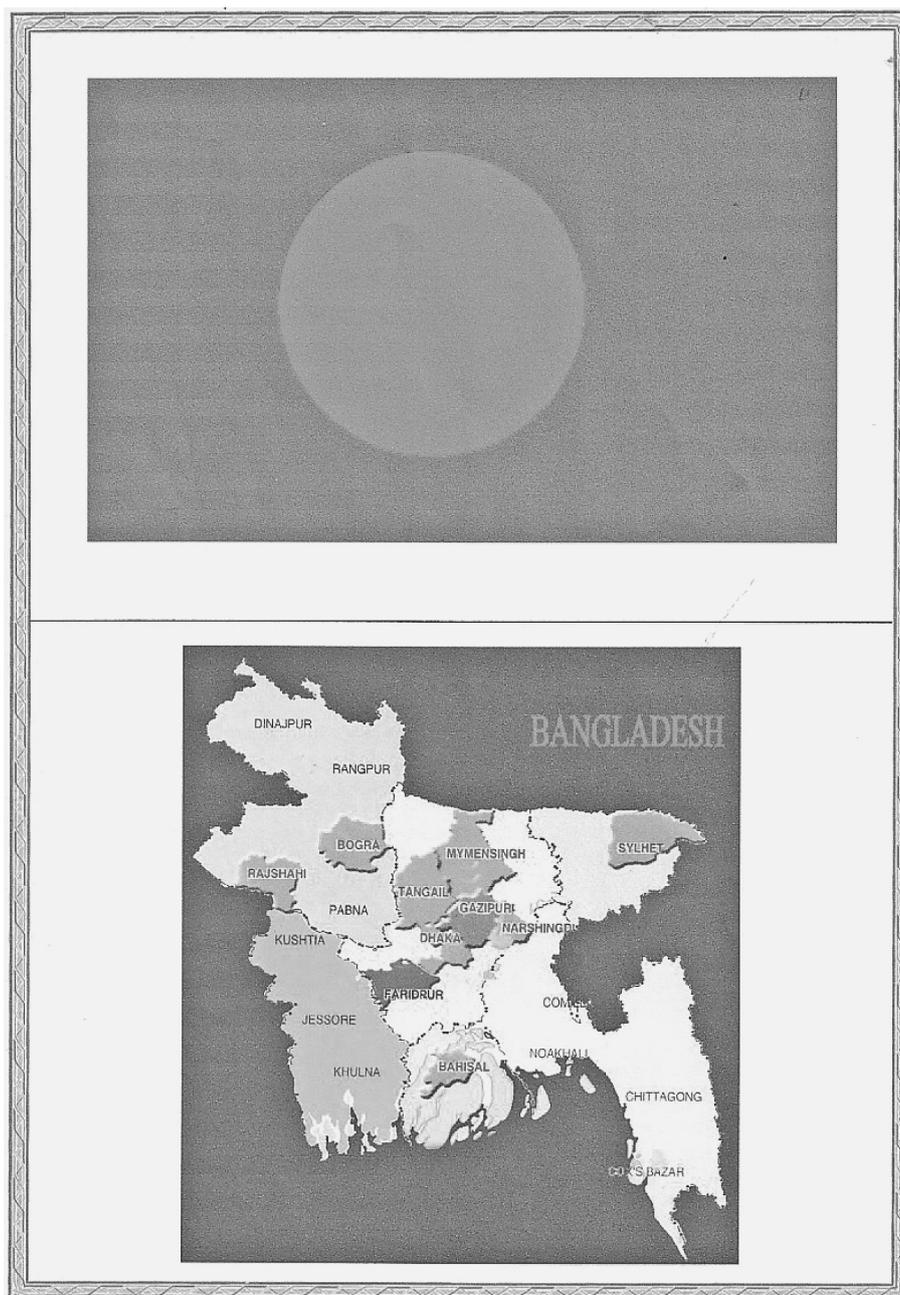
As incentive to the employers, they are asked to pay reduced wages for the person with special needs and the government assumes the responsibility of paying the balance to the employee (the students with special needs).

BANGLADESH

School Management with Social Resources Support - Bangladesh Situation

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1.1 Location and Demography

Bangladesh achieved independence on 26th March, 1971, situated in the northeast corner of the South Asian countries, Bangladesh is surrounded by India and Myanmar

With a density of 941 persons per km. present population of Bangladesh stands at 140 million (UNFPA 2005) with a growth rate of 1.53 and a life expectancy of 64.9 years thus making the eight largest population in the world. Bangla is the national language while English is widely spoken and understood. The literacy rate is 62%.

1.2 Economy

“The country has doubled per capita growth and taken strides towards reaching many of the Millennium Development Goals. With sustained economic growth poverty incidence continued to decline” (W.B. 2005). GDP per capita income grew from US\$ 273 in 1990-91 to US\$ 456 in 2006 (Bangladesh Economic Survey 2006).

Basically an agrarian country, the nature of the economy is gradually changing. It is being transformed into a newly emerging industrialized country. The contribution of the agriculture sector in the GDP is gradually declining. Over the period 2001 to 2005 it declined from 17% to 15% (BB2006). Manufacturing sector is remarkably gaining ground. Its contribution in GDP is increasing with garments sector being the principal industry.

The introduction of micro-credit program through Grameen Bank, first of its kind in Bangladesh, has fetched Nobel Prize for Dr. Mohammad Yunus in 2006. Grameen Bank has empowered rural poor, poorest women to possess substantial financial contribution to the family as well as the society having positive effect on reducing poverty in the years to come.

2.1 Education of Bangladesh

The constitution of the People’s Republic of Bangladesh enjoins upon the government of Bangladesh the obligation to ensure literacy rate of all the citizens of the country through the following provisions (Article 17) :

- establishing a uniform, mass-oriented and universal education and extending free and compulsory education to all children to such stage as may be determined by law
- relating education to the needs of society and producing trained and motivated citizens to serve those needs
- removing illiteracy within 2015 as may be determined by law.

2.2 Structure of the Education System

Education in Bangladesh has three major stages - primary, secondary and higher education. Primary education is a 5-year cycle while secondary education is a 7-year one with three sub-cycles : 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The entry age for primary is 6 years. The junior secondary, secondary and higher secondary stages are designed for age

groups 11-13, 14-15 and 16-17 years.

Higher secondary is followed by higher education in general, technical, technology and medical streams requiring 5-6 years to obtain a Master's degree.

2.3 Different Streams in Education

Primary level education is provided under two major institutional arrangements (stream): general and madrasa. Secondary education has three major streams : general, technical-vocational and madrasa. Higher education, likewise, has 3 streams : general (inclusive of pure and applied science, arts, business and social science), madrasa and technology education. Technology education, in its turn, includes agriculture, engineering, medical, textile, leather technology and ICT. Madrasa function parallel to the three major stages have similar core courses as in the general stream (Primary, Secondary and Post-secondary) but have special emphasis on religious studies.

3.1 School Management and Stakeholders of Social Management

School management is a systematic and continuous process by which an institution can involve its teachers in imparting standard teaching with accountability as members of the team. It deals with the input process effect and outcome of the institutions. The teachers, staff and students are fully aware of their responsibilities and commitment in helping the institution to achieve its goal according to the mission statement. The teaching staff headed by authority take the responsibility of both credit and discredit of the institution.

- Authority • Teachers • Students • SMC • Gurdian • Community
- Office • Class-room

3.2 Principles of School Management

- Division of work • Authority and responsibility • Discipline
- Unity of command • Unity of direction • Remuneration
- Centralization • Procedure • Order • Equity • Stability of tenure
- Initiative

4.1 Student's Needs

Students are divided into two parts.

i) Normal students and ii) students with special needs.

Normal students are those who are fully able to perform everything in the institution. But children have difficulty in learning if s/he has a significantly greater difficulty in learning than the majority of children of the same age is called special needs student.

School should accommodate all children regardless of their physical, intellectual, social, emotional linguistic or other conditions (UNESCO 1994).

4.2 Vision of Education for Disable Students According to Disability Welfare Act 2001

- Special curriculum and textbook design.
- Provide free education and low cost teaching aids.
- Mainstreaming special education with general education in possible cases.
- Technical education for disable students
- Teacher education program for special education.
- Ensure easy transportation for disabled children in the institution.

4.3 Division of Students with Special Needs

- Visual Impairment • Hearing impairment • Physical inabilities • Intellectual disable.

4.4 General Needs of the Students

- Education and curriculum activities • Discipline • Leadership • Medial care • Healthcare
- Welfare • Library facilities • Friendship • Gender balance arrangements • Co-curricular activities • Motivation

4.5 Demands of Students with Special Needs

- Recognition • Healthcare • Welfare • Special care • Motivation • Love • Special Classroom • Special trained teachers • Teaching aids / equipments • Technology • Accommodation • Job opportunity field.

4.6 Special Needs Education

- Sound strategy from which all children can benefit.
- Difference are normal.
- Learning must be adapted to the needs of the child.
- A learner-centered approach.

4.7 Learner-centered approach

- Based on children natural way of learning.
- Sets up situations in which students can learn by themselves through observing, touching, experimenting and thinking
- The students must be actively involved in the learning process
- Learning must be meaningful and useful for learners.

4.8 Problem involved in managing school for children with special needs

- Lack of class-room • Special Needs trained teachers • Shortage of teaching aids • Lack of modern technology • Want of accommodation • Short of co-curricular activities • Special care / medical care • Short of proper supervision • Lack of inspiration • Gender biasness.

4.9 Healthcare medical-care and welfare

School Managing Committee to identify students with special needs to ensure healthcare facilities with the help of social workers in the community.

Teachers can identify visually impaired students with the help of Eye Chart supplied by the government and send them to doctors where necessary.

Social welfare department, NGOs, charity organization, social elites provide the disabled children with wheelchairs and other necessary equipment.

nmSchool supervision could be the most effective means to address any problem that may arise while dealing with the students with special needs in the mainstream of education.

4.10 The social importance of inclusion in education

- All children are welcome and valued
- Schools recognise and respond to the diversity of the educational needs of all learners in their classrooms.
- Inclusive schools promote social development, tolerance and respect
- The learning environment is conducive to active learning
- Teachers have a new role as facilitator of learning.
- Emphasis on parent and community collaboration and support
- Emphasis on local commitment and ownership
- Emphasis on changed attitude

Recommendations

- i) Education policy
- ii) Accommodation - Classroom or residence
- iii) Healthcare
- iv) Medical care
- v) Education method
- vi) Educational equipment / teaching aids
- vii) Collaboration with SMC and community
- viii) School visit / supervision
- ix) Parents day
- x) Welfare / take care
- xi) Job opportunity
- xii) Technology development
- xiii) Trained teacher and special needs trained teacher
- xiv) Arrangement of co-curricular activities
- xv) Gender balance education.

If we can fulfill the above recommendations, we could achieve outcome of proper education in Bangladesh.

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<Questions and Answers after Country Report>

Q.1

Among the many concerns reported, which one should be given priority? What resources are present in the community?

A.1

School management collaborates with the community in terms of health care through Social Workers. Referrals to doctors are done if necessary.

Q.2

What is the difference between special curriculum and regular curriculum?

A.2

There is more focus on ensuring love and affection and equity.

Q.3

How do you attract many more special needs teachers?

A.3

Give more facilities for teacher training.

Q.4

Specific examples for the following: Value and importance if all children have Specific NGO support?

A.4

Value of children: parents are involved to ensure learning

Specific NGO support: generate support to acquire equipments (ex. wheelchairs)

CHINA

Issues of Special School Development in China

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This paper presented the institutional setting of special services to the disabled, the holistic support of special education services, the changing role of special school, and their implication for further development.

1. Institutional Setting of Special Services to the Disabled

In China, Services to the special needs children involve cooperation, collaboration and communication of various governmental and non-government sectors. By Law of Protection of Disabled Persons in China, The Disabled Person Regardless of their handicapping condition, they are entitled to the equal human right as all people. The foundation of this human right thinking is the underlined humanistic spirit and the socialism society.

Under the State Council, the Committee of Coordination for the Disabled Person (CCDP), chairman is the Vice Primer, the committee including 34 governments and semi-government sectors. By institutional designation, the CCDP aims to call for coordination in issues of development and orientation, policy, planning, regulation, and programs relate to the disabled person. Policy and program implementation, problem solving; working with UN organizations, etc are emphasized in CCDP.

Within CCDP The core group are vice minister from six sectors, namely the State Council, China Disabled Person Federation, Ministry of Education, Ministry of Civil Affairs, Ministry of Health, Ministry of Labor and Social Security. The CCDP is a central and most powerful the policy making and collaboration organization in providing services to the Disabled Person. The core group of CCDP works closely to oversee policies and their implementation to fulfill the needs of the disabled person in main areas of government responsibility and public services.

In 2006, the CCDP reported that the nationwide campaign of “ equality, participation, and sharing” of public services to the disabled had achieved resource development goals in several domains, including the setting up of 1,662 special schools, 2,700 special classes in regular schools, 3,250 vocational preparation institutes, 3,048 employment services units, 19,000 rehabilitation units , 2,574 legal support offices , and a few multi- media libraries in year of 2001-2005. By means of resource development, the government at different levels had enabled themselves to offer better services to support the disabled person. With this framework, the resource available nowadays also help to build a base for the coming five year’s development (2006-2010) in areas of services of rehabilitation,

education, employment and social security, poverty reduction, culture and sports, social environment, human right advocacy, etc. The mandated specific goals for these areas are undertaking and will be evaluated by the end of 11th five-year plan .

2. The Holistic Support of Special Education

In the centralized administrative system in China there are four levels of government which includes the central government, the provincial and municipality, the county and district, as well as the village and community governments. The local government in the grass level of the county and district as well as the village and community play key role in education and special services to the special needs children. Regarding support for the special school, the departments of education, health, civil affair and social security, labor and social security as well as local federation of disabled persons at local level have much influence to the practice. So as to say, these key institutions also have direct impact on how a special school function. Furthermore school based management must be strongly regarded as not only the basic but also one of the most important factor in the school management issue.

In Hexi District of Tianjing Municipality, It was reported that education department, civil affair department and CDPF in the District build a partnership by organizing a special education committee to support special education and services. In the case of serving students with mental disability, one special school of mental disability is equipped as resource center. Along with four centers of child rehabilitation in the District formed a special education resources collaboration system. As a partner of a special education resource collaboration system, the special school is supported to assist special classes and integrated classes in the regular elementary schools. In application of the special education resource collaboration system has enabled resource in the District to set up seven functional rooms for educational purpose, they are library and leisure room, social skill room, motor skill room, family living-skill room, medical and health room, fitness and rhythm room, and teacher seminar room.

This special education resource collaboration system provides educational services as follows:

- Life long education to mental disability including nine year compulsory education, preschool education, middle school education, and vocational education
- Carrying out research of special education project and making recommendation for the development
- Providing periodical teacher in-service training programs
- Organize local association and activities of special education research and activities
- Undertaking curriculum and instructional design and demonstration.

By this setting, the District achieves 100% of children with mental disability receiving public education. It was also stated in the same case report that inclusive school had extended from one school to thirty-four schools in supporting 110 students with different type of disability in receiving nine years compulsory education.

3. The Changing Role of Special Schools

The education system in China is one system with two tracts of school management which means the regular school system and the special school system are integrated in education provision to the special needs children from elementary education to higher education. In terms of special schools, there are four types of special schools in China, they are special school for the visual impairment, special school of the hearing impairment, special schools for the mental disability and the special education school. While majority of the special needs children receive education in the regular schools, however, the number of special schools is also increasing annually in a gradual way. Because the special schools in China are treated as resource and technical support center in the local education system, such as the case reported from the Hexi District of Tianjing Municipality.

In addition, the role of special schools had changed because of various type of disabilities and the severe and multiple disabled children enrolled in special schools. In one investigation (Chen, 2007), few special school provides education to single type of disabled children. The analysis of investigation found the special education school and the special school for mental disability both are providing education to more than one type of disability. Most special schools provide education to more than two types of disabilities. Near 40% of special school accept four types of disabilities. Special schools have become inclusive in ways of open different department for different type of disabilities because the decreasing numbers of students enroll in special schools. More and more special school for the hearing impairment and special school for the visual impairment had changed to enroll children with mental disability. They made the change either by set up special class (or special department) for the mental disability or by changing their school title to special education school in order to intake any type of children who need education. One special education school indicated its students encompass nine types of disability. Another change found from the same investigation is that special schools are comprehensive in the program, that they extended their school program of nine years compulsory education either to include preschool program or to include secondary or vocational education program. Special schools are inclusive and comprehensive for various reasons. Firstly, the universalizing of nine years compulsory education; secondly, as the outcome of national policy of developing inclusive education movement, regular schools are enabled and equipped to provide education to majority of the special needs children. The special schools encounter great difficulty in enrolling enough students. Hence, the special schools also suffered the lost of students due to the decreasing number of school age children as the national population slow down resulted by national family plan project. In shangdong Province, one of school evaluation item was to list all the special school in order by the number of children enrolled in special school each year. Practices such as mentioned, draw an outcome that students with severe disability and multiple disabilities who were rejected before, now to be welcomed in special schools.

In one workshop for Beijing principles of 17 special schools, the principles forming into four groups, each with 4-6 principles. In the group discussion on topic of the changing role of special school, each of four groups of principles drawn one diagram in their conceptualization of the role and

function of special school in 21st century was presented. Each diagram was different in the details of roles, but the school function was similar. In generalization, special school principles were in vision of

- (1) Special schools need to be flexible for the changing role and function along with the social and educational development of the nation.
- (2) Special schools should be the resource center for the community
- (3) Special teachers should provide support to the special education program and the special needs children in the regular schools
- (4) Special schools should work very close with different government and social sectors
- (5) Special schools should develop out reach program for the family
- (6) Special schools should change and be restructured for the new role and with new function in the inclusive education context.

4. Implication for Future Development

Every country has a single government regardless of social belief or the development degree. Under the government there is one education system to serve all people. Sometime in the human history because the differentiation of different responsibility of different government and social sectors. We lost our vision that people look different but their right and needs are equal. Inequality of practice often found in social services and much in education still. We must be very careful that when deal with human issues, the less coordinated or difficulty in collaboration will not only hurt one individual with disability but also tear apart the community and the family. Schools are slow in making changes to meet the social needs in China. While the school waited for resource to make changes the child grew up in poor fulfilled goals. We must make resources for the school in order to reinforce the right of education .In the trend for decentralized the administration and management of school system, also in the context of market economy, in policy making for school management balance of efficacy and equality is a crucial question.

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<Question and Answer after Country Report>

Q.1

Decentralization of education leads to broader gap between rural and urban areas. What are the actions taken to bridge the gap between rural and urban areas?

A.1

Priority is given to rural areas in terms of central government funds. It will take many years to equalize resources in east and west China.

INDIA

School Management Concerning Collaboration with Social Resources in Community -Approaches and Problems the Indian Experience-

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1. Prologue

India, a multicultural, multilingual and multi-religious country with a large population of 1029 million spread over 593 districts, 5470 sub districts, 5161 towns and 6,38,588 villages is a country with a treasure of potentialities and capacities of its masses. Equality, dignity, autonomy and liberty are the founding principles which are reflected in the Constitution of India. The rich social resources of the India – its citizens, community and socio-cultural heritage and diversities provide a strong base for partnership not only between different areas in which various Ministries are working but also with Non-Government organizations in general. However, these ties become stronger and deeper when it comes to providing education to all its children including Children with Special Needs. In fact it is considered the main responsibility of the Indian Society to nurture its off springs– future generation and give a positive direction to their developmental needs through inclusive education. Education is the crucial area of investment for India's development and survival and therefore improvement – in educational status, equity in education, protection of individual rights, providing quality education to all become the prime concerns of the educational policy, planning and implementation in India.

2. The National Commitment

India is one country which has a National policy for Persons with Disabilities to cater to the requirements of 2.19 crore persons with disabilities (Census of India, 2001) who constitute 2.13 per cent of the total population. A large number (75 per cent) of them live in rural areas, 49 per cent of disabled population is literate and only 34 per cent are employed. The Government of India has enacted three legislations for persons with disabilities viz. Persons with Disabilities (Equal opportunities, Protection of Rights and full Participation) Act, 1995, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 and Rehabilitation Council of India Act, 1992. The National Policy for Persons with Disabilities focuses on prevention of disabilities, rehabilitation measures including physical rehabilitation, education, economic rehabilitation (employment in Govt. establishments, wage employment in private sector, self employment) and many other aspects. The Policy also recognizes the NGO sector, which is as important as the community, as a very important institutional mechanism to provide affordable services to complement Govt. efforts. For education Ministry of Human Resource Development of the

Govt. of India has developed a Comprehensive Education Plan for inclusion in education of children and youth with disabilities vis-à-vis four major outputs spread over a period of five years to implement the commitment of the Ministry for providing education to all children and youth with disabilities through mainstream schools. This plan covers all stages of education – from pre primary to higher education.

3. Managing Schools for all

Universalization of elementary education in India has been of prime concern for quite some time. Since education in India is on the concurrent list it is the responsibility of both the Central and State Government. A recent publication by Mehta (2007) which is based on the data received from 1.12 million schools spread over 604 districts across 35 States and Union Territories has estimated the total number of government run schools to be 83.14%. Out of private managed schools 33.46% are Private Aided Schools and the remaining 66.54% are Private Unaided schools. The share of Department of Education in Govt. run Institutions was only 57.64% during 2005-06. All these schools are committed to provide education to all children with 3 percent reservation for children with disabilities. Besides mainstream schools India has special schools also which are run by welfare department. So far as the curriculum is concerned all schools follow either the national curriculum or the State curriculum. In addition to regular teachers mainstream schools also have special teachers to provide resource support to children with special needs studying along with other children. Under a centrally sponsored scheme 100 percent funding is available for establishing a resource room, appointment of teachers and their training. Special schools have specially trained teachers who possess professional degrees recognized by Rehabilitation Council of India which is a statutory body and is an organization of the Ministry of Social Justice and Empowerment, Govt. of India. Mainstream schools have teachers with professional degrees approved by National Council of Teacher education. Some of these schools have trained teachers in special education as their faculty but some of them itinerant teachers who go to various schools. General schools also have resource rooms and special classes to help children with special needs to acquire competencies to cope up with the requirements of inclusive classrooms. Children with special needs are identified through household surveys conducted by State governments with the help of doctors, psychologists, trained teachers and members of village education committees and placed in appropriate classes after providing them necessary equipments and aids.

The National Policy on Disability in India is an excellent example of collaboration and partnership among different sectors and ministries. Social resources in communities including parents of both disabled and non-disabled children provide a wide and strong foundation to our programmes. Emergence of NGOs working in the field of education, health, social welfare and employment sectors has widened the scope of utilization of community resources be they human or physical. In fact improving quality of education requires working closely with key agents of change in society such as teachers, school heads, education committees, parent-teacher associations, rehabilitation workers, NGOs, social workers and other members of local bodies.

Sarva Shiksha Abhiyan (SSA) a programme of education for all which is the flagship programme to provide education to all children and covers all schools ensures that every child with disability having special educational needs, irrespective of the type, category and the degree or level of disability is provided education in an appropriate environment. All schools are covered through this programme. It adopts zero rejection policy to ensure that no child is left out for whatever reason. SSA also uses various approaches, options and strategies to meet educational requirements of children with special needs which include education through mainstream schools, open learning systems and open schools, alternative schooling, distance education, special schools and home based education wherever necessary, remedial teaching, part time classes, community based rehabilitation and vocational cooperative programmes. Early detection and identification, functional and formal assessment, educational placement, provision of aids and appliances, support services, teacher training, resource support, Individualized Educational Plan, parental training and community mobilization, planning and management through resource groups constituted at State and district level in collaboration of *Panchayati Raj Institutions* and NGOs, strengthening of special schools through convergence with agencies and departments working in the area, removal of architectural barriers, research, monitoring and evaluation are essential components of the SSA approach. Under this programme 1, 12,033 children with special needs (CWSN) are being covered through Alternative and Innovative Education (AIE) and Education Guarantee Schemes (EGS) in 19 States. Besides these children, 77,140 CWSN have been covered through home based education In all 22 States have appointed 6678 resource teachers besides general teachers and 687 NGOs are involved in the inclusive education programme in 28 States. 5.02 lakh schools have been made barrier free and effort to make other schools barrier free continues in a phased manner. A total number of 23.99 lakh CWSN have been identified in 2006-2007. Similarly, the current coverage of CWSN in SSA stands at 21.86 lakhs (91.13%). Those who have not been covered so far need to be approached through various interventions and strategies.

The existing scheme of Integrated Education for the Disabled Children, which is currently being revised as Inclusive Education for the Disabled at Secondary Stage (IEDSS) aims at providing educational opportunities for children with disabilities in common schools and covers both formal schools run by government as well as non government agencies. As has been said earlier under this scheme assistance is being provided for all specified items on 100% basis. The scope of the scheme also includes pre school training for children with disabilities and counseling for parents. NGOs have a big share in implementation of this scheme. A need has been strongly felt to involve more government organizations and society in implementation of this scheme with focus on inclusion instead of integration.

4. School Management and Utilization of Social Resources: The Approach

Social resources in Indian context can be classified under four categories – Parents and Care givers, community, local governing bodies, Panchayati Raj institutes, NGOs and other institutions working for children with Special Needs and Socio, cultural environments. When we talk of using

social resources for working for children with disabilities it becomes necessary to establish effective partnership with all these persons and organizations and share the same vision. Thus they become effective partners of government effort to provide education to children with disabilities.

A. Parents and Care Givers:

Parents of children with disabilities and their counterparts as well as care givers form a group of human resources whose commitment to perform their role as social resource group is very encouraging in Indian context. National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities extends support to registered organizations to provide need based interventions during the period of crisis in the family of persons with disabilities and deals with problems of person with disabilities who do not have family support. Measures are taken by it to take care and protect persons with disabilities in case of death of their parents and guardians. Training of care givers is an important programme of the Trust. So far, the Trust has registered 731 NGOs working in the field of Autism, Cerebral Policy, Mental Retardation and Multiple Disabilities. It has also set up 498 local level committees which are headed by the District Collectors (source: Annual Report of ministry of Social Justice & Empowerment, 2005-06).

Partnership with parents acquires more significance in the context of home based education. Under SSA parents are trained to become effective teachers of their children so that the whole family participates. This strategy has been found to be more effective in cases where transportation is a real problem and incidence of overage CWSN with low mental ability is high. Teachers while visiting homes conduct intensive counseling sessions with parents regarding the problems and progress of their child.

Role of parents of both children with disabilities and other children is praiseworthy and provides linkage between the school system and the community. Their confidence in the potentialities and abilities of their children and praise for SSA efforts is encouraging and reinforce the efforts made for development of basic skills in the child to cope up with the requirement of education system. Parents are happy that their children are getting education in neighborhood schools along with their peers, siblings and friends.

B. Community Mobilization.

Keeping with the constitutional commitment and National Policy of Education (1986, 1992) and the key ingredient of earlier District Primary Education Programme being decentralized management and involvement of village Education Committee, the SSA has also made systematic efforts to make funds available for all school related expenditures through community based bodies. Community based monitoring of specific issues like enrolment, retention, education of disadvantaged groups including children with special needs, involvement of community level structures in micro-planning, Village Education Plan and School Improvement Plans. Even the budget is prepared through participatory planning and specificity. With a view to maximize utilization of community (human)

resources training of members of these committees is organized at a regular interval about their roles and functions in the light of various interventions like gender, civil works, procurement procedures, inclusive education etc. for which training materials are also developed. Efforts made by different States to involve community are available on the website of Ministry of Human Resource Development, Govt. of India. The ultimate aim of providing education to children and youth with disabilities is to provide an opportunity to the person with disability to be self sufficient and live in society with dignity and self respect which needs a multi dimensional and integrated approach.

C. Partnership with NGOs and other Local organizational bodies

The key role of NGOs in education of CWSN is in mobilizing community participation. They have made significant contribution through early interventions, assessment, therapeutic services, parent's education and formation of self help groups. They also help in organizing training programmes for rural rehabilitation workers, special educators, teachers and parents, CWSN and the community. Both government and NGOs work in close partnership to promote meaningful, effective and sustainable action. It is estimated that there are 40 lakh mandals existing in India and of these 30,000 – 1.00 lakh NGOs are active in the social and development sector (Source: Disability Status in India 2003 – Rehabilitation Council of India).

There are many other organizations who are active partners in providing education to children with special needs. Cluster, Block and District Resource Centers created under SSA are actively involved in the programme along with Village Education Committees, Parent teacher Associations, Mother Teacher Associations, Special schools, District Rehabilitation Centers, Accredited Social Health Activists, Employment Exchanges specially created for placement/employment of persons with disabilities, Primary health Centers and many more. Some of the national level organizations working for Children with special needs include six national level institutes working for persons with different disabilities, National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, Rehabilitation Council of India, National Council of Educational Research and Training, National Institute for Open Schooling, National Institute for Public Cooperation and Child Development, Central Board of Secondary Education, University Grants Commission and National Council for Teacher Education. Various ministries viz. Ministry of Human Resource Development, Ministry of Social Justice and Empowerment, Ministry of Science and Technology, Ministry of Urban Development, Ministry of Health, Ministry of Employment, Ministry of Labour and Ministry of Women & Child Development are meaningfully involved in the task of working for persons with disabilities.

D. Socio- cultural resources

India as a country has rich cultural resources. It is one of those countries which have noticeable cultural diversities, linguistic variations, different local traditions, folk art and craft and local environment which make each training programme specific to the local population and environment.

This local specific component is also reflected in the teaching learning material developed with the help of local artisans and the community. Flexibility and local specificity have resulted in development of variety of teaching learning materials and wide variety of training models.

5. Challenges

Like many other countries India is also following right based approach which ensures that each person gets his rights be he/she with disability or otherwise. At the heart of this approach lies respect for variation in culture and recognition that people are different from each other on many counts including abilities and capacities. It is important that we recognize two complementary principles- non-discrimination and reasonable differentiation, make provisions and not concessions and build programmes around abilities of children and youth and not their disabilities. They like others have right to food and clean water, right to adequate housing and shelter, right to health, right to education, linguistic rights, access to places of entertainment, sports and culture and access to media and information communication technology (source: Disability Manual, 2005 prepared by National Human Rights Commission, India) Some of the areas where India is facing challenges in mobilizing social resources are -

- (1) Attitude shift
- (2) Mapping of Children & persons with disabilities to make need based provisions
- (3) Training of teachers working in large number of mainstream schools in pedagogy and management of inclusive classrooms
- (4) Shift from welfare to right based approach
- (5) Accountability of organizations and community towards persons with disabilities
- (6) Establishing effective linkages/networking way among institutions and departments
- (7) Lack of trained personnel to work with community in disability sector
- (8) Creating infrastructural support
- (9) Adapting aids and making places of public utility accessible to persons with disabilities
- (10) Employment

India is committed to overcome these barriers collectively with the support of its citizenry.

<Questions and Answers after Country Report>

Q.1

How are local resources used for teacher training?

A.1

Inter-institution conferences for teacher training

Focus group discussion on accommodations on different disabilities to be used in teaching other teachers how to teach in inclusive settings (Example given: Visual impairment exam modification)

Q.2

How do you unite sign language as a medium of education since you are a multi-lingual country?

A.2

This effort has just begun. The effort is not to have one sign language for the whole country but to create a cultural-specific sign language and make it part of the school system. This is to respect the diversity of their culture.

Q.3

What do you think of changing in teachers' attitude?

A.3

Training principals leads to the changes.

INDONESIA

School Management Concerning Collaboration with Social Resources in the Community-Its Approaches and Problems-

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1. Background

Education system in Indonesia provides the same right for the children with special needs in order to get the education. The statement is described in some acts.

However, the number of handicapped children who are going to segregated and inclusive school is about 81.790 persons, the total of school age students with disability is about 317.016 persons.

The Government should work hard to provide the education services for children with special needs and to cover the school age children with special needs who are still uneducated.

2. Education Service for handicapped children

Act Number 20 of 2003 on National Education System article 32 stipulated that paragraph (1) special education is the education for the students who have the difficulties in the teaching-learning process caused by physically, emotionally, mentally, social handicapped and/or having the intelligence and special talent, and paragraph (2) state that special education service is the education for students in the isolated region, and/or suffered the natural disaster, social disaster, and inability from the economic aspects.

Education for the handicapped children could be granted via special education, special service education and inclusive education.

3. Government Policy

Government policy is made to develop the special education and special education service, among other by (1) empowering institution: capacity building and skill training (2) empowering school: subsidy granting, material/guidance material, competence workshop development, socialization, and (3) developing the synergy with stakeholder; skill association, profession group, Non Government Organization, Higher Education, and international organization.

Ministry of National Education also make collaboration with some related ministry, among other: (1) Ministry of Social Affairs in increasing nutrient for student with special needs and providing operational cost for dormitory (2) Ministry of Public Works in providing school accessibility, (3) Ministry of Manpower and Transmigration in abolishing children worker, and (4) Ministry of Health in checking health for children with special needs.

4. School Management for Children with Special Needs

School management for children with special needs is applied by implementing school-based management and it is focused especially on 6 elements as follows:

(1) Curriculum and Evaluation

The Curriculum that is applied is curriculum 1994 and competence-based curriculum at school level. Syllabus and material are provided by teachers, the competence standard is decided by the Government.

(2) Staff Management

Improving staff skill and competence is delivered by training and upgrading teacher and staff.

(3) Students

Student management is delivered mental capacity improvement by providing psychological activity, increasing student fitness and healing therapy.

(4) School Finance

School finance is arranged and planned by involving school committee.

(5) Equipment and infrastructure

School equipment and infrastructure are provided by government and school.

(6) School collaboration

School also collaborate with social resources, either institution or individual. School needs to have good collaboration with community in order to get the school goals. A good collaboration will create: 1) understanding between school, parents, community, and other institutions including vocation, 2) building sense of responsibility of the community to increase school quality.

Kind of activities of this collaboration among other 1) skill association to develop the competence of children with special needs, 2) professional group such as for medical handling and psychology, identification, therapy/treatment 3) Non Government Organization for instance giving the information about the children with special needs, teaching tool granting, activities assistance for children with special needs after completion of study, 4) higher education in implementing the science via students and program guidance, 5) international organization to grant the fund assistance, capacity building, therapy/treatment 6) religious organization in the form of religious speech, and 7) individual in the form of fund aid.

5. The Problems to be faced

The problems to be faced in managing children with special needs are:

(1) Human Resources

Many teachers of children with special needs are not bachelor degree, not having the qualification about the education for children with special needs, lack of inclusive socialization for teachers at the inclusive education school, supervisory resources need to be increased constitutes the barrier of children with special needs education.

The weak human resources make the quality of graduation is low and the difficulty of the alumni to get the job, just little job provides.

(2) School Facilities

Minimum existing facility at school is also the barrier in giving the education service for children with special needs.

(3) Parents attitude

There are so many parents do not realize that children need the special services, beside that for many parents, having a handicapped child is an embarrassment and they do not want to send the child to school.

(4) School Environment

School environment either inside or outside the school do not welcome to the children with special needs.

(5) Monitoring and Evaluation

So far still lack effective of monitoring and evaluation, strong system should be created in order to monitor and evaluate the effectiveness.

6. Conclusion

Education services for special need children need to be improved. The quality of alumni should be enhanced so the student can live independently in the community. To handle this problem, school keeps on increasing the services for the children with special needs not only by improving school programs but also with collaborating with social resources.

<Questions and Answers after Country Report>

Q.1

Indonesia is moving towards competence based curriculum. Who decides it and at what level it is decided?

A.1

It is decided by the board and all stakeholders were involved in it.

Q.2

How many training programs do you plan for special education?

A.2

Nine universities are conducting such programs.

JAPAN

Schools Rooted in the Community -Developing Partnerships: Rebuilding the Community-

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and

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1. Introduction

The administrative authorities in Japan have established various institutions and systems. Communities used to rely on mutual help among residents, but now they are turning to the local administrative system to fulfill their needs. However, these local systems, dispersed throughout the area, carry out a single function and cannot offer personalized services to fulfill individual needs. The same is true with regards to support for children with disabilities. Under these circumstances, there are some efforts by those who are involved in local systems, such as schools, hospitals, and education and treatment institutions, to try to establish a new community where everyone works together and helps each other in order to improve support for children with disabilities.

Here, the need for a partnership among the educational, welfare, medical, and healthcare systems, as well as other local systems, in order to support children with disabilities is clearly shown.

For children with disabilities, the role of the community is vital. School education also plays an important role in realizing an inclusive society. Schools need to enhance their educational functions so that they can be a platform for the local community to support these children while working in collaboration with local systems.

Now schools are expected to make themselves more open to the community and more collaborative with other related parties.

In this report, we will discuss how schools and the community can work together to support education for children with disabilities in Japan.

2. Communities, Schools and Children

Children are born and raised in the community, and later they will become its supporting members.

Children receive their education and are nurtured to be grown-ups in local schools. Once children have grown-up, they in turn commit their children to the care of schools. Schools have supported local education, and have been supported by the community, generation after generation.

(1) The School System and the Community

The Japanese school system has more than 130 years of history since it began in 1872, in the opening days of Japan's modernization, when the School Education System was promulgated by the Meiji Government as the basis for the educational system. Since the end of World War II, Japan has adopted democratic educational systems and established boards of education in each community, decentralizing power away from the central government and putting it in the hands of local governments. These schools have always been supported by their communities and have played a role as their training grounds.

(2) School and Community

Schools are not only children's training grounds but also places for local gatherings. Through such events as athletic festivals, talent shows, and school exhibitions, schools have also played a role as a core for sport and culture in the community.

As members of the community, children have been taken care of, and the community has educated and nurtured them generation after generation. Schools have been at the core of education and culture in the community.

3. Basic Measures for People with disabilities and Education

The Japanese government's basic plan on measures for people with disabilities ("The New Basic Plan on people with disabilities and the 5-Year Emphasis Measures Implementation Program –New Plan for the Disabled" formulated on December 24, 2002) declares its support for the principles of "rehabilitation" and "normalization," and states that their aim is realizing an "inclusive society" where all people mutually respect a person's individuality and personality, regardless of any disabilities.

The government also prescribes basic policy considerations for the disabled in "Disabled Persons Fundamental Law" (Revised in June 2004), and states the principles as follows:

"All people with disabilities have the right to have their dignity respected and their standard of living for that dignity is guaranteed.

All people with disabilities shall be provided with opportunities to participate in activities in social, economic, cultural, and all other areas, as a member of society.

No person shall discriminate against, or otherwise act in such a way as to violate the rights and interests of, people with disabilities solely on the grounds that they are disabled."

It also states that the role of education as a means to realize these principles as follows:

"The national and local governments should improve and enhance the content and means of education, as well as implement any appropriate measures that are necessary for people with disabilities to be properly educated.

The national and local governments should promote investigation and research for education for people with disabilities, as well as improve school facilities.

The national and local governments should promote mutual understanding between children

and students with and without disabilities by actively enhancing their interaction and collaborative learning.”

Under these circumstances, the educational principles and systems for children with disabilities was reviewed.

4. Shift of Educational Principles and Systems for Children with Disabilities

The institution of education for children with disabilities has been developed by gradually shifting from “special education” that provides training in a segregated place according to the degree of disability, to “special needs education” that provides educational support to each child with disabilities according to their educational needs.

(1) Educational Principles for Children with Disabilities

The report titled, “The Future Directions of Special Needs Education (final report),” issued in March 2003 by the Research Collaborators Meeting, commissioned by the Ministry of Education, Culture, Sports, Science and Technology, explains that special needs education is to be “shifted from ‘special education’ that provides training in a segregated place according to the level of disability, to ‘special needs education’ that provides educational support to each child with disabilities according to their educational needs,” and under these principles, the educational system reform has been implemented.

(2) Educational System for Children with Disabilities

In April 2007, the School Education Law was revised and the previous special education system was shifted to the special needs education system.

It clearly provides that education for children with disabilities should be offered in elementary and secondary schools, and that special schools for the blind, deaf, and other children with disabilities should, as “schools for special needs education,” play a role as educational centers of education for the children with disabilities in the community.

5. Arrangements to Support Special Needs Education

In the report titled “The Future Directions of Special Needs Education (final report)” issued in March 2003, it is stated that “special needs education is not only to provide children with disabilities with the necessary support through appropriate education and the guidance to understand each child’s educational needs, enhance their talents, and improve or overcome difficulties in daily life and learning, but is also for those children with LD, ADHD, high-functioning autism, and other disorders who previously have not been offered these services.”

In order to support special needs education, the following arrangements are proposed:

(1) Preparation of “Individualized Education Support Plan” to Meet Each Child’s Educational Needs

The Individualized Education Support Plan is prepared, from the standpoint of providing lifelong support to children with disabilities, in order to understand each child’s needs, and to effectively provide the appropriate educational support, in partnership with the relevant parties, such as educational, and health and welfare institutions, as well as with the parents.

(2) Designation of “Special Needs Education Coordinator” to Link All Related Parties Inside and Outside of Schools

Special needs education coordinators will work to strengthen the partnership within a school, between schools and other related institutions, serving as a school’s liaison with welfare and healthcare institutions, and as a school’s point of contact for parents.

(3) Establishment of “Special Needs Education Council” to Promote Partnerships with Related Institutions in the Community

The Special Needs Education Council is a cross-functional institution involving education, welfare, and other systems that provides children with disabilities with overall community support, with access to schools for special needs education, elementary and secondary schools, healthcare, welfare, and other specialized institutions, and is organized within districts of a certain size.

Special needs education can be referred to as education that meets the personal needs of each child with disabilities, including those with LD, ADHD, high-functioning autism, and other developmental disorders, by utilizing resources inside and outside of schools, and is provided by the teamwork of school staff members and a network of local institutions.

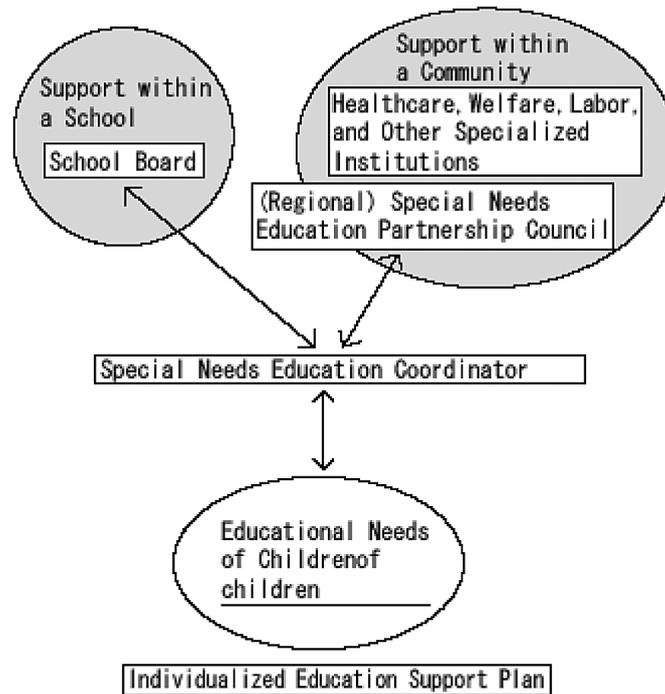


Fig.1 Arrangements to Support Special Needs Education

6. Actual Status of the Special Needs Education System

The national government has promoted improvements in the special needs education system since 2003.

They have set up a school board for special needs education in every elementary and secondary school, and designated a Special Needs Education Coordinator. As of 2007, these arrangements were put into place in most schools.

Prefectural governments have organized a team of experts for consulting and educational responses to disability-related matters, and have commissioned a traveling counselor to advise on how to understand the needs of students with disabilities and schools, as well as on the content and method of instruction, and on how to organize the support system within the school.

Local governments have supported children with disabilities by employing assistants and class aides for children with disabilities and their classes in each elementary and secondary school.

Schools for special needs education are clearly positioned as special needs education centers in the community, and they are engaged in supporting elementary and secondary school teachers, assisting their training programs, providing counseling and information on special needs education, and are liaising and coordinating with welfare, healthcare, labor, and other related institutions.

Special needs education classes and resource classes in elementary and secondary schools are also utilized as a social resource to support children with disabilities, including those with developmental disorders.

7. Progress of Educating Children with Disabilities in Elementary and Secondary Schools and Enhancing the Support System in Schools

So far, in elementary and secondary schools, special needs education has been provided in an ordinary class with good care, in a class for special needs education set in elementary and secondary schools with a specially prepared curriculum, or in a resource class that provides the training necessary to overcome the disabilities along with education in an ordinary class. Currently, in addition to foregoing efforts, an overall in-school support system is being set up so that not only the teachers of these classes, but all of the teachers in the school can work together to assist these children.

(1) Setup of the School Board

The school board is set up to materialize the full support system in school. It consists of the relevant school staff, and it monitors the actual conditions of the children with disabilities, as well as the other children with special educational needs, studies how to instruct and assist them, considers and prepares individual training and educational support programs, cooperates with outside institutions, and utilizes expert teams, traveling counselors, assistants, and class aides.

(2) Designation of the Special Needs Education Coordinator

The Special Needs Education Coordinator will become a contact for related parties inside and outside of the school, as well as one for parents.

They promote special needs education in each school by keeping contact with related parties inside and outside of the school, providing parents with consultation services, assisting class teachers of children with disabilities, operating the school board, planning school workshops, and implementing enlightening activities for parents in the community.

(3) Utilization of Support Resources in Schools, Including resource classes and Special Support Teams

Personal support for not only children with disabilities but also children involved in regular classes has started to utilize various resources, including not only care and guidance by class teachers but special support teams offered by school staff, team teaching, resource classes, assistants, class aides, and education volunteers.

● [Flow Chart of Personal Support and the Role of the Coordinator for Special Needs Education] (Example in elementary and secondary school)

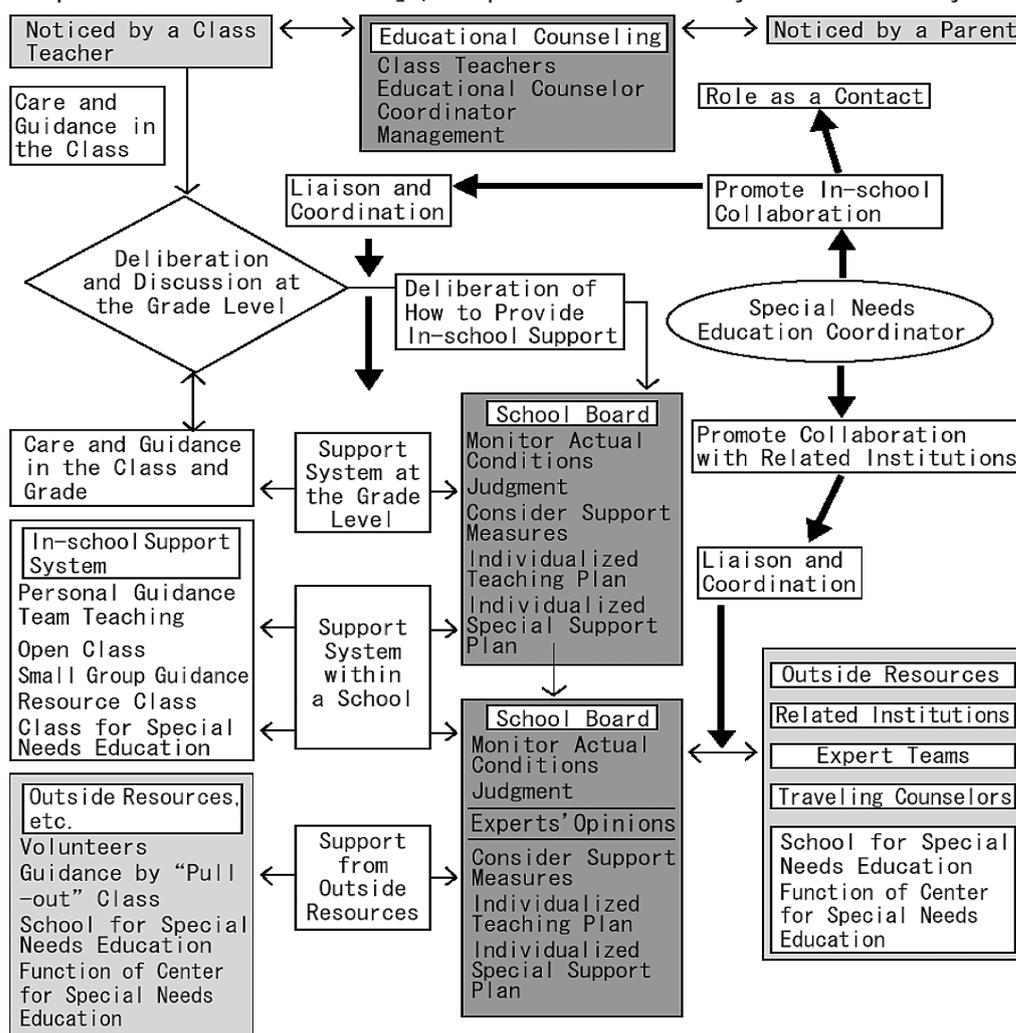


Fig.2 Activities and Roles of the Special Needs Education Coordinator (Example)

8. Partnership with the Community and Local Resources to Support Children with Disabilities in Elementary and Secondary Schools

Children are born and raised in the community, and later they will become its supporting members. The same thing is true for children with disabilities.

(1) Local Resources to Support Children with Disabilities

Children with disabilities need education, but they cannot do without support from local medical, welfare, healthcare, and other systems. Every community has various systems that support local residents. Children with disabilities also need to be supported, utilizing these resources. We might say that schools, in cooperation with these resources, need to support children with disabilities in various ways.

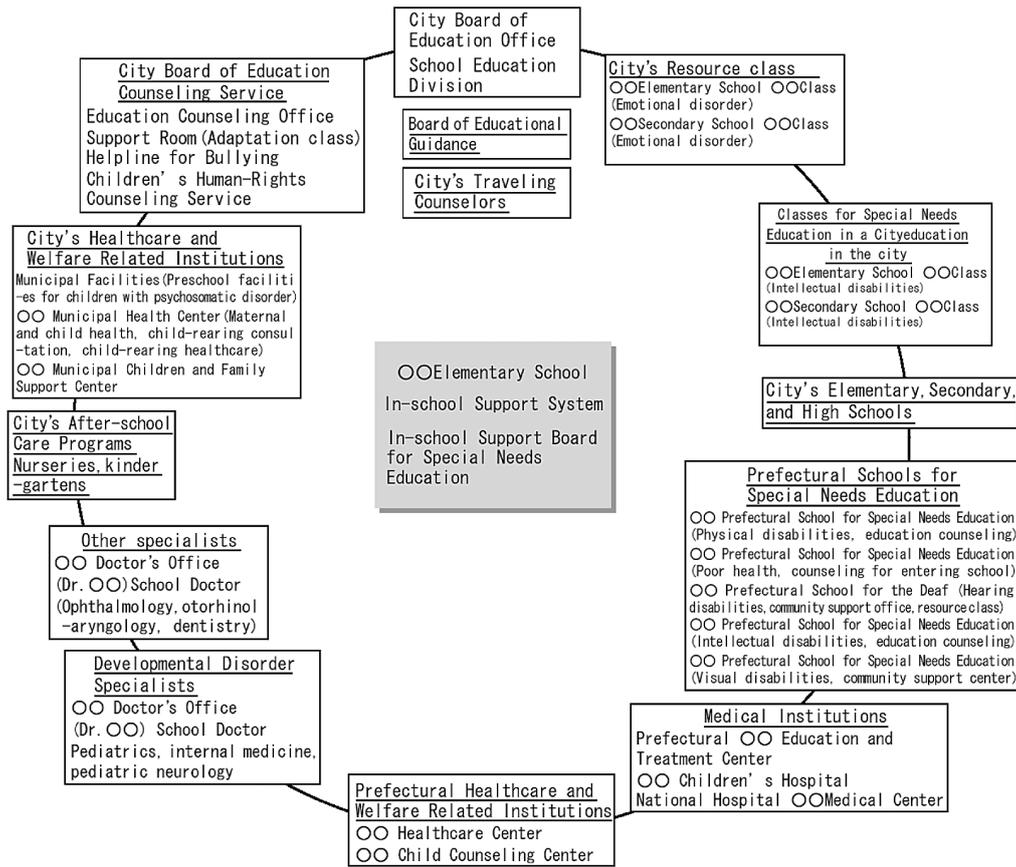


Fig.3 Local Resources Surrounding a School

(2) Community to Support Children with Disabilities

Various changes are now appearing in the community and we have to review its function and role. The support function that the community used to assume is now beginning to be implemented as a part of the local administrative system. At the same time, it is said that communications among local residents are becoming less. It is also said that the number of communities where local residents get together and help each other is getting smaller. Most of a community's education and welfare is now implemented by the administrative system and it is getting hard for residents to develop close relationships with each other.

Under these circumstances, we have studied how the community can support children with disabilities.

City A was a small municipality with a population of around 60,000 in 2003. City A and its surrounding areas had education, healthcare, welfare, and other systems in place, such as schools for special needs education, hospitals, education and treatment institutions, etc. These systems, however, worked independently and could not fully support children with disabilities.

With the Schoolteachers' Association of Educational Research at its core, various networks, such as schools and parents, parents and hospitals, schools and the school board, and parents and local welfare corporations, were connected to form a larger network to create a disabled-friendly community.

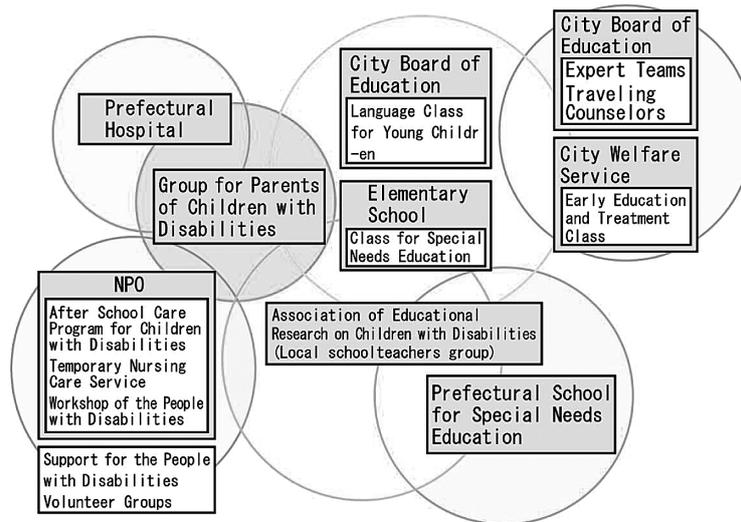


Fig.4 Community Support Network of City A

Linking each activity of support for children with disabilities, a network to develop a community where children and adults with disabilities could comfortably live had formed, based on the following needs of each party; (1) the elementary schools needed professional knowledge about teaching (2) the schools for special needs education wished to link the education and/or the teaching method to daily living in their community (3) welfare organizations desired to find out the real needs of children with special needs and their parents (4) medicalcare organizations demanded to have children with disabilities, after diagnosis and their treatment, fully participate in activities at home and in their community (5) a wish of the parents was to make a community where their children could live life on their own.

9. School Management for Children with Disabilities Collaborating with Local Resources ~ Its Approaches and Problems ~

In Japan, community residents have been turning to administrative institutions and systems to provide necessary services, rather than mutually helping each other along with its industrial structural change since the rapid economic growth.

However, these institutions and systems, though actively improved, dispersed throughout the area, carry out a single function and cannot always offer personalized services.

Under these circumstances, the need for partnerships among educational, welfare, medical, healthcare, and other local systems to fully support children with disabilities is clearly shown.

The case of City A aims at developing a community where local support systems are linked with each other so that even children with disabilities can live comfortably.

It illustrates the efforts made by those who are involved in local systems to develop a new community within the area, working through each network.

In order to realize the principle of education for special needs, it is said that schools have to

change. Children are born and raised in the community, and later they will be its supporting members. Schools are the places where they are educated and nurtured. Regardless of any disabilities, schools should be open to the community and should work together with local community members and related parties to establish a more collaborative educational culture.

Special needs education coordinators are expected to be key people, with school principals' authority and leadership for support, to work with the community and its resources, in order to support children with disabilities.

10. Conclusion

Japan is aiming at realizing an “inclusive society” where every one will mutually respect and support each other's personality and individuality, regardless of any disabilities.

Children with disabilities are born and raised in the community and they will be supported by the community.

Children have been taken care of as a member of the community, and the community has educated and nurtured them generation after generation. Schools have been at the core of education and culture in the community.

The community plays an important role for children with disabilities. School education is critical for realizing an inclusive society.

Schools, as one of the cores of the community, need to work together with local systems to further enhance their educational function to become a platform to support children with disabilities.

We believe that schools are now expected to be more open to the community and to work in partnership with related parties in the community.

<Questions and Answers after Country Report>

Q.1

How are you going to use existing teachers for coordinating activities?

A.1

In many cases, ordinary teachers are appointed and are already involved in school management. There are also being appointed as special needs education coordinators.

Q.2

While shifting from special education system to special needs education, it seems you are not focusing on educational needs as you don't have funding for school resources and service providers.

A.2

We want to fully utilize educational resources and reallocate them. Up to now, special schools were responsible for special teachers but now, they will also be expected to provide support to other

schools.

Second point, categories are still there, but now, all teachers will be responsible for all children and not for children of one category only.

Q.3

Are Aides for the children or for the teachers?

A.3

They will be under the control of the teacher and utilization will depend on what activities does the class go for.

Q.4

Will parents be part of the expert team?

A.4

Yes, we are planning to involve parents to perform required roles as the part of the expertise.

MALAYSIA

School Management Concerning Collaboration with Social Resources in the Community – Its Approaches and Problem-

Mohamad Nor Bin Mohamad Taib

Special Education Department, The Ministry of Education

1. Introduction

Special Education Department, Ministry Of Education Malaysia, hold the responsibilities in providing educational services to students with special needs. These special educational services cover the needs of school aged children with visual impairment, hearing impairment, learning disabilities and remedial education. Special education programs are implemented through programs such as the special schools for the visual impaired and the special schools for the hearing impaired. The special school program provides educational programs according to the category of students that the school handles. For example if it is the school for the hearing impaired, only students with this kind of disabilities goes to this school.

Children with learning disabilities receive their special educational needs in the integrated and inclusive special education programs offered in the normal mainstream schools. Integrated Special Education Program provides special education classes located in a normal mainstream school. In these schools, students are confined to their own special education programs in special classes but shares access to all the facilities with other normal students in the school. These integrated programs give room towards inclusive education where able special education student may be placed and study in normal education classes. These integrated and inclusive programs are also made available for students with visual impairment and hearing impairment.

The remedial education programs focus remedial programs for students who are slightly under achieved in terms of reading, writing and arithmetic (3R) abilities. In this program, students are picked from their respective classes and then brought into special classes to help them with their 3R problems. This remedial program will continue for a specified period of time, for example three month or a maximum of six months.

Special education programs are made available from Pre-school age, primary school level and secondary education level in normal academic and vocational stream. The guiding principles on policy and delivery of special education in Malaysia are based on the following principles:

- Achieving equity in education. Special children learn in a special way. Access and equality to education can only be achieved by providing educational opportunities to the students with

special needs;

- Providing vocational education for students with special needs. Special student have difficulties in academic learning and vocational education can provide training can leads to opportunities to becoming skilled workers. This can enhance their quality of living and they can also contribute to national development;
- 100 percent achievement in mastering the basic skills of reading, writing and arithmetic for primary school students with special needs.

These guiding principles have been clearly stated and emphasized under the National Education Development Plan (2006 – 2010). Under this Educational Plan, several strategies have been planned and implemented that includes,

- Increasing the number of special education schools. Special education schools are built and managed directly under supervision of the Special Education Department. Building more special schools can provide a better facilities toward quality of education,
- Increasing the number of Integrated Special Education in the mainstream primary and secondary in schools throughout Malaysia;
- Providing an alternative curriculum based on National Education Curriculum. Modification of the national curriculum to accommodate educational feasibility for children with special needs;
- Providing highly skilled and trained specialist teachers in the various categories of special needs;
- Establishing a bilateral cooperation with a number of relevant Government ministries and non-governmental agencies (NGOs). These government ministries and NGO's are related to services regarding welfare, health and education of students with special needs;
- Building more vocational schools for special needs students. Vocational education can increase the opportunities for students with special needs gain access to technical/vocational education;
- Vocational curriculum and alternative vocational curriculum suitable for all categories of special needs will be implemented, approaches for students with special needs; and
- An alternative assessment will follow in line with the alternative curriculum.

Reflecting the policy and strategies mentioned above, the success of the special education program depend very much on the support and contribution given by all parties related to the aspiration of providing a quality education for student with special needs. Therefore, The Ministry of Education (MOE) is really looking forward in collaboration of all social resources in the community, such as NGOs, parents, prominent individual, corporate sectors, international body or even some political will.

2. The Development of Special Education in Malaysia

The development of special education schools in Malaysia has comes a long way since 1954 that focused on the education for the visual impaired and hearing impaired. The education for the learning

disabilities came much later in the early nineties. In discussing the development of special education in Malaysia, two sets of tables have been provided below, Table 1 and Table 2.

Table 1 shows the development of special school in Malaysia (that provides education for hearing and visual impairment) while Table 2 shows the development of integration program for hearing and visual impairments as well as learning disabilities.

Table 1 provides data and information on the number of special education schools in Malaysia from 2003 to 2006. A three years projection data was collected and displayed as follows;

Table 1: Special Schools

| School | Category | No. Pupils | | No. Programs | | No. Classes | | No. Teachers | |
|-----------|--------------------|------------|------|--------------|------|-------------|------|--------------|------|
| | | 2003 | 2006 | 2003 | 2006 | 2003 | 2006 | 2003 | 2006 |
| Primary | Visual Impairment | 237 | 221 | 6 | 6 | 43 | 50 | 96 | 101 |
| | Hearing Impairment | 1717 | 1437 | 23 | 23 | 296 | 252 | 468 | 452 |
| | Total | 1954 | 1658 | 29 | 29 | 339 | 302 | 564 | 553 |
| Secondary | Visual Impairment | 87 | 129 | 1 | 2 | 13 | 18 | 36 | 39 |
| | Hearing Impairment | 514 | 436 | 2 | 3 | 49 | 49 | 103 | 110 |
| | Total | 601 | 565 | 3 | 5 | 62 | 67 | 139 | 149 |

Table 2 provides data and information on the number of special education Integration programs in Malaysia from 2003 to 2006. A three years projection data was collected and displayed as follows;

Table 2: Integration Program

| School | Category | No. Pupils | | No. Programs | | No. Classes | | No. Teachers | |
|-----------|-----------------------|------------|-------|--------------|------|-------------|------|--------------|------|
| | | 2003 | 2006 | 2003 | 2006 | 2003 | 2006 | 2003 | 2006 |
| Primary | Visual Impairment | 112 | 109 | 11 | 12 | 41 | 49 | 50 | 52 |
| | Hearing Impairment | 429 | 389 | 34 | 30 | 97 | 92 | 128 | 133 |
| | Learning Disabilities | 8496 | 13755 | 473 | 656 | 1221 | 2076 | 1729 | 2963 |
| | Total | 9037 | 14253 | 518 | 698 | 1359 | 2217 | 1907 | 3148 |
| Secondary | Visual Impairment | 222 | 224 | 13 | 14 | 56 | 66 | 57 | 75 |
| | Hearing Impairment | 940 | 1072 | 39 | 42 | 144 | 182 | 228 | 258 |
| | Learning Disabilities | 3384 | 6861 | 187 | 320 | 534 | 1006 | 660 | 1359 |
| | Total | 4546 | 8157 | 239 | 376 | 734 | 1254 | 945 | 1692 |

Looking at the two tables above, a few explanation and conclusion can be derived as follows. Comparing the two tables;

- There has been a slight decrease in the number of students in special schools for the hearing impaired and the visually impaired. However the number of classes and the number of teachers involved has increased. This is due to the fact that the student – teacher ratio has been decreased that has resulted in quality education given by teachers with lesser students in a single classroom but more effective in teaching and learning processes.
- The numbers of students with learning disabilities in the integrated programs have almost doubled over the three years period for primary school (473 to 656) and at the secondary school level (187 to 320). This is an estimated increase of about 57% in the number of programs for special education.
- Seeing the sharp increased for the needs of special education, there is a need to open up more integration program at both level primary and secondary school;
- In order to facilitate more special education programs, more teachers are needed. These teachers should be trained with relevant qualification to handle educations for the special students.

3. Approaches to collaborate with social resources

Besides having adequate numbers of trained teachers and also relatively good physical facilities provided by the federal government, collaboration of social resources can facilitate and generate better management of special schools and programs effectively and efficiently. The social resources in the community mentioned are the contributions by NGOs, corporate sectors, outreach programs and also collaborative work effort with international organizations.

These efforts for collaboration are earlier expressed as a statement parallel to the implementation of the National Education Development Plan (2006 – 2010). The statement emphasized on establishing bilateral cooperation and collaboration with a number of relevant ministries and NGOs related to welfare, health and education for students with special needs.

(1) Contributions from NGOs and corporate sectors

Implementing cooperation and collaboration, The Ministry of Education created a smart partnership by working together with the NGOs and the corporate sectors in order to provide a wider spectrum of educational facilities and expertise for the development and refining quality in the delivery of education for special needs students. These so-called ‘**social resources**’ are also needed in the form of seminars sponsorship and also in organizing short courses for teachers as well as for parents and students concerned. On the other hand, any form of cooperation given by other non-government organization is greatly welcomed and appreciated. The Ministry of Education, through the Special Education Department has already started working together with all available parties or social

resources in community.

In ensuring a positive working partnership between the NGOs and The Ministry of Education, a technical working committee known as The Technical Working Committee for The Education For Hearing Impaired, The Technical Working Committee for The Education For Visually Impaired and The Technical Working Committee for The Education For Learning Disabled meet separately to discuss issues to be brought upon The National Board of Advisory For Special Education which is set up to discuss issues pertaining to the for all categories of disabilities under the responsibility of the Ministry. The National Board Committee is chaired by the Director General of Education Malaysia. Members of The Board Committee comprise of officials from various government agencies, official of NGOs, and academician from various universities. Proposals and resolutions regarding the policy matters are then presented to The Education Planning Committee Meeting (EPU) which is chaired by the Honorable Minister of Education. Decision made during the meeting will be the foundation for new policies in Special Education.

At present among NGOs that are predominantly providing resources, contribution and services towards special education in Malaysia can be listed as follows:

- There are at least four (4) influential NGOs that contribute services in the education for the hearing impaired, They are The Malaysian Federation of the Deaf, The National Society of the Deaf, The State Level Society of the Deaf and Y Self Reliance Centre for the Deaf.
- Main resources, collaboration and NGOs contribution on the education for the visual impaired comes from National Council for the Blind Malaysia (NCBM) and The Malaysian Association for the Blind (MAB).
- Advocacy, resources and collaboration for children with learning disabilities are provided by The Down Syndrome Association of Malaysia, The National Council for The Association of Spastic Children Malaysia, National Autistic Society of Malaysia (NASOM) and The Dyslexia Association of Malaysia
- Corporate bodies are also involved in providing resources, collaboration and contribution to the special children under the Ministry Of Education. They are The Royal Rotary Club Kuala Lumpur that donates hearing aids and learning aids to all categories of children with special needs. The Media Prima Berhad which is the main broadcasting agency in Malaysia, provides publicity and news coverage, other corporate organization such as The Sunway Medical (private hospital), Speech Training Unit under The National University of Malaysia and The Science University of Malaysia that provides support and teacher training programs. Other huge Corporate contributors are The Tenaga National Foundation (Government Lead Conglomerate) and The Proctor & Gamble Company.

(2) The Outreach Program

An annual program known as Outreach Program is a program that collaborate The Ministry of Education, The Special Education Department, NGOs, local authority and community in a collective effort to identify, screen and diagnose children with special needs. This program is conducted in a specified area where there is a high risk for children having some form of special needs. A multidisciplinary approach is used for the identification and assessment. The professional involved comes for various NGOs, and many other government and other agencies. The main objective is to identify special students and provide them with proper education. This program also enables the Ministry of Education to create a public awareness on special education programs, so that parents are able to seek advice and resources from various experts in the team. Meeting parents and clients on site can reduce bureaucratic process in handling potential children having disabilities. Since 2005, The Special Education Department has conducted four Outreach programs at different states in the country. There are normally about 300 school aged children from every district who are screened as part of the Outreach Program. The screening process consists of filtering process for reading, writing and simple cognitive process ability. Children who failed the screening process will go through other assessment such as the visual, hearing, speech and other test for Autism, Down syndrome and Dyslexia. In average, 25 children had been identified and endorsed as having disabilities from each Outreach Programs conducted.

(3) Working with international body

The Ministry of Education also works closely with international body such as Japan International Cooperation Agency (JICA) in providing educational services for children with special needs in Malaysia. Currently there are three Japan Overseas Cooperation Volunteers (JOCV) that are being placed under Special Education Program. Their names and designations are shown in Table 3 below.

Table 3: The designations of JOCV Volunteers

| No | Name | Assignment Place | Service Term |
|----|-----------------|-----------------------------------|--------------|
| 1 | Tomoko Hasegawa | Terengganu Education Department | 2006-2008 |
| 2 | Kazao Shimuzu | Perak Special Education Unit | 2007-2009 |
| 3 | Eri Yamamoto | Terengganu Special Education Unit | 2007-2009 |

The main objective of this cooperation is the transfer of knowledge and skills of the volunteers to their counterpart under the various Special Education programs in Malaysia. By sharing its professional expertise this field, JICA works hand in hand with its Malaysian counterparts in providing educational services for children with special needs.

Among the activities contributed by JOCV are,

- In house training conducted by volunteers at their respective designation. Special Education Teachers are introduced with the latest technique and experience in teaching children with special needs.
- Also in this cooperation, is the sharing of specific skills and expertise in the area of behavior management and early intervention which is considered as an emerging trend and approach in Special Education in Malaysia.
- Contribution is also seen in assisting the ministry and States Education Department in facilitating courses and workshop for special education teachers within each particular state.

Under the collaboration with JICA, Ministry of Education also sends officers to The National Institute for Special Education Japan (NISE) for time to time. Based on feedback given by various parties, this program has been seen to be very successful as such that the Ministry of Education will continue the program and keep on sending officers to NISE in order to learn new approaches and knowledge as well as attachment programs at special education schools and institutions.

4. Issues and challenges

Although the contributions of NGOs are highly appreciated, nevertheless there are some issues that have become challenges that have to be overcome by the Ministry of Education and by the Special Education Department in particular.

(1) One NGO's One Agenda

Most existing NGOs supporting the special education represent only one specific disability. Therefore each NGO have one agenda that emphasize their specialization in own particular area. Occasionally two different organizations may advocate differently even though they fall under the same category of disabilities. The disagreement resulted through the organized collaboration are sometimes difficult to be resolved, thus affecting the quality and extensiveness of the collaboration itself.

The Special Education Department finds it very challenging in working towards an agreement in providing the best practice for children with hearing impairment. It is a challenge to meet the demand of all parties involved. To overcome such disagreement, the Special Education Department has provided a platform for discussion under The Technical Advisory Committee. It is within this committee that all issues are thrashed out and all disagreement settled.

However there has been very successful work collaboration with some organization such as the National Council for the Blind (NCBM). This Council provides expertise in training and education for the visually impaired. This has been a fruitful co-operation as NCBM acts as an umbrella body for

all NGOs related to visual impairment. Other organization such as the National Autistic Society of Malaysia (NASOM) and Dyslexia Society of Malaysia are now helping the ministry to extend inclusive programs in normal school throughout other states in the Peninsular Malaysia.

(2) Financial Constraint Faced By NGOs

Another issue is about financial backing for NGOs involvement in schools. Programs need funding and some NGO are not fully capable of providing funding for collaborative programs. There is no financial allocation provided by the Ministry of Education for the NGOs to provide educational programs and services for students with special needs. However the federal government does provides a certain amount of allocation under the patronage of The Ministry of Women Development, Family and Community. It is The Social Welfare Department that comes under this ministry. Understanding the financial constraint, the schools and Ministry of Education did not encourage NGOs to make financial contribution but focus more on other means of programs support.

(3) Negative Stigma towards Special Needs Children in the Community

Negative stigma towards special needs children still hold true in the community in Malaysia. Special Education Needs (SEN) children are perceived to be handicapped and look down upon as 'welfare' cases rather than seen as the country's potential human resources. Many are still unaware of the facilities and educational provision provided for student with special needs. One way to overcome this issue is the Outreach programs carried out by the Special Education Department. The Outreach programs create awareness in the community such that all community resources and manpower are pooled together in support of the schools and its programs.

5. Conclusion

Ministry Of Education, through the Special Education Department is trying its best to strengthen the collaboration of social resources by creating opportunities. Activities that can be worked together in collaboration are in training, seminars, outreach programs, smart partnerships and inclusive programs. These programs can be developed as a join support services between the government and non-government organization. To a certain extent this form of collaboration eventually will involve all parties in the decision making process.

Over the years, cooperation, collaboration and partnership between the schools, the government and NGOs has increase the quality of the educational provision in the form of physical facilities, equipments and personnel development. Education for children with special needs in Malaysia has always been in an interest of the community and all parties concerned. Children with special needs have the right to a quality education and also the quality of life. Apart from that, they are also considered as an asset and part of the human capital of the country. Respect, toleration and the spirit of working together among the community, government and non-government organization is an

essence. Despite the differences this essence is the key factor in attaining successful collaboration to ensure the best services for our special needs children in line with the Malaysian Special Education Policy.

<Comments>

- 1) The plan for improving the competence of teachers is appreciated.
- 2) There is a need to improve knowledge of teachers so that they do not dump children in one classroom and not make individualized plans for them.
- 3) Number of autistic children is increasing and therefore, teachers should have more comprehensive knowledge instead of segmented knowledge. Also, child could have many handicaps, but be very positive in attitude. A non-disabled child may not learn anything but in a given situation and therefore teacher should be able to handle such situation in an inclusive classroom.

NEPAL

School Management Concerning Collaboration with Social Resource in the Community –Its Approaches and Problems-

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1. Background

Nepal is a landlocked, multi religious, multilingual, multi-ethnic, multicultural; and democratic country with a population of 23.1 million (CBS 2001).

The Government of Nepal is committed to Education for All (EFA) by 2015. Inclusive education is one of the major strategies for overall EFA programs. The government has taken steps on developing special and integrated schools in an inclusive setting to ensure the equitable access to education for all the children including children with disabilities.

Special Education in Nepal has started in 1964. Later on, a school for deaf and hearing impaired and children with intellectual disability were opened in 1966 and 1981.

As Flash Report (2006/07) published by Department of Education the population of the children with special needs enrolled in school is 46,135 in primary level, 10633 in lower secondary level and 3,963 in secondary level.

2. Provision of Schools for Special Needs Children

In Nepal three types of schools are managed to ensure access and opportunities of education to children with special needs by the government itself and in collaboration with concerned NGO's.

- **Special school:** This type of school is managed for students with similar type of disability. With the government support one special school for blind, 13 for deaf, 13 for intellectually disable and one for physically disabled are running.
- **Integrated school:** It is mainstream school in which children with different disabilities can be enrolled and get access to education in their own community. For preparing children with disabilities to the mainstreaming classes there is provision of Resource Room and additional support system. This school system develops good relationship among the parents, local community and their peer. It also creates friendly learning environment to address the needs of children with special needs. There are 360 schools running in an integrated approach up to secondary level.
- **Inclusive School:** Inclusive school is child-friendly and welcoming to all children. It promotes the right to education to all children and ensures equitable access respecting the diversities. Nepal has started to adopt the inclusive and child-friendly school approach as a strategy. This

concept has been disseminated in 22 districts of the country and it has plan to expand this concept to other schools of the country.

3. School Management Systems

To fulfill the requirements of educational needs of all children management is crucial aspect and plays vital role for providing quality education. Even if the school is rich in resources it cannot provide need based and quality education to children in the absence of improved management.

The school management in Nepal is authorized and guided by the Education Act and Regulation. The general practice of school management structure and system is briefly presented below which also covers management of special need education as well.

(1) Decentralized management system

With the spirit of decentralization Education Act and Regulation has provisioned a District Education Committee (DEC) in each district which has authority to develop District education policy and plan, manage financial resources and school infrastructures, manage necessary teachers, monitor and supervise school education programs. Similarly, there is Village/ Municipal Education Committee (VEC/MEC) in each Village or Municipality. It is mainly responsible for developing Village / Municipal Education Plan, manage financial and other resources, coordinate with local NGOs/CBOs and monitor the schools.

(2) School Management Committee/Resource Class Management Committee

There is provision of School Management Committee (SMC) in Education Act to manage and mobilize physical, financial and human resources, operate, monitor and supervise the school. A parent chairs the SMC. The chairperson and two members are elected among the parents. Participation of more than 50% members from the community has tried to ensure community ownership for managing conducive learning environment, utilization of local expertise and resources. SMC has given the authorities to develop and implement school development plan.

Besides the SMC, there is Resource Class Management Committee chaired by SMC Chairperson consisting of resource teacher, representative of disability organizations, women, and parents. This committee functions under the supervision of SMC to manage and run the various programs for children with disabilities effectively.

(3) Teacher Management

Teachers are another key actor in school system. Therefore, teacher management needs to be given high priority. Without trained, dedicated and qualified teacher quality education cannot be ensured. Government of Nepal provides the quotas for the teacher to schools and SMC is authorized body to appoint the qualified and trained teacher. All the expenses necessary for the teacher is made available by the government and; community bears the necessary expenses of the teacher in the case of

community owned school. The government has given priority to recruit the persons with disability as teacher in the respective school or resource class.

(4) Material Management

Adequate teaching learning materials are needed for making the classroom joyful, child centered and making teaching learning more effective. For managing different kind of materials government provides fund to the schools and resource classes. Besides government's support, SMC also collects funds from the community and spends on developing the materials. Schools are encouraged to use locally available low cost and no cost materials.

(5) Financial Management

Financial management is another crucial aspect to run the schools for children with special education needs. Government provides the funds to the government supported schools in different headings such as scholarship for students, salaries, administrative cost, fund for school improvement plan, etc. Private school collects funds from parents and supporting NGO's.

(6) Teacher Training

National Center for Educational Development (NCED) is responsible institution to provide in-service certification trainings working in community schools. Department of Education, Inclusive Education Section also conducts short-term orientation and dissemination programs in demand based components. Some of the private institutions also provide special teacher training. SMC selects the teacher and recommend for training. In some cases, SMC itself organizes teacher training with their own fund hiring experts from the related organizations or training institutions.

(7) Physical Management

Prioritizing the public- private partnership, government provides some funds and community is encouraged to collaborate for the remaining cost. In most of the cases school building, furniture and playground are made available by the local community; and somewhere with minimum cost. SMC plays an important role to promote community participation for the development of the physical infrastructure in a child-friendly way.

(8) Social Auditing

The main objective of this auditing system is to give information on financial and educational activities of the school done over a period of year with a view to make the school activities more transparent and ensure community participation in school development activities. Social auditing is done by inviting all the parents, students and stakeholders in the school

4. Collaboration and cooperation

Collaboration and cooperation with I/NGOs, CBOs parental and other concerned organizations is one of the major policy of the government. For promoting education, rehabilitation, healthcare, medical care, support service, etc. to the children with special needs Government of Nepal has highlighted and initiated collaboration and cooperation with the following partner organizations to implement the overall programs for children with special needs.

(1) Key partners for collaboration and cooperation

- i) Community based rehabilitation organizations
- ii) Of and For Organizations for Disability movement
- iii) Child Clubs/ Junior Red cross Circle
- iv) Parental Organizations
- v) Hospital and Health Institutions
- vi) Local governance goodies (VDC, Municipality)
- vii) INGOs
- viii) Skill based training organizations/institutions

(2) Major programs and activities for children with special needs

- Assessment centre to assess, support, counseling and referral services.
- Scholarship program.
- Supply of assistive devices, Braille/sign language books ,hearing aids, optical glasses, etc.
- Provision of additional grant to school
- Human resource development
- Develop and distribute teaching-learning materials.
- Provision of grant for sign language interpreter and establishment of talking library for blind and low vision.
- Provision of funds for extra-curricular activities.
- Community based rehabilitation program
- General Health Camps for periodic health check up
- Ear testing and eye check up
- Mobility training for blind and visually impaired.
- Physiotherapy services.

5. Monitoring and supervision mechanism

Formative evaluation of the school program, monitoring and supervision mechanism has been developed in bottom up approach. School Management Committee, Parent- Teachers' Association, Resource Person and School Supervisor are given responsibility for monitoring and supervision of the school level education program. In the district level, assessment center and focal person for special

needs education program are more responsible for frequent monitoring and supervision.

6. Problems

- a) Lack of disaggregated authentic data
- b) Inadequate resources
- c) Traditional concept of parents and community towards disability
- d) Lack of child –friendly and conducive learning environment in all schools
- e) Rigid curriculum and textbooks
- f) Trained teachers not available in all parts of country
- g) Poor screening and assessment
- h) No provision of specified teacher training institution for special teachers.

7. Way forward

- a) Formation of technical teams.
- b) Increasing community participation
- c) Collaboration with I/ NGOs/CBOs, concerned government agencies for overall program.
- d) Inclusion as an overall education strategy stated in National Plan of Action 2004- 2015.
- e) Practice of developing School Improvement Plan to address the problems and issues in relation to school based education.

<Questions and Answers after Country Report>

Q.1

Do you have inclusive schools with visually impaired and non-impaired children?

A.1

If there is a visually impaired child who comes to a general school, the government wants at least one teacher to be trained in Braille. 340 resource classes means 340 general schools.

Q.2

Are parents not opposing discontinuation of opening of special schools as decided by the government?

A.2

Not parents but organizations are opposing it. They say let us compete with general schools.

Q.3

What is a school management committee? A school board or a resource class committee? How principal of a school relate to it?

A.3

It is a school management committee which is shared by the elected parent and principal is the convener of it.

NEW ZEALAND

School Management Concerning Collaboration with Social Resources in the Community – Its Approaches and Problems–

Murray Roberts

**District Manager Canterbury District,
Ministry of Education Special Education**

1. Introduction

New Zealand has a population of just over four million people; twenty percent (20%) of whom are indigenous Maori. There is also a significant proportion of the population from the Pacific Islands who have made New Zealand their home.

Over the past twenty (20) years there have been large numbers of migrants arriving from all parts of the world to settle in New Zealand, with many being from our Asian neighbors.

This report will describe how; within the context of the new Zealand Education system, support for children and young people who have special needs can be met through collaborative practices and partnerships between the Ministry of Education and other ministries and agencies.

2. Government Themes

Education in New Zealand, needs to be responsive to the aspirations and developments of all New Zealanders, Maori, Pasifika and students with special education needs. Education makes a vital contribution to the country's national development in all dimensions – social, economic, cultural and environmental.



The government's three priority theme of Economic Transformation, Families – Young and Old and National Identity are underpinned by an emerging focus on sustainable development and realizing youth potential. The overall aim is to create a high-income, knowledge-based economy, which is both innovative and creative, and provides a great quality of life for all New Zealanders.

3. Families – Young and Old

The Families – Young and Old theme is about providing opportunity and security, backed up by excellent services, to family members of every age. Educational success is related not only to economic success but also to improved social outcomes, greater personal well-being and security, and better outcomes for children as they develop and grow. By ensuring that all children and students can achieve their potential, and by supporting inter-generational learning, the education system contributes to our nation's social development and the health and security of our families.

4. "Whole of government" approach

Government recognizes that community, voluntary and iwi/Māori organisations interact across the range of government ministries and departments. Government agencies are required given priority to working together, breaking down 'silos' and establishing co-ordinated, inter-sectoral policies and programmes.

5. New Zealand Disability Strategy

Underpinning the government's vision and direction for New Zealand is the implementation of the New Zealand Disability Strategy: Making a Difference.

The Disability Strategy is explicitly aimed at achieving a more inclusive society and is informed by an understanding of disability as a socially constructed phenomenon, rather than something that people have, but as something that happens to people; a process that happens when one group of people create barriers for others in terms of access to places, activities and opportunities usually taken for granted.

The New Zealand Disabilities Strategy holds the vision of a non-disabling society. The new Zealand Disability Strategy will be inclusive when disabled people can say that they live in “A society that highly values our lives and continually enhances our full participation.”

6. The New Zealand Education System

Learning is what schools and early childhood facilities are all about. Boards of trustees work in partnership with communities, principals, teachers and the government to ensure the best possible education outcomes for all students.

All schools in New Zealand must operate under the provisions of the Education Act of 1989.

Boards of trustees govern all state and integrated schools in New Zealand. The boards are made up of elected parent and community volunteers, the school principal and a staff representative. Secondary school boards must also have a student representative.

Committees, trustee boards and management boards acting on behalf of the owners govern independent schools.

7. Boards of trustees

Every board must establish a charter, which is the board's undertaking that their school will be governed and managed in line with legislation. The charter must set out the aims and objectives of the school. All school charters include the National Education Guidelines, which contain a statement of goals for education in New Zealand as well as curriculum and administrative requirements. When boards are developing their charters they are required to consult with their local communities.

Boards of trustees are then accountable for meeting the objectives in their charter and for managing the funds they receive from the government to run the school.

They are required to present an annual report to their community and the Ministry of Education. A school's board needs to be able to assure government that:

- the students in the school are receiving a high quality standard of education
- national proprieties for school education are being addressed in the school
- the resources are being used prudently to ensure the highest possible quality programmes are provided for students.

A board is also required to pay attention to regulations called the National Education Guidelines. These guidelines contain

- the National Education Goals, which are the statements of desirable achievements by schools. This is where the government lays out national priorities for education which, among issues of local importance, the board must take into account when preparing a charter
- the documents of national curriculum (National Curriculum Statements) which describes achievement objectives for students
- the National Administration Guidelines which set out:
 - the broad regulations about teaching and assessment, staffing, health and safety and financial affairs that a board must observe in governing the school
 - in more detail what a school's charter should cover.

Through its work, the Ministry of Education aims to assist boards of trustees to provide a responsive education system which:

- recognizes the individual learning needs and abilities of students
- recognizes the special character and nature of different communities, different cultures and different values
- helps overcome the disadvantages some students face in the education system
- assists students to achieve their potential by working closely with welfare, health and community agencies to address problems students might be experiencing in their family lives
- assist schools to address problems compromising their ability to ensure a quality education for their students.

8. Special Education

The government's special education policy aims to improve learning, social and cultural outcomes and provide a fair and predictable resourcing system for all students with special education needs, whatever their education setting. A key objective of the policy is that young children and school students with special education needs are made welcome at their local schools.

9. Definition

The definition of special education in the Special Education Policy Guidelines is "the provision of extra assistance, adapted programmes or learning environments, specialised equipment or materials to support children and young people with accessing the curriculum in a range of settings."

10. Policy and Legislation

The special education policy framework called Special Education 2000 was first announced in the 1996 Budget to enhance resourcing for children and young people with special education needs.

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support.

The Government's special education policy affirms the right of every student to learn in accordance with the principles and values of the Education Act 1989, the National Education Guidelines, as well as the Special Education Policy Guidelines. The New Zealand Disability Strategy is also relevant to special education, with its aim of removing the barriers which prevent disabled people from participating fully in society.

11. Education Act 1989 (particularly Section 8)

The Education Act 1989 legislates for equal rights to primary and secondary education - "People who have special educational needs (whether because of disability or otherwise) have the same rights to enroll and receive education in state schools as people who do not."

12. Working Collaboratively

The New Zealand Government encourages ministries and departments including schools to work together to find effective ways of establishing collaborative practices. The presentation will explore several of these joint government initiatives such as Strengthening Families, High and Complex Needs Initiative (HCN), Youth Justice Teams (YOTS) and the recently announced Interagency plan for Conduct Disorder/ Severe Antisocial Behaviour (2007).

In recent years there has also been a drive for Non-Government Organisations (NGOs) to be actively involved in the collaborative delivery of services within our communities. The presentation will explore how the "case management" model used in the Strengthening Families Initiative is

supportive of the school environment and enables schools to participate and work collaboratively with government departments and non government agencies to achieve better outcomes for young people and their families in their school communities. The presentation will also highlight other social service agencies that work collaboratively with the early childhood facilities and school to deliver better outcomes for children.

In the past ten years there has been prolific growth in collaborative activity in New Zealand, particularly in the social sectors. Schools and early childhood facilities have become actively involved in the delivery of these collaborative models and play an important role in achieving the desired outcomes.

13. Challenges and Issues

Key challenges in working collaboratively is the ability of each agency be it government, schools or non-government agencies to prioritise their work in a way that will meet the needs of the partnership organizations. This can affect alignment and responsivity of services. Key factors for success and the barriers to collaboration include:

- common understandings
- collaboration skills
- performance monitoring
- interventions consistent with “best practice”
- commitment
- leadership
- group membership and participation
- relationship building
- coordinated support
- conflict and power
- funding and resources
- patience for progress and results

The presentation will examine these issues and determine the role that schools have in the delivery of collaborative service delivery to achieve better outcomes for students, young people and their families.

Clearly, the better coordination of services which is more supportive and responsive to families, aims at not only being more effective in meeting the long term outcomes being sought.

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<Questions and Answers after Country Report>

Q.1

How is certification conducted in integrated schools?

A.1

There is no certification (assessment) system in primary schools. There is a national assessment process conducted by New Zealand Qualification Authority for all secondary schools in New Zealand. There has been a move by media to publish assessment results by schools. There are criticisms from the field of education about it, but many parents welcome this system because they believe it gives them information about the school performance to make choices.

Q.2

What are integrated schools?

A.2

Integrated schools are schools that have been established because of their special character; many of them have a religious character and their curriculum reflects that special character. Integrated schools receive funding from government.

Q.3

What is the purpose of newborn baby screening test by NZ government?

A.3

A newborn baby is screened for hearing impairment or deaf, and their parents receive assistance from a very early stage. This screening test is important for early detection. Cochlea implants are becoming more common in New Zealand. Government funds these operations.

Q.4

What department or institute does family request for attendance to case management or individual conference?

A.4

Family can decide which agency is appropriate to attend their case conference. The chosen agency has a responsibility to attend the conference. Not only public agency, but also non-government agencies can be represented.

PAKISTAN

School Management Concerning Collaboration with Social Resources in the Community -its Approaches and Problems-

Naeema Bushra Malik,

Deputy Director, National Institute of Special Education



1. Introduction

The Islamic Republic of Pakistan emerged as an independent state on 14th August 1947. It covers an area of 796,095sq , km lying between latitude of 24 degree and 37 degree North and longitude 62, degree and 75 degree east. The country border Iran on the West, India in the East, Afghanistan in the north and North West and the people republic of China in the North West to north east.

Pakistan is the world's seventh most populous country with 132.352 million people (according to 1998 census). Pakistan is divided into four main provinces, Punjab, Sindh, North West Frontier Province (NWFP) and Baluchistan together with the Federal Capital Islamabad and the federally administered areas. General, these provinces consists of distinct ethnic minorities with their own languages and cultural characteristics comprising different political and geographical entities. Urdu is the national language but Punjabi, Sindhi, Pushto and Baluchi (regional languages are also widely spoken. English is commonly understood by the educated sector of the population and is widely used in official, legal, and commercial transactions. It is also the medium of instruction in some private schools and a number of colleges and universities in the public sector.

The literacy rate was very low at the time of independence, but due to government policies and giving priority to education the literacy rate is now 47%.

2. Education in Pakistan

Education is a fundamental human right seventeen years ago, the Education for All (EFA) movement, initiated by Jomtien, proved a watershed as it accelerated the process of universalization of primary education in Pakistan.

Education in Pakistan is a provincial subject. However, the administration of public education in the country is partly centralized, with the Federal Ministry of Education responsible not only for the development of policy statements and national plans and budget but also for the overall supervision of these policies and plans.

Based on its vision of “Meeting the Learning Needs of All through Quality Education”, the Govt. of Pakistan is fully committed to the achievements of EFA goals and its response to the Dakar Framework has been very positive. Within the framework of the current National Education Policy (1998 – 2010), a comprehensive package of educational reforms with medium term targets, the Education Sector Reforms (ESR) Action plan for 2001 – 2004 was developed through a consultative process. The main features of ESR reform agenda is a strategy for a holistic approach to education, including all areas of EFA and entailing legislative, administrative and financial actions at all levels.

The ESR also serves as a foundation of the National Plan of Action (NPA) for Education, developed as a long-term frame-work (2001 – 2015) to achieve three EFA goals:

- i) Universal primary education
- ii) Adult literacy and;
- iii) Early childhood care

Based on three five years phases the NPA relies on a set of strategies which include

- a) better access to education
- b) improvement in quality education
- c) participation of communities
- d) link between basic education and skills development
- e) district – based planning and management for better governance and;
- f) resource mobilization.

3. Educational System in Pakistan

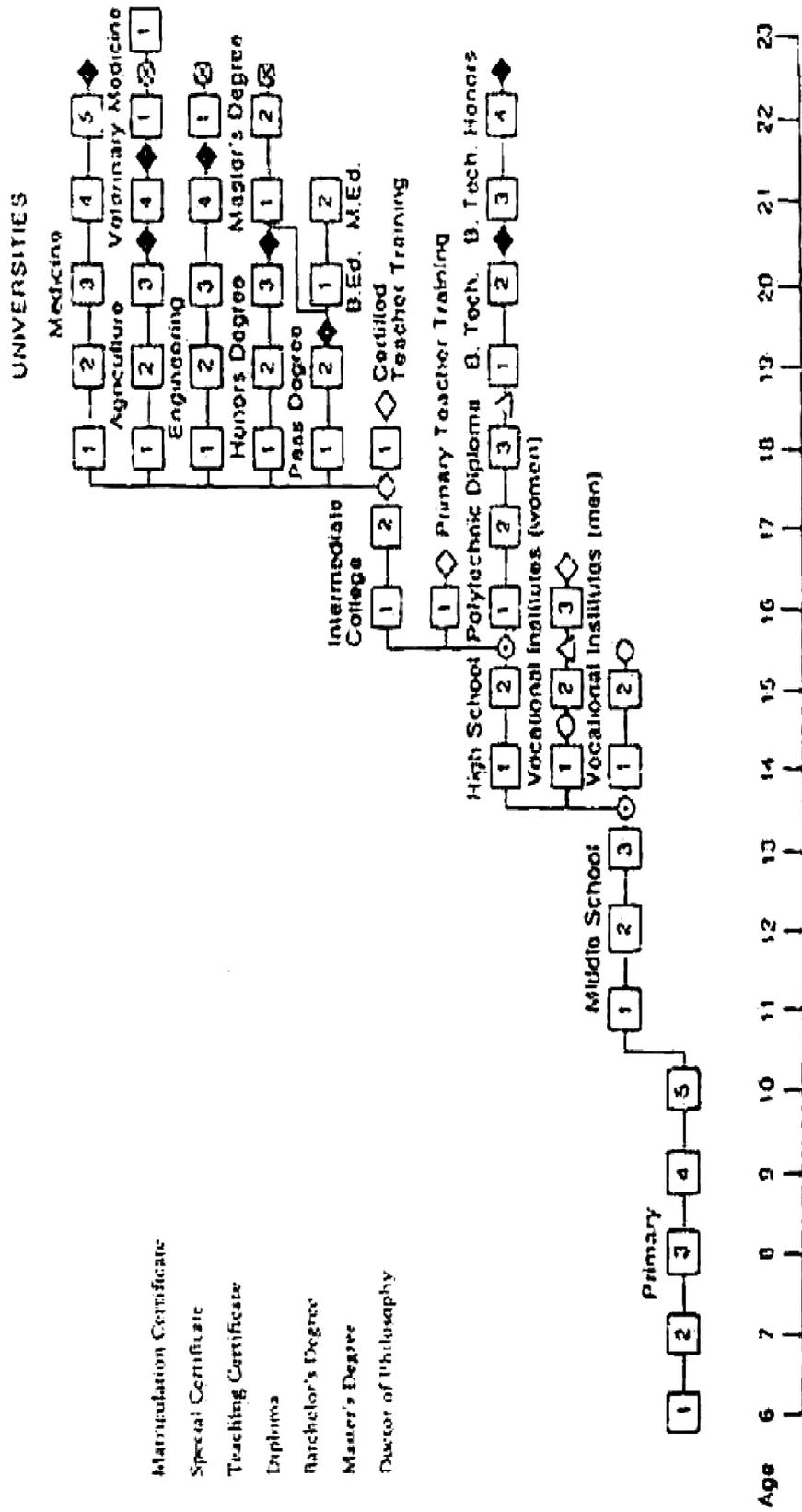
The formal educational system is structured into different stages and is based on the system of education introduced by the British. The first of these stages is the primary stage enrolling five/ six to nine / ten years old and lasting for five years followed by a three year middle stage and a two secondary stage. A further two year higher secondary stage is considered a part of college education.

In addition to Government run schools, private schools have played a significant role in Pakistan.



Figure :1

Pakistan: Structure of Educational System



Source: Kurian (1988).

The indigenous system of education which was prevalent at the time of Muslims rule in India consisted of three forms of education.

- a) Maktab with primary classes, and Madrassas at the secondary level.
- b) Quran schools attached to mosques
- c) Mohalla Schools or the domestic system under which education was provided at home especially for young girls

All three systems of education are still prevalent, and in fact attempts are being made to introduce modern subjects into Madrassahs system to provide integration of religious education and the formal school system.

4. Health

The Government of Pakistan has taken many steps to improve the health of people like many other countries. Pakistan has adopted the strategy of achievement of Millennium Development Goals (MOGs). The Government is determined to make primary Health Care facilities available to all citizens through out the country.

Ministry of Health is responsible for matters concerning National planning and co-ordination in the field of Health International liason, legislation pertaining to the drugs and medicines, administration of drugs Act 1970 among major nursing dental, pharmaceutical, Para medical and allied subject such as maintenance of educational standard, education abroad, and education facilities for back work areas.

At the provincial level the provincial Health Ministry is standard body for providing health services medical Education Training and Employment.

The health department, an executive unit of the provincial government, is responsible to provide health services and deals with all matters related to regulating the health sector in the light of federal and provincial health policies and programme guideline.

After the promulgation of District Government ordinance, the primary level health services and the District Headquarter hospital are now district governments domains. The provincial set up provides technical assistance, policy cover, and implementation of some preventive programmes only.

Vital steps were taken to improve the health services delivery from 919 hospitals with 82494 beds, 4632 dispensaries with 2839 beds, 289 tuberculosis clinics with 154 beds, 907 MCH centres with 255

beds, 556 rural health centres with 9343 beds, 676 sub health centres/First Aid Posts and 4658 basic health units with 6405 beds in the country excluding AJK/NAs. The number of MBBS doctors, dentists, nurses, lady health visitors and midwives registered during the year 2004 were 5143, 597, 2115, 142 and 241 respectively.

5. National Institute of Handicapped (NIHd), Islamabad.

National Institute of Handicapped (NIHd) Islamabad was established in 1987/88. The main objectives of the institute beside routine health services for the handicapped are to introduce, test provide innovative rehabilitative techniques, do research and act as a repository of information related to disabilities, provide technical support and guidance to policy makers and planners and the system as a whole on the care of disabled.

Since its establishment, the NIHd is providing all types of medical / surgical services to the disabled population all over the country. It has played a major role in the prevention of certain disabilities i.e. visual impairment, hearing impairment, and physical disabilities.

6. Special Education in Pakistan

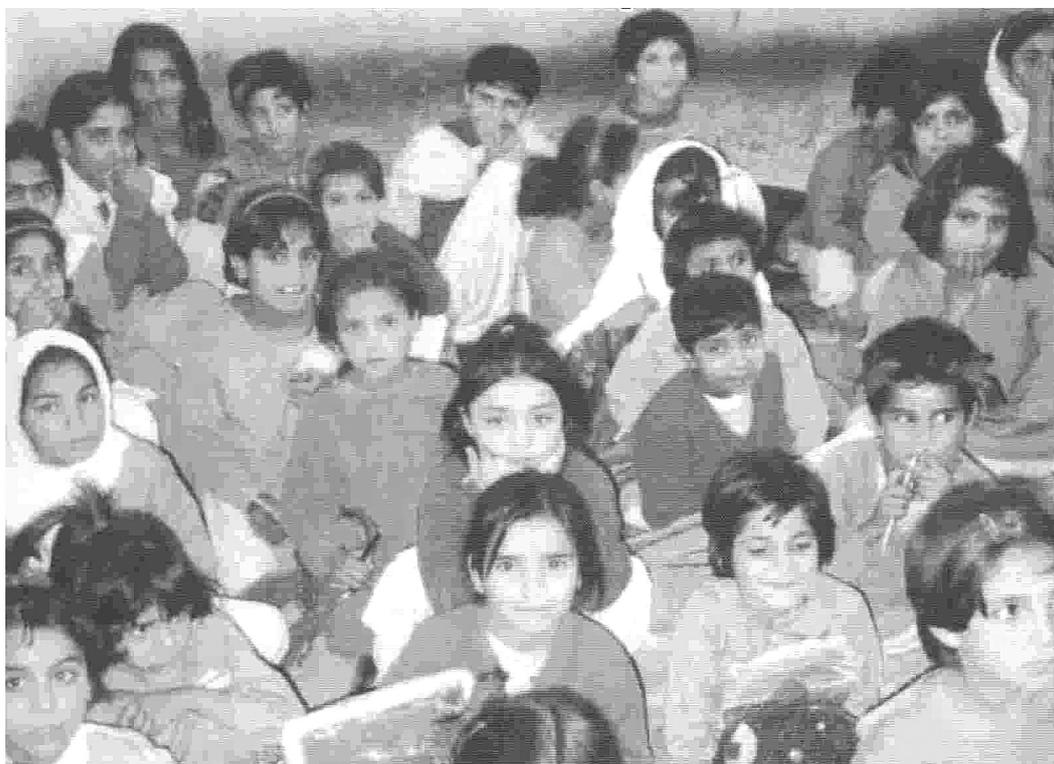
At the time of independence, there were only four institutions for special children. But over the years the government and non government sector made efforts to expand and improve the services for the special persons. The United Nations declared 1981 as the International year for the Disabled persons which brought about a great deal of awareness of the subject.

The Government of Pakistan as well as non-government organization's are putting their efforts together for the empowerment of persons with disabilities through a number of international conventions and agreements. Which make government of Pakistan a partner in the global movement for the betterment of this segment of society?

During the fifth and sixth year plan periods, the government paid special attention to the education and rehabilitation of the PWDs. Adequate resources were earmarked and necessary administrative changes brought about for effective implementation of education and rehabilitation programme for the handicapped. In 1981 the subject of special education was transferred from Ministry of Education to Social Welfare Wing of Ministry of Health. In 1982 an independent Division titled Special Education and Social Welfare, was created in the Ministry of Health. In February, 1985, Directorate General of Special Education was established to achieve the goal of empowerment of persons with disabilities, irrespective of caste, creed, religion, gender or other considerations for the realization for their full potential in all spheres of life, especially, social, economic, personal and political.

7. Inclusive Education-Pakistan International Commitments on Inclusive Education

The Government of Pakistan recognizes that all children have equal right to freedom of expression quality education and have access to a safe and healthy environment, in accordance with the constitution of the Islamic Republic of Pakistan [1973]; to have full rights and obligations as citizens as confirmed in; the UN Declaration of Human Rights [1948], reinforced by the UN Convention on the Rights of the Child [1989], World Declaration on Education for All [1990], UN Standard Rules on Equalization of Opportunities for Persons with Disabilities [1993], Salamanca Statement and Framework for Action [1994] Dakar Framework for Action [2000], UN Millennium Development Goals [2001] and the National Policy for Persons with Disabilities [2002] guarantee the rights of all children, both with and without disabilities, to obtain quality education adapted to their individual needs, abilities and aspirations and full and equal participation in all other aspects of life.



Therefore the Government of Pakistan is committed at large to:

- (1) Ensure that all children regardless of gender, abilities, disabilities and socio-economic, cultural, and ethnic backgrounds:
 - are treated with dignity and respect;
 - have equal access to education, health services, work and all other aspects of life;
 - are enabled to develop their full academic, physical, emotional and social potential;
 - have access to learning material in appropriate media and technical devices; and
 - develop confidence in their own abilities, skills and future prospects.

- (1) Design federal and provincial policies, plans of Action and provide sufficient resources to match with the development and comprehensive implementation of inclusive education in all public and private schools throughout Pakistan.
 - (2) Develop and implement a co-ordinated mechanism between federal, provincial and district governments, institutions under the Ministry of Education, the Ministry of Social Welfare and Special Education and the Higher Education Commission [HEC]. All efforts should be made in line with the National Plan of Action [NPA]
 - (3) Develop inclusive, child and learning friendly environments on all levels of the mainstream public and private education system [from pre-primary to tertiary education] throughout Pakistan.
 - (4) Eliminate barriers to learning, participation and development;
 - at all levels of the mainstream public and private education system [from pre-primary to tertiary education] throughout Pakistan; and
 - in all public areas [i.e parks, shopping centres and public transport].
-
- (1) Create, develop, support and strengthen structures to meet the needs and develop the unique abilities of all children through extensive co-operation amongst all children through extensive co-operation amongst all ministries, institutions and organizations concerned.
 - (2) Ensure that all teachers and school administrators in pre-and in-service education and training learn to embrace and encourage the diversity of needs and abilities of children, among others through;
 - development and implementation of flexible curricula and evaluation systems;
 - use of technology to improve teaching and learning process;
 - networking of resource persons within the social, medical, vocational and other relevant fields; and
 - introduction of “Embracing Diversity – UNESCO/ UNICEF Toolkit on Creating Inclusive, Learning – Friendly Environments”.
-
- (1) Continuously promoting and raising awareness about the concept of inclusive education through teacher’s education and training, human resource development within the government and non-government sector, advocacy, research forums, mass media, etc.
 - (2) Develop mechanisms to secure efficient co-ordination of all efforts related to education among the Ministry of Education, Ministry of Social Welfare and Special Education, Ministry of Finance, Ministry of Information and Broadcasting, Ministry of Housing & Works and other line ministries

in order to implement the idea of inclusion in public and private sector schools.

- (3) Incorporate inclusive education into all laws, policies and plans [incl. EFA Plans, EMIS, etc.] related to education, health, etc.
- (4) Actively engage and involve children, parents, teachers, professionals, community and religious leaders, civil society organizations [incl. charitable foundations, welfare organizations, etc.], business community and philanthropists in all aspects of school development, policy formulates, management and support to children.



8. National Statistics on Population with Disability

National Census Report of 1998 indicates and estimates 2.49% of the total population based on the reported cases of persons with disabilities. Grouping of the 2.49% figure age specific groups indicates the following estimated maximum level of need:

| | |
|----------------------------|--------|
| Children under 5 | 10.34% |
| Children aged 5-14 | 23.09% |
| Young people up to 29 year | 23.98% |
| Disabled adults | 25.15% |
| Disabled senior citizens | 16.56% |

Source: National Policy 2002.

9. Distribution of Different Disabilities

| | |
|------------------------|--------|
| Physically Handicapped | 19% |
| Mentally Handicapped | 14% |
| Multiple Disability | 8.21% |
| Visually Impaired | 8.6% |
| Hearing Impaired | 7.40% |
| Others | 43.33% |

Source: National Policy 2002.

Now federal government, Provincial Government's and NGOs are providing services to the special persons in the field of educational training and rehabilitation

The statistics about the services available for the persons with disabilities are as under:-

Administrative Control of Organizations

| Sector | Frequency | % |
|---------|-----------|------|
| Public | 227 | 53.3 |
| Private | 243 | 46.7 |
| Total | 520 | 100 |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Public Sector Organizations

| S. No. | Administration | Frequency | % |
|--------|-----------------------|-----------|------|
| 1. | District Government | 136 | 49.1 |
| 2. | Federal Government | 67 | 24.2 |
| 3. | Provincial Government | 63 | 22.7 |
| 4. | Semi Government | 11 | 4.0 |
| Total | | 277 | 100 |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Provincial Distribution of Organizations

| S. No. | Province | Frequency | % | Population% |
|--------|---------------|-----------|-------|-------------|
| 1. | Punjab | 273 | 52.5 | 55.6 |
| 2. | Sindh | 107 | 20.6 | 23.7 |
| 3. | NWFP | 70 | 13.5 | 13.4 |
| 4. | Baluchistan | 12 | 2.3 | 5.0 |
| 5. | Capital | 34 | 6.5 | 6.7 |
| 6. | AJK | 10 | 1.9 | 2.0 |
| 7. | Northern Area | 14 | 2.7 | 2.6 |
| | | 520 | 100.0 | |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Establishment of Institutions

| S. No. | Duration | Frequency | % | Cum. % |
|--------|---------------|-----------|-------|--------|
| 1. | Pre-Partition | 4 | 0.8 | 0.8 |
| 2. | 1947-1960 | 5 | 1.0 | 1.8 |
| 3. | 1961-1970 | 24 | 4.6 | 6.4 |
| 4. | 1971-1980 | 22 | 4.2 | 10.6 |
| 5. | 1981-1990 | 131 | 25.2 | 35.8 |
| 6. | 1991-2000 | 99 | 19.0 | 54.8 |
| 7. | 2001-2006 | 155 | 29.8 | 84.6 |
| 8. | Not Reported | 80 | 15.4 | 100.0 |
| Total | | 520 | 100.0 | |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Types of Disabilities Served

| S. No. | Disability | Frequency | % |
|--------|----------------------------|-----------|-------|
| 1. | More than one disabilities | 270 | 51.9 |
| 2. | Hearing Impairment | 93 | 17.9 |
| 3. | Visual Impairment | 54 | 10.4 |
| 4. | Mental Retardation | 41 | 7.9 |
| 5. | Physical disability | 39 | 7.5 |
| 6. | Multiple disabilities | 23 | 4.4 |
| Total | | 520 | 100.0 |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Services Provided by Organizations

| S. No. | Service | Frequency | % |
|--------|--|-----------|------|
| 1. | Education | 415 | 79.8 |
| 2. | Guidance and Counseling | 289 | 55.6 |
| 3. | Vocational Training | 285 | 54.8 |
| 4. | Sports and Recreation | 284 | 54.6 |
| 5. | Assessment | 255 | 49.0 |
| 6. | Rehabilitation | 230 | 44.2 |
| 7. | Therapeutic Services | 209 | 40.2 |
| 8. | Early Identification/identification/intervention | 130 | 25.0 |
| 9. | Community Services | 128 | 24.3 |
| 10. | Prevention | 121 | 23.3 |
| 11. | Medical Treatment / Alternative Medicine | 117 | 22.5 |
| 12. | Social Uplift / Empowerment | 115 | 22.1 |
| 13. | Employment | 96 | 18.5 |
| 14. | Outreach Program | 88 | 16.9 |
| 15. | Old Age Benefit | 24 | 4.6 |
| 16. | Others | 25 | 4.8 |
| Total | | | |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Population of Persons with Disabilities

| Disability | Male | Female | Total | % age |
|---------------------------------|---------|---------|-----------|-------|
| Visually Handicapped | 146,029 | 119,369 | 265,398 | 8.06 |
| Hearing Impaired | 138,235 | 105,448 | 243,683 | 7.40 |
| Physically Handicapped | 382,262 | 243,523 | 625,785 | 19.00 |
| Insane | 119,645 | 91,209 | 210,854 | 6.40 |
| Mentally Handicapped | 134,887 | 115,297 | 250,184 | 7.60 |
| Having more than one Disability | 140,285 | 130,166 | 270,451 | 8.21 |
| Others | 857,362 | 569,438 | 1,426,800 | 43.33 |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

Disability % Age with Respect to Age

| Age/ Years | 0-4 | 5-15 | 15-29 | 30-59 | 60(+) |
|------------------------|-------|-------|-------|-------|-------|
| Visually Handicapped | 10.93 | 19.86 | 18.76 | 24.67 | 25.79 |
| Hearing Impaired | 8.97 | 28.8 | 26.81 | 24.96 | 10.47 |
| Physically Handicapped | 5.09 | 16.33 | 17.85 | 26.57 | 34.26 |
| Mentally Handicapped | 9.92 | 23.2 | 28.75 | 28.73 | 9.38 |
| Multiple Disability | 12.12 | 25.99 | 27.19 | 24.43 | 13.95 |
| Others | 15.79 | 29.26 | 20.24 | 21.94 | 13.22 |

Source: Survey of the Facilities and services for Person with Disabilities.

Dr. Abdul Hameed.

10. Areas of Focus and Special Attention

A. Early Intervention, Assessment and Medical Treatment

- i. Prevention
- ii. Detection
- iii. Intervention
- iv. Counseling
- v. Genetic counseling
- vi. Family guidance

B. Education and Training

- i. Education
- ii. Training
- iii. Integration and mainstreaming

C. Vocational Training, Employment and Rehabilitation

- ii. Vocational Training
- iii. Use of Importance Technology
- iv. Assistive technology
- v. Out reach programme
- vi. Employment
- vii. Sheltered / support employment
- viii. Self employment
- ix. Incentive to employers

D. Research and Development

E. Advocacy and Mass Awareness

F. Sports and Recreation

G. Design of Buildings, Parks and Public Places

H. Institutional Arrangement / Mechanism

11. Role of the Federal Government Ministry of Social Welfare and Special Education

The role of Federal Government is important in meeting needs of the persons with Disabilities at national level. Joint effort of the concerned Ministries like Education, Health, Labour, and Manpower and Culture and Sports etc in addition to Ministry of Social Welfare and Special Education ensure for fulfilling the objectives of the Ministry.

A workable system is developed for inter-Ministerial sensitization and collaboration to extract maximum mileage for the benefit of persons with disabilities.

12. Role of Provincial Governments

The role of Provincial Government's is to provide all the required facilities to a maximum number of persons with disabilities. Based on the needs assessment, the provincial governments develop action plans for public and private organizations. Ministry of Social Welfare and Special Education extends the help and co-operation in education and training of qualified and competent teachers and other professionals to staff these programmes.

Federal Government does not provide assistance in the area of development and research.

13. Role of District Governments

District Government's join hands with provincial Governments to implement the programmes, establish special education units/ special classes in selected educational institutions of local bodies in rural areas. In future it is planned to include the introduction of and looking after the system of integration of children with disabilities in normal schools in the area of jurisdiction of the district councils and union councils in the local bodies system.

Allied Departments

14. Pakistan Bait-ul-Mal

Bait-ul-Mal fund was established in February 1992 under the Ministry of Social Welfare and Special Education, Government of Pakistan. The objectives of the Bait-ul-Mal are:-

- Financial assistance to the destitute, widows, orphans, invalid and other needy persons with emphasis on rehabilitation.
- Educational assistance to needy orphan and stipend for the outstanding, non affording students for higher professional education.
- Following are the main projects of Pakistan Bait-ul-Mal :

- Food Support Programme (FSP)
- Individual Financial Assistance (IFA)
- Centres for Rehabilitation of Child Labour
- Dastakari Schools/ Vocational Training Centres
- Shelters for Shelterless
- Jinnah Burn and Reconstructive Surgery Centre, Lahore.
- Drug and Diagnostic Centre, Peshawar
- Institutional Rehabilitation through NGOs

18. Zakat & Usher

Zakat system was introduced on 20th June, 1980 through an ordinance titled “Zakat and Ushr Ordinance 1980”

This system relies on mandatory Zakat deduction @ 2.5% from 11 categories of assets. No Government of Pakistan funds are involved except for the administrative expenditure on Centre Zakat Committee Secretariat (Zakat and usher Wing).

The institution of Zakat and Ushr plays an important role in mitigating the sufferings of poor segment of the society. Zakat fund is utilized for the following:

- a Assistance to the needy, the indigently and the poor particularly orphans and widows, the handicapped and the disabled.
- b Assistance to the needy persons affected or rendered homeless due to natural calamities.
- c The system of Zakat in Pakistan is very comprehensive and has allained a level of maturity over a period of 27 years.

District and local Zakat committees are empowered to disburse the funds which take the system to grass root level with the help of 39445 local Zakat committees. It also involves about 400,000 volunteers as member of Zakat committees.

19. Zakat Disbursement

- a) Regular Programme
 - i. Guzara Allowance
 - ii. Educational Stipends
 - iii. Stipend to students of Deeni Madaris
 - iv. Health Care
 - v. Social Welfare / Rehabilitation
 - vi. Marriage scheme

b) Special Scheme

Educational Stipends

Social Welfare / Rehabilitation

04% of the regular zakat budget is allocated for the scheme, istehqaq is determined by the local zakat committee preference is given to orphans, widows, disabled and senior citizens. Social Welfare institutions like Orphanage Darul aman, Home for destitute, Home for mother and children (Disabled / Mentally Retarded), Rehabilitation Centres for Disabled persons are eligible for social welfare. One time grant of Rs.5000/- is provided for rehabilitation purpose and Rs.500/- to Rs.700/- per month are

provided to each beneficiary for education, clothing, food, accommodation etc through NGOs / CSOs.

19. National Trust for the Disabled

The national Trust for the Disabled (NTD) was established on 19th July 1988 under the Charitable Endowment Act, 1890 by the Federal Govt with independent and autonomous status. It was to ensure efficient, effective and speedy planning implementation and coordination of service i.e. diagnosis assessment, education, care, treatment, job placement and rehabilitation of special persons.

The trust has following aims and objectives

- To establish model institutions for the care, education and rehabilitation of the disabled.
- To prescribe and undertake specialized programmes of training and instructions for the disabled.
- To conduct research about the nature and extent of problems of the disabled.
- To arrange financial assistance and advisory services for individuals / families.
- To deal with and enter into agreement with national and international organizations in the field of Special Education.

The NTD has established three multi-purpose special education institutions at Karachi, Naushehro Feroz and Mianwali. These institutions are located in rural and slum urban areas and are providing services of early identification, treatment, education, pre-vocational and vocational training and rehabilitation to persons with disabilities.

The Trust is also administering the portage parent programme which is meant to reinforce and enhance the parenting skills enabling family members to take care of the special needs of children with developmental delays.

The Trust is administered by a Board of Governors with the President of Pakistan as its Chairperson.

20. National Council for the Rehabilitation of Disabled Persons

The Welfare and rehabilitation of disabled persons occupies centrally in the country's policy frame work in the wake of International Year of the Disabled Persons, 1981, the Government of Pakistan promulgated an ordinance titled Disabled Persons (Employment and Rehabilitation) ordinance, 1981. The ordinance provides for the establishment of a National Council for the Rehabilitation of Disabled Persons(NCRDP) which has been mandated to perform the following functions.

- To formulate policy for the employment, rehabilitation and welfare of the disabled persons.
- To evaluate, assess and co-ordinate the execution of its policy by the provincial councils.
- To have overall responsibility for achieving the purpose of the ordinance.

Under the ordinance, 1 percent quota for disabled persons has been laid down for all establishments employing 100 or more persons. In lieu of employment, the employer has to credit a specified amount each month to the Council's fund.

The financial contribution made by the employers enable the NCRDP to provide financial assistance to such disabled persons as are unable to undertake employment due to infirmity, age or other reasons. As part of rehabilitation measures, the NCRDP is able to provide artificial limbs, surgical therapy and medical treatment to the needy disabled persons.

The Government of Pakistan on its part has allowed disabled persons to import duty free vehicles fitted with special gadgets.

21. School Management

- In the school management there are technical and non technical staff members. In technical staff there are Teachers, Doctors, Social Case Workers, Speech Therapists, and Physiotherapists, Brail lists, Occupational Therapists and others. In non technical staff there are Administrator (he/she may be special educationist or simple administrator), administrative staff and workers.
- Usually administrators (Principals and Social Case Workers) may contact with community to get help disabled children.
- Social Case worker helps the management to find solution of problems in social functioning. He/She identify the social resources and seek help to solve the problems of special children. The sources are classified in to two categories
 - Public
 - Private
- The public agency is sponsored, financed and administered by the Government. Private agencies are established by the people, it is financed mainly by voluntary contribution and donation. The Voluntary agency may get partial help from the Government in the form of financial aid, experts, technical advice or the all.
- In Pakistan usually there are Social Case Workers in Schools for the children with special needs to collaborate with social resources in the community.
- The Medical Officers are responsible to collaborate with Hospitals to seek help for medical check, assessment of hearing, visual, mental and Physically disorders. School Management also seeks helps from philanthropists of the community by inviting them in the functions arranged by schools or arranging camps in the community for the awareness. Print and Electronic

Medical plays a vital role in the creating awareness in the community about the disabilities, its prevention, education, training and rehabilitation.

- All the social resources helps in the;
- Early intervention and pre-school education
- Primary and secondary education
- Vocational program
- Family support
- Health
- Sports and recreation activities

22. Role of Different Organization providing Services for Special Persons

- Federal Government
- Provincial Government
- District Government

23. Issues and Challenges

- The number of special schools established by Government and NGO are inadequate
- Early detection and intervention programmes are inadequate.
- Insufficient funds
- Lack of awareness
- Most of the schools are primary level
- Lack of coordination among different agencies and ministries, effective and coordinated action plan to ensure the education rights and opportunities for children with disabilities and individual with special needs is needed.
- Shortage of certified special education teachers and auxiliary personnel.
- Demographic trends suggest increasing pressure on family care giver.
- Societal and professional biases.
- Most of the special schools are located in Federal Capital or provincial capitals or big cities, there are no special schools in rural areas where the 75% of the population live.
- The infrastructures of most of the schools are not disabled friendly.

Perspective Plan 2001-2015

Education and Training

Importance of education in the coming years is recognized as a necessary ingredient for sustainable economic growth. Education is seen as the key to better quality of life as well as a means of providing a new set of skills required for the future years.

According to the vision of the Quaid-e-Azam, scientific and technical education should be given to the people to compete with the fast-developing world. Sound education should be provided to the people to instill in them the highest sense of honor, integrity, responsibility, and selfless service to the nation. Investment in human capital prepares the critical mass of educated manpower on the one hand, and on the other hand prepares future leaders in various fields to steer successfully the country through thick and thin.

Education Sector Reforms

The Education Sector Reforms (ESR) in essence, build on the 1998-2010 Education Policy and thus are not a new policy innovation but an Action Plan for reform. The ESR is based on a long-term framework with a four year action plan for 2001-2005. The main features of the reform agenda are macro level reforms in planning, procedures, resource mobilization and utilization; sector wide approaches for reinforcement of linkages between sub-sectors (i.e. primary / elementary / non-formal literacy, secondary / technical, higher education and quality assurance structures); internally driven strategies and internally developed milestones for implementation of the ESR; a holistic basis for planning of human resource development in the country; the Social Action Program (SAP) is integrated in this approach with 77% of the Action Plan covering SAP and all areas of Education For All (EFA); institutional reforms at all levels, i.e. federal, provincial and district levels to be triggered by the ESR; maximizing equal opportunities and reducing the gender gap at all levels of education; literacy through Education For All for a literate Pakistan is ensured by institution of comprehensive programs supported by the Compulsory Primary Education Ordinance and broad based institutional support; the delivery of quality education at all levels for improving the quality of social capital is to be achieved by rewarding expertise, providing access to improved teacher training programs, curriculum reforms and innovative projects.

<Questions and Answers after Country Report>

Q.1

The shortage of special education teacher is the issue. Are there any incentives for a special education teacher?

A.1

In one province of Pakistan (Punjab), doubled salary is paid to SPED teacher.

Q.2

Issues on reviewing curriculum for teacher training ?

A.2

We are changing curriculum for both in-service and pre-service training. In pre-service training, we are increasing subjects on matter of special education. Also, increasing para-medicals. However this is the beginning stage.

<Comments>

Shortage of SPED teacher is the issue. If we provide more incentives, we may be able to solve the issue.

Situation in other countries:

- Extra salary to SPED teachers
- Scholarship for SPED teacher training
- Paid-holiday to take training
- Teacher awards
- Promotion (however, there is a country which quit this system, because the system was abused)
- Point system

PHILIPPINES

Building Bridges for Children and Youth with Special Needs: The Philippine Perspective

Darlene Descallar Echavia

Assistant Professor, Department of Special Education, University of the Philippines

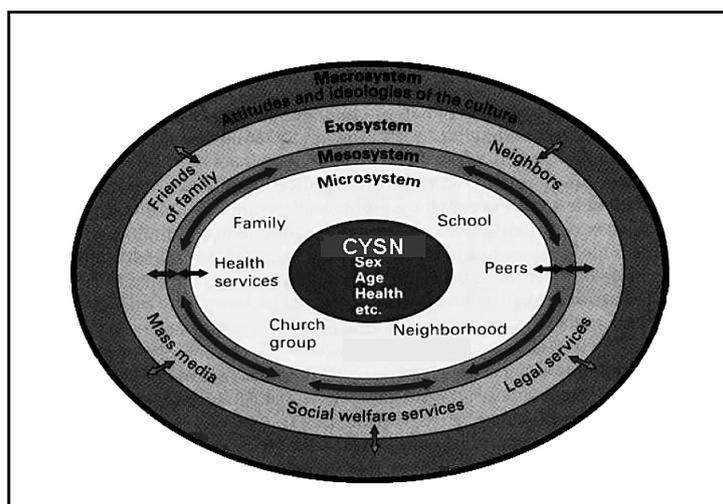
1. Introduction

More than ten years have passed when the first organized set of laws for the welfare of persons with disabilities was promulgated in the Philippines. Republic Act 7277 or the Magna Carta for Disabled Persons¹ was a response to the felt need of this sector to be better recognized as productive citizens of the country. Since then, children and youth with special needs (CYSN) have received considerable attention from both public and private sectors of the country. In the effort to substantiate the very essence of the Magna Carta, that is, the integration of the CYSN into the mainstream of society, its major stakeholders joined hands in pushing towards this end. In particular, many special education (SPED) school administrators have taken the initiative to involve their own community more seriously. They have very well noted that the success of their mission cannot be realized without the active participation of people, institutions, and establishments around them. After all, the school setting is just a transitory placement for CYSN. They are bound to live their fullest potential out in the big world.

The Ecological Theory by Bronfenbrenner (1986) provides a perspective with which to view the relationship of an individual with society (see figure on next page). The individual is actively in contact with his microsystem, that is, his family, peers, school, neighborhood, church, and health institutions. In turn the relationships among these different environmental settings within his microsystem make up the mesosystem. The theory also considers the exosystem – friends of family, social welfare services, legal services, mass media, etc. – with which the individual is not directly involved, but is influenced nonetheless through his microsystem. The theory stresses that change in any of the systems occurs in a mutual and co-evolutionary manner.

It is in the light of the above stated theory that selected private and government SPED schools in Metro Manila were profiled with respect to their programs and their system of collaboration with the different aspects of the society where they exist. This paper aims to present the dynamics of working with the social resources in the community, the factors which facilitate and impede collaboration, and the effects of such teamwork on the different societal systems.

¹The Magna Carta for Disabled Persons (RA 7277) was amended in July 2006 as R.A. 9442. Henceforth, the law shall be called The Magna Carta for Persons with Disability.



Bronfenbrenner's Ecological Theory of Development²

2. School Linkages for Children and Youth with Special Needs (CYSN)

The **school** facilitates the relationships within the microsystem of CYSN. In acknowledgment of this, the Department of Education had registered around five hundred private schools with special education programs (2006), in addition to government-owned or public SPED schools. Such an increase considerably de-clogged the otherwise cramped classrooms of public SPED schools. Both public and private SPED schools provide a range of programs which cater to the specialized needs of CYSN.

The **family** is the major collaborator of the schools in the habilitation of the CYSN. To ensure that learning is effectively generalized in the home environment, parents are encouraged to attend parent education seminars which cover topics such as effective parenting, child abuse, and effective strategies in managing CYSN at home. These seminars are conducted by non-government organizations (or NGOs).

Health services are provided to government schools through the local units of the Department of Education. The students are given free medical and dental check-up, vaccinations, and referral to associated institutions, like the Philippine Mental Health Association when necessary. On the other hand, private schools have their own health clinics or refer their students to private hospitals.

The **neighborhood** is the primary resource when vocational training and possible job placement are being considered. Private SPED schools tap business establishments such as restaurants, laundromat, car wash, bakeshops, and offices in their community to successfully implement the transition programs of youth with special needs. Other private schools have developed their own sheltered workshops where the youth with special needs may be employed. Public schools, on the other hand, link up with a government agency which conducts vocational training (Technical Education and Skills Development Authority or TESDA).

²Adapted from Santrock. (2004). *Life-Span Development*.

Socialization with their **peers** for both public and private schools is made possible by linking up with various advocacy groups and partaking in their regular activities, such as the Special Olympics. Exposure trips in city parks, stadiums, museums, factories, and business establishments, such as department stores and specialty shops, are also done.

Church groups cannot but be involved in the holistic formation of CYSN. In a predominantly Christian country such as the Philippines, schools can access the parish churches in their communities to teach Christian doctrines to CYSN. Some schools are directly connected to Bible institutes that are ready to accept any student who wishes to deepen his faith.

This collaboration -- or mesosystem -- among the different components of the microsystem influences the exosystem. Many private SPED schools rely on **friends of families** of CYSN who own business establishments to support their program. School administrators say that it is much easier for them to work with these private establishments since the owners have had first-hand experience with CYSN. **Social welfare services** come to the aid of CYSN who do not have enough resources to pay for health-related services and assistive gadgets. The Department of Social Welfare and Development enables them to acquire the services they need and assistive devices like hearing aids for a much reduced cost. The attention of the **media** cannot but be drawn to business establishments who have adopted CYSN as their benefactors. The Special Olympics have always attracted media personalities. These kinds of media exposure definitely help in making the public more focused on what CYSN can do rather than on what they cannot accomplish. **Legal services** for CYSN are made more effective as the rest of society becomes more aware of the persons behind the disability. More than coordinating special activities, advocate groups have been zealous in fighting for the rights of CYSN.

3. Factors Affecting Collaboration

Some facilitative factors for collaboration have been pointed out by school administrators. The more popular schools were noted to link up better and faster with other members of society. This popularity may stem from the number of years the schools have existed, the time-tested unity of its staff, and the stability of its programs. They have already established a “link pool” which is professionally supervised by a “donor relations officer” who regulates the many cause-oriented groups and individuals who approach them to offer help.

What newly founded schools lack in years of experience, they compensate by being visible in their own community. The more visible they are, the more opportunities they have of gaining possible partners in society. Without disregarding the fact that some members of society may not yet know how to react to CYSN, some schools boldly but cautiously visit people and places around the community. Advocates of such daring steps admittedly reported mixed responses from the community. Many were eager to open their doors to this group due to novelty and popularity which they inevitably bring. Some were surprised to find more similarities than differences between CYSN and the regular learners and were motivated to understand more about this special population. But there were also those who opted to remain nonchalant.

One major impeding factor for effective collaboration is the ignorance of many about the conditions of CYSN in their own locale. In many areas of the archipelago, it is rather the adherence to myths about special children (such as “curse at birth” or “objects of malevolent spirits”) which causes this lack of awareness. Compounding factors such as poverty, misapprehensions in a multicultural community and even animosity further lead to unwarranted blocks in reaching out to CYSN.

‘Donor fatigue’ was also mentioned by school administrators as another impeding factor. When donor fatigue sets in, SPED schools which rely chiefly on donations experience even less help from benefactors.

4. Conclusion

It is only through the sustained efforts of CYSN, their families, SPED schools, and the rest of society that barriers to the integration of CYSN may be crossed. It cannot be the work of one sector alone. Each one has a role to play in building an environment which fosters the full development of CYSN in the mainstream of society.

<Questions and Answers after Country Report>

Q.1

The theory is very comprehensive and can be adapted in every country.

Could you give us the actual examples of the case studies that you are working on?

What is education program for autism?

A.1-1

Exposure programs, particular program for autism.

The children with autism are taken to community establishments such as shopping malls for exposure. This also lets other people get to know about autism and other special conditions as well.

A.1-2

The principal coordinates with other school and other public places. They plan the activities of children with autism to play and interact with other children.

The time and the place when and where the children will be brought to the community. Also, the readiness of the children with autism to interact with other children is also considered.

REPUBLIC OF KOREA

Management Concerning Collaboration with Social Resources in the Community to Support Students with Health Impairment -Approaches and Issues-

Haekyung Kang

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1. Prologue

By proclaiming an amendment to the Special Education Promotion Law in March 24th, 2005, Korea established the foundation for supporting the educational rights of students with health impairment. In this amendment, health impairment was added to the disability classification to enable students with chronic health impairment to receive special education, with already existing students with special needs. This act was to follow the global trend of expanding the general understanding and classification of disabilities.

The purpose of the education for students with health impairment are: first, to guarantee “the right to learn” of students with health impairment by providing educational opportunities; second, to support the students to fit into school environment by providing individualized learning plans, and psychological and emotional supports; third, to improve therapeutic effect of education by supporting students to gain hope and courage through providing various services.

To support students with health impairments, much-needed services such as supporting them to return to school, providing in-school services and video instructions, and operating hospital school should be provided. However, there are still a few areas needing improvement. For example, stable system of support is not fully established yet, and operations of services need much improvement. The most important part of the support system is collaboration and cooperation of the organizations such as hospital, school, hospital school, department of education, and specific health impairment related organizations. Also, collaboration and cooperation among professionals such as general teacher, special teacher, doctor, nurse, social worker, educational administrator, and volunteers are important as well. Collaboration and cooperation is the most important part of providing services to students with health impairment.

2. Educational Support for Students with Health Impairment

(1) Health Impairment Defined

Health impairment was added to the Special Education Promotion Law in 2005 enabling students with health impairment to receive special education. Before the amendment was enacted, some students with health impairment received education by attending schools for students with physical disabilities. The definition of health impairment include a person needing continual educational

support to carry out school functions and learning activities, because of chronic impairment such as heart impairment, kidney impairment, and liver impairment that require more than 3 months of long-term hospitalization or regular visit to hospital. This definition focuses on the results of certain health impairment which means not focusing on classification of the impairment, rather than the existence of certain health impairment which means focusing on the classification of the impairment.

(2) Current Data on Students with Health Impairment

Based on the data collected in April 2007, 1,142 students were diagnosed having health impairment in the whole country. The low numbers suggest that there might be a reluctance to be diagnosed with health impairment, or lack of understand on health impairment in general.

(Table 1. Students with Health Impairment)

| | Kindergarten | Elementary | Middle | High | Total |
|----------------|--------------|------------|--------|------|-------|
| Special School | 12 | 12 | 9 | 7 | 40 |
| Special Class | 27 | 298 | 135 | 49 | 509 |
| General Class | 119 | 136 | 148 | 190 | 593 |
| Total | 158 | 446 | 292 | 246 | 1,142 |

(3) Reasons for Applying for Health Impairment

- 1) Long-term or frequent absence that might result in repeating the year
 - Difficulties in attending school because of treatment
 - Difficulties in repeating the year and not advancing with the same-age group
- 2) Difficulties in carrying out learning activities
 - Exhaustion from treatment sessions
 - Deterioration of physical functions
 - Negative effects from medication (loosing hair, or changes in weight)
 - Difficulties in studying because of aftereffect of treatments
 - Declining of concentration and memory, and speech impairment
- 3) Difficulties in fitting into school life
 - Lack of self-determination because of limited participation or exclusion in school activities
 - Emotional issues such as a feeling of isolation, apprehension, or depression
 - Disadvantages from being overprotected by teachers
 - Wrong impressions regarding illness (for example: worry about contamination)
- 4) Difficulties of family members
 - Worries and stresses from thinking about the student’s future
 - Financial difficulties because of educational expenses, and treatment cost
 - Stress from giving up personal life of parents

(4) Education Support Strategies for Students with Health Impairment

- 1) Hospital School: hospital school is a type of an extended school placed in hospital for students, who have not been able to receive school education because of long-term hospitalization or regular hospital visits.
 - Current hospital school is usually operated by one teacher forming an extended school. However, because students from various schools and grade levels study there, it is usually called as hospital school.
 - The purpose of operating hospital school is to improve treatment effects by sustaining student's continual learning and relationship with peers, and balancing psychological and emotional aspects of students who require long-term treatment.
- 2) Supporting returning to school: providing services to students who are returning back to school.
- 3) Supporting in school: providing services to students with health impairment who returned to school
- 4) Supporting students with health impairment who is required to regularly visit hospital or long-term care: providing education through communication technology such as on-line Internet visual instruction.

(5) The Educational Support System for Students with Health Impairment

- 1) The education support system to support the right to learn of students with health impairment

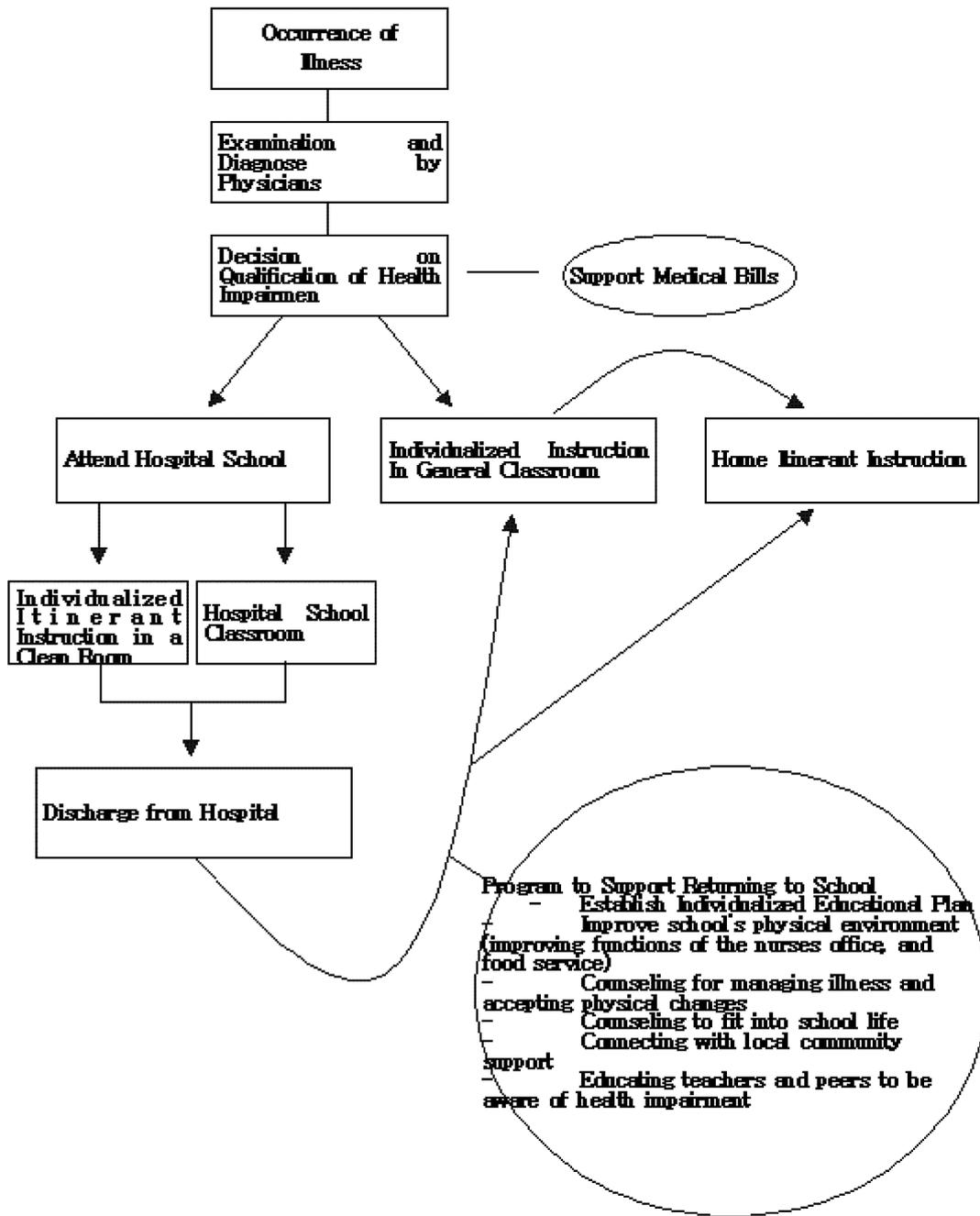


Chart 1. the Educational Support System for Students with Health Impairment

Source: Park, Park, & Noh (2005). Developing an Educational Support Model to Ensure the Right to Learn of the Educationally Disadvantaged Group: for Students with Health Impairment

2) An educational support model focusing on hospital school for students with health impairment

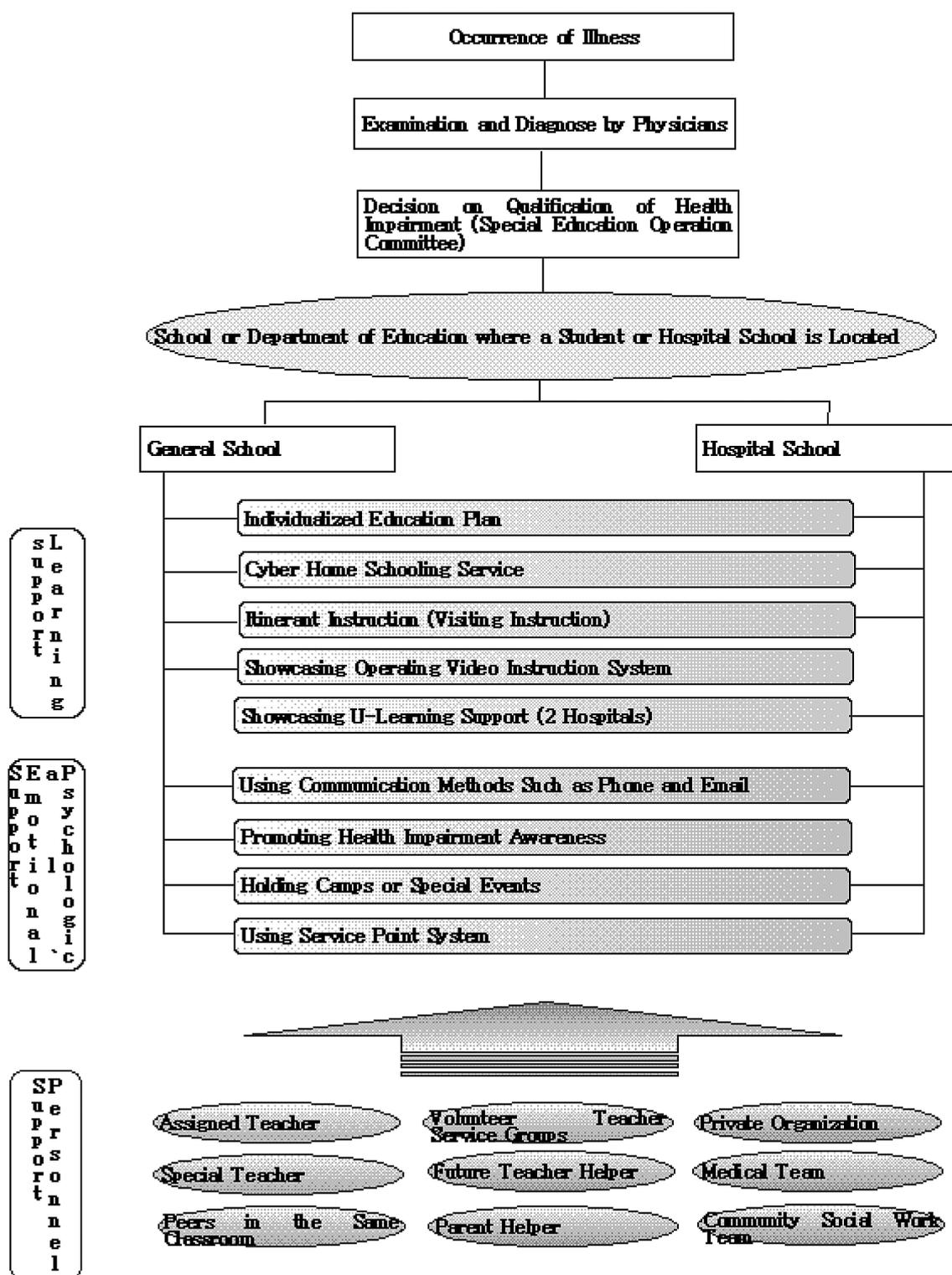


Chart 2. An Educational Support Model Focusing on Hospital School for Students with Health Impairment

Source: Kim (2006), Educational Support Strategies for Students with Health Impairment and Introducing Establishing and Operating Hospital School

2. Cooperative Approaches to Students with Health Impairment

(1) Operating Disability Awareness Program

For school-aged children, school is the most important environment that can help them to grow and develop. The experiences they gain from school are the most meaningful ones in the lives of children (Davis, 1989). Because of long chronic illness, students with health impairment experience frequent absences for treatments and side effects (such as difficulties in studying, weight gain, or losing hair), which lead to negative reactions from peers and/or teachers. Because of this, students with health impairment can develop emotional problems which can be a serious issue by itself.

By letting others know correct information about health impairment, teachers can prevent students with health impairment becoming targets of excessive curiosity or bullies. The awareness program can lead students with health impairment to build close friendship with peers.

In 2006, an awareness program for health impairment was developed, and in 2007, all municipal and provincial department of education added it to their homepages, so that general teachers can easily access it. However, it is necessary to develop multiple programs to effectively target different age groups and levels of general students.

Individual student with health impairment should also receive training on a self-awareness program and a returning to school program, so that the students can fit into school life well. These programs can also provide teachers and peers right information regarding illness, and how to tackle emergency situations. Students with health impairment can also learn about their illness, and how to interact with reactions from people around him.

(2) Cooperation through Communication among Professionals

Teachers are as important as peers in helping students with health impairment to experience successful school life. However teachers' low expectation and too much leniency toward students' classroom attitude, learning activities including homework, and school activity participation can cause problems (Jin, 2000). Support needs related to health issues for students with health impairment and teachers must be clearly stated. Guidelines for support can promote and encourage communication between education and health professionals. Students with health impairment can receive the most appropriate educational support, when hospital and school have close collaborative relationship (Mukherjee et al., 2002). Medical teams should provide parents and teachers clear information on a student's physical condition in order to help him/her to get back to school. With clear information on illness, teachers should strive to provide appropriate education that meets the student's physical, emotional, and intellectual level (Norris & Colss, 1999).

After the student return to school, health management services for the student should be provided continually (Park, 2004; Park, 2005; Orelove & Sobsey, 1996). To do so, communication between school, physicians, and health professional should continue. Also, a guideline for the environmental elements that might cause health impairment and how to deal with them should be included in the retraining curriculum for teachers.

(3) Leadership of School Administrator

Thies and McAllister argued through “the Health and Educational Leadership” that, in order for children with chronic illness to have successful school life, school administrator, especially principal, should have strong leadership. Also, teachers should be support well, and communication between school and medical teams should increase (2001).

3. Future Tasks and Alternatives

(1) Promoting Awareness and Understanding

- 1) Create and operate hospital school Internet homepage around the country
 - By connecting hospital schools around the country, individuals that are involved in hospital schools including hospital officials, officials from department of education, special teacher, general teacher, volunteers, students with health impairment, and parents can share information, study materials, and related materials, and solve problems.
- 2) Develop and promote variety of disability awareness programs

(2) Processes in Administration

- 1) Administrative orders for accepting hospital school attendance record. There has been a request to modify currently obligatory attendance days from 2/3 to 1/2 of school days.
- 2) Fair processing of the Learning Achievement Assessment for students with health impairment.
- 3) Unifying document forms related to hospital school, and process.
- 4) Difficulties in selecting students with special needs because of general non-categorical approach.
 - Clear guidelines for determining special education recipients are needed to clarify whether a simple patient, a child with psychological impairment, or a victim of auto accident who is suffering aftereffect can be qualified as a person who needs special education.

(3) Flexible Collaboration to Support Students with Health Impairment

- 1) Exchanging information
 - Hold periodical workshop for hospital school
 - By holding periodic workshops, people can share information on education for students with health impairment with special teacher, social worker, nurse, physician, hospital school official, general teacher working with students with health impairment, and parents.
 - Student’s original school should provide curriculum resources to hospital school, and hospital school should provide information on student’s conditions and illness to the original school.
 - Communication structures to enable adjusting overlapping schedules between treatment sessions and hospital school classes are needed, so that treatment and education can be applied simultaneously.
 - A system of sharing documents between teachers, physicians, nurses, social workers, and hospital officials is needed. Information can be shared through message book, letters, SMS, and so on.

2) Strengthening and Promoting Position of Hospital School within Hospital

- Location of hospital school within hospital: should be located in a comfortable area. It should be easy to access and quiet, and close to nurses.
- Hospital school should be included in the organizational chart of the hospital.
- Promote participation of hospital staff by assigning a pediatric doctor to an honorary hospital school principal.

3) Operating Curriculum

- ① Although students with health impairment can receive special education based on the Special Education Promotion Law, and as a result, special teachers are placed in hospital school, it is necessary to place general teachers (elementary or middle school teachers) in hospital school, and operate it cooperatively.
- ② Find ways to use retired teachers as volunteers to operate curriculum for middle school students. Currently, hospital school is focused on elementary curriculum.
- ③ Many hospital schools use volunteers. It is necessary to manage and instruct volunteers through trainings such as orientation.

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<Questions and Answers after Country Report>

Q.1

There might be issues around collaboration and exchange between medical staff and teachers. What strategies do you use to enhance collaboration?

A.1-1

First of all, it is important for related professionals to have face to face meeting regularly.

A.1-2

In this regular meeting, there must be a leader who can take a initiative. Unfortunately, in Korea, there are not so many leaders who can play this important role. At the present time, special education teachers in hospital schools often play a role of coordinator.

A.1-3

At present, we frequently use so called SMS, a system of exchange of letters utilizing cell phone network in order to communicate with others.

A.1-4

Another strategy; each one has a homepage, so we'd like to link these to get together.

Q.2

I am interested in the utilization of retired teachers that you mentioned in your presentation. What are some useful strategies?

A.2

We are still in planning stage.

<Comments>

According to the data, 5 countries have educational programs in hospitals for children with health impairments. It should be expanded. Use of cyber education has a great potential.

SRI LANKA

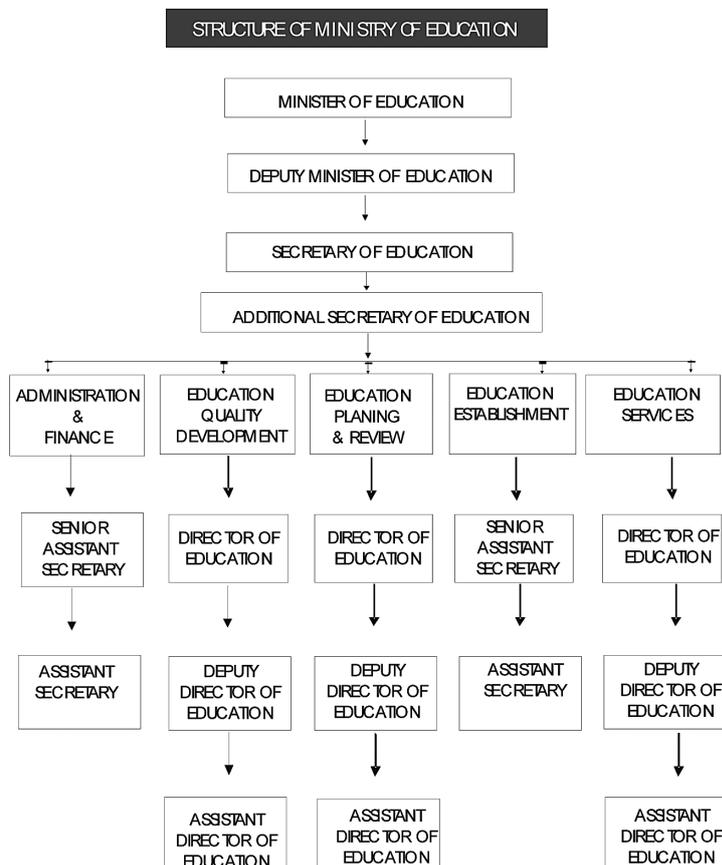
The Management of Resources in the school and the school environment for the enhancement of students with special education needs

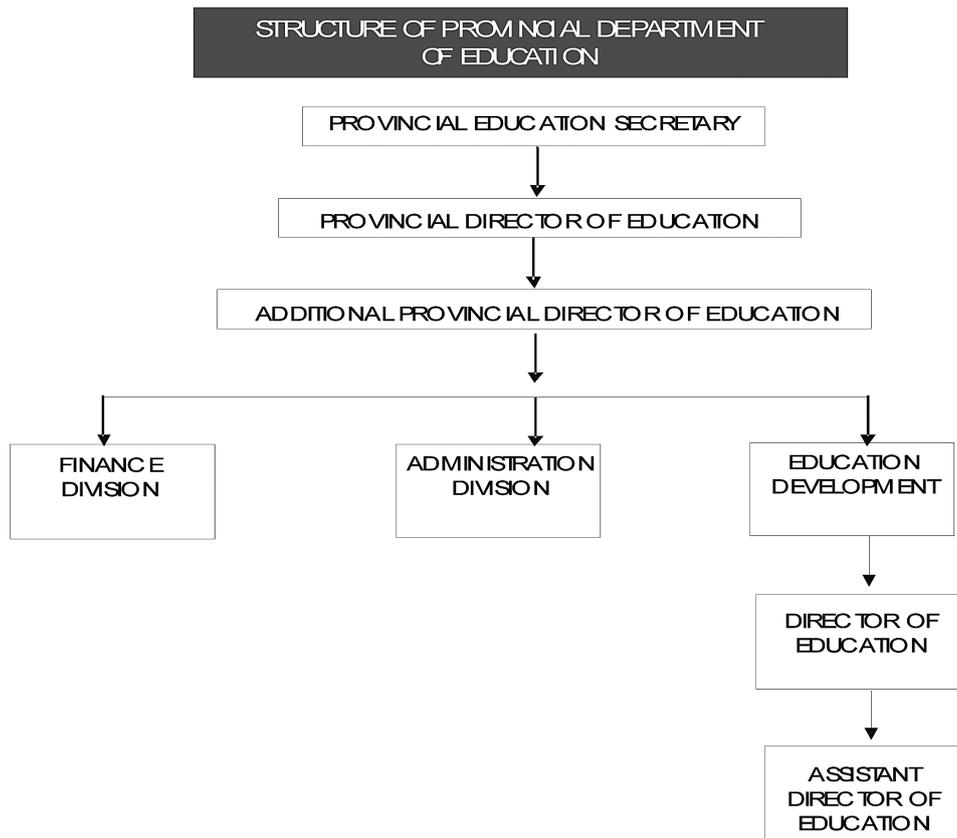
Hetti Pathirage Nimal Lakshman

Director of Education Non-Formal & Special Education Ministry of Education Sri Lanka

1. General School Management Process in Sri Lanka.

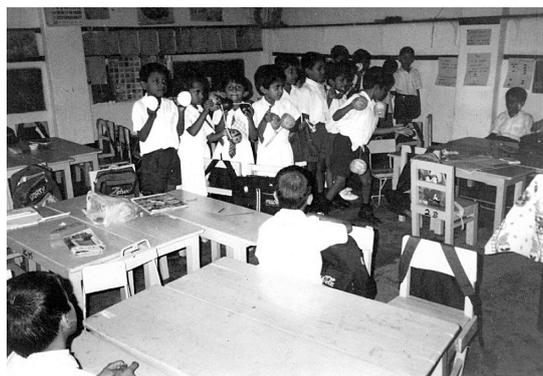
There are 324 National Schools and 9390 Provincial Schools functioning under the Provincial Councils in Sri Lanka. National Schools are administered under the Line Ministry while Provincial Schools function under the Provincial Councils. Principals have been appointed for the internal administration of all these schools. Officers having qualifications in class i./ii/iii in Sri Lankan Educational Administrative Service and in class i/ii/iii in Principals' Service have been appointed as Principals of these schools according to the number of students and the Type of these schools. In the School management structure administration has been decentralized as Vice Principal (Administration) Vice Principal (Education Development) Head of Division, Subject Head and class teacher .There is also a management administration system with the participation of School Prefect, Deputy Prefect and Class Leader. As all these fields have focused on the same objective the achievement of goals of the school has been facilitated.





2. Special Education Programs implemented in schools.

Students having special education needs will be identified by the school and thereafter special education classes will be conducted for these children. The services of specialized teachers will be obtained for teaching in these classes. Monitoring of the administration of these classes will be conducted by the Principal of such schools



3. Educational Programs implemented in Special Schools

Assisted Special Schools are maintained by Registered Social Organizations. The School Manager who is appointed by such Organizations will handle the administration, supply of human and physical resources, monitoring and evaluation in these schools. When the students receiving education in these schools reach a suitable performance level they will be integrated into regular schools. Opportunities

have been provided to these students to appear for Public Examinations and to receive University education for those who pass such examinations.



4. Provision of education facilities under the Inclusion Concept.

In addition to the special education classes and special schools indicated above a majority of the students having special education needs receive their education in regular class rooms. Children who are with various impairments have been provided with opportunities to receive their education along with regular students. Regular teachers are providing education for these students and action will be taken to provide training for such teachers in special education.

5. School Management in Sri Lanka.



System of utilizing Social, human and physical resources for the development of students having special education needs

For this purpose the fields identified as having social, human and physical resources are as follows.

- 5.1 Government Organizations
- 5.2 Non Government Organizations (National, International)
- 5.3 School Community
- 5.4 Religious Centers
- 5.5 Well Wishers.

5.1 Government Organizations.

Programs will be implemented jointly with the Ministry of Health to improve the health of students in the schools in Sri Lanka and to minimize diseases. A School Health Division is maintained under the Line Health Ministry and Provincial Ministries of Health for this process. Thereby the health condition of the Primary students in the school will be examined and necessary advice and facilities will be provided for students who are in need of special services.

Likewise, special clinics are conducted in hospitals for examination of students' eye sight , dental care and hearing .Ministry of Health is pioneering the formulation of an Action Plan to improve the education of students having visual impairments.

It should be specially noted that a separate bureau is functioning under a Health Medical Officer for the improvement of the health condition of the disabled persons.

5.1.1. Welfare Activities

Ministry of Social Services and Social Welfare is performing services very closely with the education process for the welfare of children having special needs.

Children living in various parts in the island and having special needs are identified and financial requirements, physical resources and job opportunities for their parents are supplied while the identified children are referred to school education. Transport facilities are also provided to students for attending the schools.

Regarding children who are facing difficulties for direct admission to schools this Ministry will take action to open special institutions for them and when they reach a suitable performance level they will be admitted to Government schools.

Ministry of Child Development and Women Empowerment is also engaged in special activities for the educational and social development of children. Arrangement for the supply of facilities required for the education development of special and pre-school children is made by that Ministry. Action is taken by this Ministry for the provision of pre-school education for children having special needs.

5.2 Non Government Organizations:

Specific functions are performed for the development of education of children having special needs by the Non Government Organizations who have selected the field of education, out of the Non Government Organizations who have obtained Government registration

Up to year 2006 these institutions have worked directly with the school and from year 2007 programs are implemented jointly with the education offices and schools in all Provinces under the supervision of the Ministry of Education.

Action is taken for the identification of children having special needs, provision of education facilities and physical resources and the supply of resources and services for their schools

In the meantime assistance is also provided by these Institutions for the educational programs

which are implemented outside the school. Services and resources are also provided for the Private Schools and Residential Institutes maintained for the children having special needs.

These Institutions are working closely with Principals of schools while programs are implemented based on the needs of the school.



5.3 School Community:

The leading field which is closely associated with the educational development in all schools is the school community. It is consisting of the students and their parents. This community is providing the necessary assistance to the school management for the development of services and physical and human resource of the school. This community is also engaged in the supply of various services and resources required by the children receiving special education. It should be noted that in many schools they are providing a very stable assistance for the development in the school.

5.4 Religious Centers

Assistance provided by temples, churches, and various associations which are located in the feeder areas for the development of schools is very significant. Action is taken by these centers for providing various types of assistance required by the students having special needs. This field is also in a significant position as they maintain close relationship with the Principal in the fulfillment of students requirements.

5.5 Well Wishers.

In many schools there are persons who provide their assistance for the development of the education process on a voluntary basis. These persons assist the Principal in the educational development of the school. These well wishers also assist the students having special needs

6. Obstacles faced in the implementation of programs for the children having special needs in schools

- 6.1 In schools attention is mainly drawn for enhancing the performance level of regular students.
- 6.2 Fulfillment of the requirements of admission facilities, physical resources, and other services required for students having special needs is insufficient
- 6.3 Unfavorable attitudes maintained relating to children having special needs

- 6.4 Admission facilities required for children having special needs are not adequately fulfilled.
- 6.5 Inclusive education concept has not been successfully implemented in all Schools
- 6.6 Non Government Organizations attention is limited relating to fulfillment of the requirement of students having special needs

<Questions and Answers after Country Report>

Q.1

What is the role of a class monitor?

A.1

He/She gives support to special needs child in the class with help of other children.

Further Q

Is it the same as buddy system?

Answer

That is not how it is called but it is like that.

Q.2

What is the strategy to overcome the ten problems you have mentioned?

A.2

We are expecting World Bank people to come to Sri Lanka to support financially. In next five years, 50% ill be solved with this support.

Q.3

Inclusion is not implemented, is the reason the system or is it the culture? How can attitude be changed?

A.3

There is some community through school. Also through media, the importance of the concept is spread.

THAILAND

Managing Schools for the Disabled and Cooperation with Social Resource in the Community in Thailand

Sommart Traiwicha

Director Setsatian School for the Deaf Bangkok

1. Background of Special Education Programs in Thailand

Thailand, one of five Southeast Asian countries, covers an area of approximately 200,234 square miles with a population of 62,88,706. Education is compulsory for all children from grade 1 through 9. Education for children with all types of disabilities has been provided to a limited number of students since 1941 and today 13,495 disabled Thai children are receiving educational services provided by 43 special education schools located throughout the Kingdom. Among these are 2 schools for the visually impaired, 20 schools for the hearing impaired, 19 schools for children and young adults with intellectual disabilities and 2 schools for persons with physical and health related disabilities. There are also 76 special education centers throughout the country with early intervention programs whose goal is to integrate disabled children into mainstream schools where possible. Residential facilities for rural disabled children for whom the distance from home to the facility represents an obstacle also exist.

Out of a total of 421,147 disabled Thai children attending school, 223,211 are enrolled in mainstream schools with the remainder attending schools geared to their own particular disability.

2. Cooperation between management of schools for the disabled, the community and government

(1) Government

On the national level the Ministry of Education oversees all schools in Thailand both public and private as well as schools for the disabled.

(2) School Boards

On a local level, every school district has a school board which is comprised of district government representatives, parents, teachers, Buddhist Monks, alumni, and advisors. As a footnote, the rights of private citizens to participate and have a voice in their local schools was ensured by the enactment of the National Education and School Act of 1999.

a. Parents and Teachers

The school board meets at least twice a year and provides management an opportunity hear feedback on the quality of educational programs, discuss and approve curriculum and review programs relating to the welfare of students. Parents are free to voice concerns over any matter relating

to the schools their children attend. Teachers give valuable input as to the relevance and quality of textbooks, what needs they might have for additional teaching materials and equipment and offer suggestions based on personal experience on ways to improve the quality of educational services their schools provide.

b. District Representatives

Local district representatives funnel information from the MOE to local schools. At meetings the agenda includes the coordination of health services to students such as vaccinations, yearly physical check-ups and the provision of emergency dental care,

In a specific example where pro-active management of the part of schools for the disabled leads to direct benefits for students, when budgetary limitations cut funding for the provision of batteries for hearing aids management of schools for the deaf communicated their need to the National Lottery Commission. As a result of this, the proceeds of one lottery per year are used to buy hearing aid batteries which are then distributed to deaf students on a first come first serve basis.

c. Buddhist Monks

Buddhist Monks come to schools one day a week to speak about Buddhist doctrine and students frequently go to Temples. In this reciprocal relationship, students give rice and food to monks on festival days and students frequently visit the Temples to learn about Buddhist customs, painting and other traditional Thai arts and crafts. On Mothers' Day, Monks go to schools to teach students about childbirth.

(3) Cooperation between schools for children with special needs and social resources (community based service providers, public and private sector donors and other interested individuals)

In the most successfully run schools for the disabled, raising funds to supplement gaps in yearly governmental allowances is done through both cooperation with social resources and creating fund-raising activities throughout the year. It's axiomatic that funds never go looking for schools and that when budgetary restrictions threaten the continuance of existing programs or hamper the creation of new ones, their management must take a pro-active role in seeking viable funding alternatives

(4) Fundraising Events

To supplement shortfalls schools hold fairs on a yearly basis. Television and radio advertising is donated by station owners and print media donate space in newspapers and other publications. The school rents booths to vendors who sell products and donate proceeds to the schools. Another result of the cooperation between schools and community in this once a year event, is that optometrists come to the fair, give eye examinations and distribute glasses free of charge to disabled students.

Management sometimes holds drawings when lacking funds for the purchase of high ticket items. When a new van was needed by a school for the deaf in Bangkok, management sold raffle tickets to

members of the community, to businesses and alumni, and from the proceeds bought a much needed new van for the school.

(5) Local Benevolent Organizations

When funding was cut for distribution of hearing aids, school management sent proposals to various organizations. Rotary of Thailand saw the importance of this and donates the funds to provide BTE hearing aids to students.

Schools for the blind and physically disabled also benefit directly from contacts with local charitable organizations.

(6) Alumni and Alumni Association

As some alumni have been successful in life they often make valuable financial contributions to the schools for the disabled they themselves attended. The alumni association provides leadership training, counseling and helps develop employment opportunities for graduate students. In addition, they visit schools often, attend social events, and provide life skills mentoring.

(7) Celebrities

The popularity of nationally known celebrities puts them in a unique position to help raise funds for causes such as schools for the disabled. Because of Buddhist beliefs, this custom has become so popular that during special holidays such as Christmas, Buddhist Lent and New Years it is almost impossible to find an orphanage or home for the physically handicapped that does not have a fund raising event going on headed by a well known celebrity.

(8) International Disability Related NGOs

As an example of the great potential benefit deriving from close cooperation between schools for the disabled and all available social resources, in Thailand, where once sign language served as the exclusive medium of instruction in all schools for the hearing impaired, today, the total communication approach with an ever increasing component of oral functionality, is being integrated into the curriculum due to cooperative efforts between publicly run schools and national and international donors.

Citing a few specific examples should give an idea of the positive benefits where cooperation between schools for the disabled and social resources has resulted in a direct improvement in the quality of lives of disabled students.

Through the generosity and vision of JICA special rooms for speech therapy have been created and equipped in many schools for the deaf throughout the country.

In addition, JICA has, for the previous three years, provided the resources to support junior volunteers (majors in Speech Pathology) who come to Thailand to train teachers in techniques for Speech Training on an ongoing basis. They remain for up to three years in both an active and advisory capacity. The same organization also sponsors senior volunteers who work at schools for the deaf teaching clay modeling, ceramics and arts and crafts.

Rotary Club Japan (Tokyo Kokobunji) in cooperation with Rotary Thailand (Bangkapi) fund a program that selects two Thai teachers of the deaf every year to travel to Japan where they receive an intensive one month course in Speech Training. This valuable program has been ongoing for the last 15 years and provides training difficult to obtain within the country.

Japan based NPO Asia Mind funds a program that allows Japanese experts in Speech Pathology to conduct once yearly seminars in Speech Training in Bangkok. The Thai government covers all of the expenses for 40 Thai teachers of the deaf to attend. These teachers also learn to do audiological testing and fit hearing aids.

The Post Office Foundation of Japan provides valuable support as well.

Student Exchange programs for up to 6 deaf students and two teachers have been ongoing for the last ten years as a result of personal cooperation between management of schools for the deaf in Thailand and management of NPOs in Japan. These programs provide deaf students from Japan and Thailand the opportunity to learn second sign languages, study in a foreign country, experience different cultures and make new deaf friends.

In another example of disabled students benefiting from cooperation between school management and NPOs, a project jointly funded by Rotary Lumpini of Thailand and Rotary Singapore is providing hearing aids free of charge to approximately 100 hard of hearing students.

Every year for the past ten Gallaudet University of Washington D.C. has sent graduate students to schools for the hearing impaired to do their practicum as well as leadership training in schools for the deaf in and around Bangkok. Gallaudet also sends deaf graduate students who teach American Sign Language and written English for three month periods every year.

(9) Local Community Service Providers

(10) Vocational Training

Schools for the disabled cooperate with vocational training centers for sense intact / able bodied students where disabled students can learn employment skills.

Ratchamonkun Pranakorn Technological Institute, a vocational training facility provides training free of charge to disabled students who are able to study a wide variety of occupational skills courses including fashion design, batik, tie-dying, silk screen, flower arrangement, computer skills, jewelry making, package design, dressmaking, picture framing, and stained glass making.

Don Bosco School teaches disabled students computer based printing skills one day a week.

Salapatchan Nakorn Luang College teaches deaf students hair dressing, confectionary, pastry making and auto body repair.

(11) Health Insurance

In addition to the National Health Care Plan some schools for the disabled are able to provide private medical care through health insurance schemes with for students with minimal premium costs. These plans cover emergency room treatment as well as other services.

3. Conclusion

Generally speaking it can be said that providing quality educational services to disabled students requires more peripheral support than for the education of able bodied students. Fortunately, there are many organizations and programs available able to lend support in the form of technical, financial and human resources. In many, but unfortunately, not all instances, the fault of resource deficits for the expansion of programs for students of schools for the disabled lies more with inertia on the part of management as opposed to a real lack of available resources which often can be found with persistence.

<Questions and Answers after Country Report>

Q.1

Prejudices or Cultural barriers which impede collaboration ?

A.1

Buddhists believe in supporting and helping children with special needs

Q.2

Are the programs for hearing impaired population only?

A.2

Programs are also for other children with special needs.

Q.3

Monks and their contribution in teaching children with Special Needs ?

A.3

The teaching is only conducted during Mothers Day

The focus of the teaching is on Child-birth: Note that the aim of the teaching is to make the children aware of the sufferings that their mothers had to go through to give them life.

They wish to improve the insight of deaf children on human life.

The whole concept is anchored on the very essence of Buddhists' idea on human development. Thus they get support from the monks in the temples.

GENERAL DISCUSSION

(Chair: Australia, China)

General Discussion was conducted and the Seminar was summarized under the frameworks indicated below:

1. What were the similar experiences?
2. What were new experiences in individual countries?
3. What were good practices from which we can learn?
4. What are some indicators as suggestions for future?

1. What were the similar experiences?

Korea

Importance of ecological approach in collaboration.

New Zealand

Commitment to inclusion was found in all countries.

There is a continuum for inclusion upon which each country could be placed.

India

Though schools existing were not closed down, special schools were not further opened. It is a step toward inclusion.

Two shortcomings found in common: Attitudinal problems (discrimination) and shortage of trained and qualified resource teachers.

Philippines

Influence of culture on special education.

Effect of poverty in the educational system as a whole, but more so in special education.

Importance of involving family in habilitation and rehabilitation of children with special needs.

Increase in the diagnosis of autism.

Disparity found between the rich and the poor, the rural and the urban.

Sri Lanka

Community participation is more important for the education of special needs.

Malaysia

Inclusion is now a norm. More special education schools are being built.

Lack of awareness on the part of the public. Importance of mass media to spread correct

information and advices to the public.

2. What were new experiences in individual countries?

Australia

Increase in interdependent models to promote community collaboration
Strengthening of partnership with parents and carers.

Pakistan

It is more difficult to accommodate children with intellectual disability in regular classes than to accommodate children with hearing or visual impairments. However, inclusion of children with intellectual disability is being carried out in many countries.

New Zealand

Strengthening partnership between parents and carers in inclusive education system.
Great use of expertise available in special school to be utilized for regular schools.
The expertise tapped in special schools should not be lost.
Network of resources for sharing and for collaborative work.

Bangladesh

Importance of guardian awareness.
Moving toward more inclusive system.

Indonesia

Collaboration with skill association for children with special needs to gain independence in the community.

India

Mapping educational requirements of children with special needs in mission mode to provide aids and appliances.
Monitoring progress of comprehensive education plan to promote partnership and accountability of different organizations.

China

Whole government and social sectors to take part in providing services to special needs.
School is not alone. Network is important to support and to share resources in the community.
School-based development that places importance on principal and teachers within the school to be accountable and responsible for quality education.

Sri Lanka

Introduction of support teacher system.

Expanding the educational research in the field of special education.

Japan

Teamwork and network.

Teachers do not work alone. Find possible ways to collaborate within the school.

Awareness of teachers as important as or sometimes more importance than simply adding more funds.

Importance of leadership on national, community and school level.

3. What were good practices from which we can learn?

Malaysia

The category of LD in Malaysia contains several other disabilities. They need to be separated to be given better services.

Nepal

Flexible curriculum.

Teacher commitment.

New Zealand

Use of class aides in the new Japanese model.

Use of resource teachers to implement special needs education.

Involvement of parents in all levels.

Importance of leadership in all levels.

Philippines

The revision of curriculum for teacher training in special education that reflect current trends in special needs education.

Thailand

Collaboration to improve education for hearing impaired children.

Developing linkage between ministry of education and ministry of health.

Pakistan

No examination at elementary school level.

Bangladesh

New curricula for training teachers.

India

More resource persons. Japan has school nurse in regular school.

Resource rooms for consultation and other multiple uses.

Partnership with parents.

Indonesia

Additional salary for teachers.

Sri Lanka

Hospital education program and home education program.

Additional allowances for regular teachers in inclusive classrooms.

4. What are some indicators as suggestions for future?

(Visions for the future in the area of special needs education and collaboration)

New Zealand

Use of internet to provide education programs.

Government at all levels are making big commitment of money and resources to support special education.

How to measure outcome for children with special needs so that we can report to government to get future investment in special education.

Korea

Importance of communication among different agencies that take part in supporting children with special needs to share responsibilities. Face to face communication is of particular importance.

Bangladesh

Government tries to ensure money and resource for the support of special education.

India

Revision and renewal of school education curriculum and pre-service training curriculum as well as the development of the textbooks to suit the inclusive pedagogical intervention.

Creation of website with details of qualified resource teachers to be utilized by general schools.

Malaysia

Establish international network so that teachers in special needs program can exchange ideas and

information and educational visits.

Philippines

Solid statistics that shows the actual profile of the special needs population.

More awareness campaign.

Should show quality of the special population which cross all cultures, an international group of special needs individuals.

Japan

Well balanced evaluation that would not overburden teachers and that guarantee diversity.

China

Important indicator for evaluation is transition. Whether it meets the goal of transition to society or to upper school.

Looking ahead to the next seminar, we hope to set a theme that retains continuity with the results of the current seminar, incl. general discussion and to make the seminar an even more fulfilling experience.

APPENDIX

2007 School Year

School Overview

Chigasaki Public Elementary School

CONTENTS

1 . School Management Philosophy

- * Education at Chigasaki Elementary School**
- * Diagram of School Management Structure**
- * School Management Philosophy**
- * Our Education Creed**
- * Advantages of Chigasaki Elementary School**

2 . Curriculum

- * Key Themes**
- * Number of Students by Year Level**
- * Development of the School Curriculum**
- * Number of Hours Set Aside for School Events**
- * Number of Hours Set Aside for Special Activities**
- * School Timetable**

3 . Organization and Segregation of School Duties for Teachers

- * School Organization Chart**
- * Yearly Plan**
(Student Guidance & Support Department)

2007

Chigasaki Public School Education at Chigasaki Elementary School

Vision for Chigasaki Elementary School Students

**the fostering of spiritually bountiful children, with robust
bodies and minds, who take the initiative to learn**

- ◇ Children who are bright, cheery and considerate
- ◇ Children who show initiative and do their best until the end
- ◇ Children who are independent thinkers and creators

In order to develop such children, the following two principles have been adopted as the cornerstone of the school's educational activities.

Connect

Develop the ability to think

(Aim of Education)

Fundamental Law of Education

Education shall aim at the full development of personality, striving for the rearing of people, sound in mind and body, who shall love truth and justice, esteem individual value, respect labor and have a deep sense of responsibility, and be imbued with the independent spirit, as builders of peaceful state and society.

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School Education

(Aim of Elementary School) Elementary school shall aim to provide children with general elementary education suited to the relevant stage of their physical and mental development.

Educational Objectives of Chigasaki Public Schools

- To develop people who are both physically and mentally strong.
- To develop people who are gifted with high intelligence and character.
- To develop people who take joy in work and make an active contribution to the progress of society.
- To develop people who will build a bright future for society with integrity.
- To develop people who love their community and strive for its development.

Chi no Hibikiai Education Plan

The Chi no Hibikiai Education Plan aims to involve the entire city of Chigasaki in creating a “learning community,” where students, teachers, parents and other community members learn and develop at school, in the home and within the community.

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Educational Objectives of Chigasaki Elementary School

[Vision for Students]

The fostering of spiritually bountiful children, with robust bodies and minds, who take the initiative to learn

- Children who are bright, cheery and considerate
- Children who show initiative and do their best until the end
- Children who are independent thinkers and creators

[Vision for the School]

To become a school that continuously asks itself what makes a school good

- School where students live a dynamic student life
- School where teachers help to hone each others' skills
- School that meets the expectations of parents
- School loved by the community

School Management Philosophy

Connect

Develop the ability to think

Individual
【Independence】

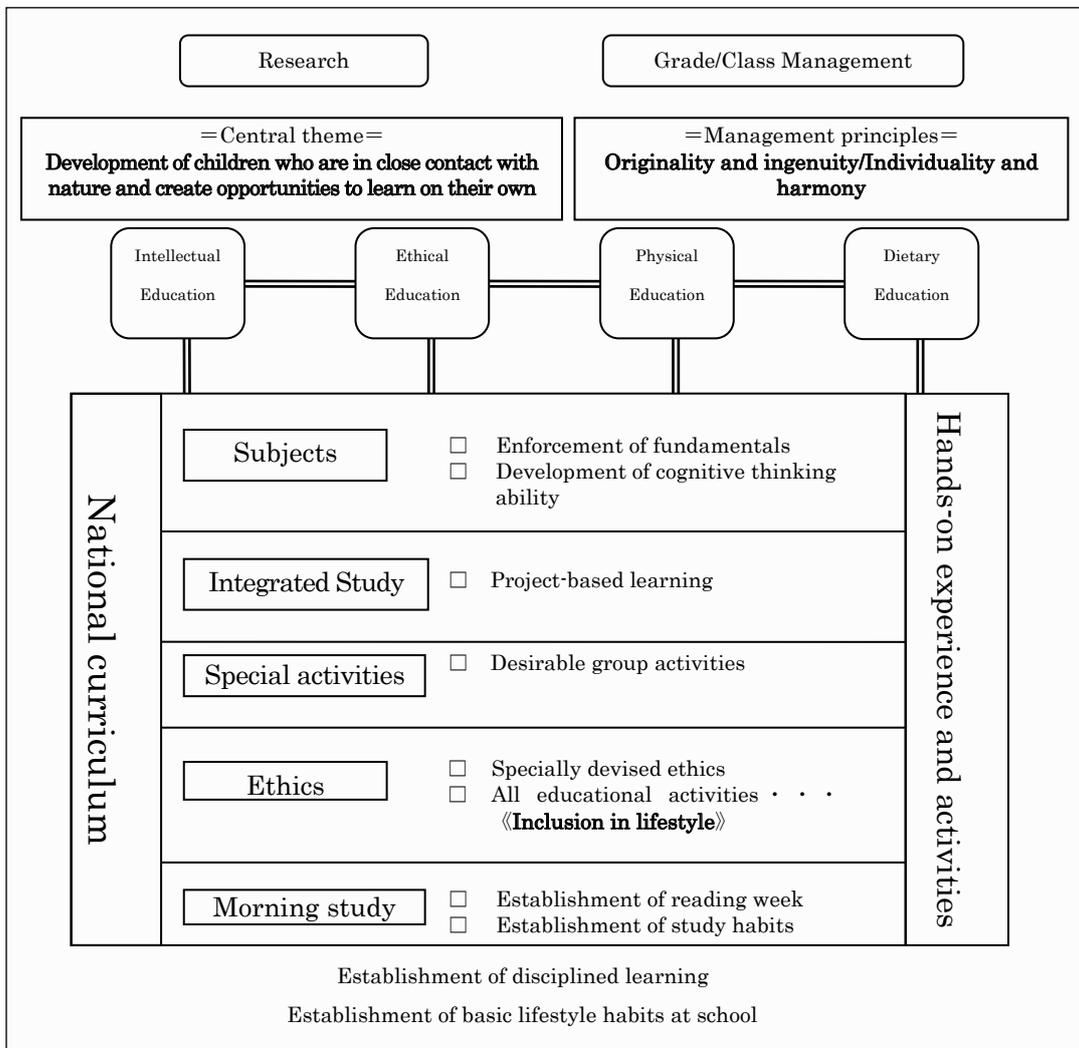
and

Society
【Co-existence】

[Integration with Nursery School, Kindergarten and Elementary Education]

Common educational content: Ability to listen well
Block 1 educational content: Ability to greet others readily

Implementation Framework



[Vision for Teachers]

- Teachers who lavish love on their students.
- Teachers who endeavor to create orderly harmony based on mutual trust.
- Teachers who possess youthfulness and pride in their profession as educators.
- Teachers who endeavor to create a bright, upbeat environment

Our Education Creed

Sincerity

“We do our best to provide high quality education”

Out of sincerity comes morality

Out of harmony comes cooperation

Out of etiquette comes beauty

Out of originality and ingenuity comes progress

Calligraphy of the word “Sincerity” is displayed in the meeting room next to the Principal’s office. This word, written in cursive style Chinese characters, was formerly emblazoned across the wall of an auditorium that no longer exists. Unfortunately, the artist who produced it is unknown.

Sincerity underpins all of the school’s educational activities and instruction provided by teachers.

In 2007, we intend to continue following the tradition of our 116-year history and provide education with sincerity. I believe that our tradition of sincerity is alive in the teachers at the school. My hope is to foster the development of students and guide the school further along the path of progress in this positive environment.

Sincerity comes across in our attitude. This means that “Our attitude toward education = Sincerity toward education”, “Our attitude toward teaching = Sincerity toward teaching”, “Our attitude toward students = Sincerity toward students” and “Our attitude toward work = Sincerity toward work.”

I believe that school education is not about giving a flashy performance. The education process is like quietly but persistently piling one small grain of sand at a time into a heap. It is not difficult. We value meticulous education that is provided steadily and surely; education in which given functions are carried out as a matter of course. Achieving that requires teamwork by all of our staff, across the boundaries of year level, occupation and title. Our aim is to carefully nurture such teamwork and continually build upon it. We aim to imbue our attitude with sincerity and make Chigasaki Elementary School a better school. We are committed to following this education creed in all of our educational activities and duties.

At Chigasaki Elementary School, we aim to provide the type of learning and school life that fosters the development of solid academic ability and well-rounded character.

We endeavor to devise classes which give all students a sure grasp of the fundamentals, with the aim of improving basic academic ability.

- We seek to offer higher quality classes with a focus on reading, writing and math
- We undertake research into scientific education (life environmental studies)
- Group teaching: Mathematic studies for third and fifth year students

Cross Year Level Activities

- Cross year level cleaning
- Cross year level events ① Excursions ② School lunch ③ Student activities

The school actively promotes reading activities as a core element in the development of students with a rich spirit and ability to think independently.

- Ten minute reading period in the morning (Tuesday and Wednesday)
- Creation and maintenance of a good environment for reading
- Utilization of reading volunteers

Maintenance of education environment

- More guidance in relation to cleaning - “Children who pick up rubbish do not dump rubbish”

Establishment of basic lifestyle habits at school

- Guidance on disciplined living
 - Guidance on rules, manners and etiquette that should be observed
 - Guidance on ubiquitous society: everybody, everywhere, at every time lives the same lifestyle

＝Corridor monitoring by all teachers＝

＝Disciplined learning in class＝

Advantages of Chigasaki Elementary School

Special Needs Education

Under the school's special needs education system, class teachers approach individual students who appear to be having trouble and provide them with special support. Through observance of the class, teachers take steps at case meetings to arrange the best support for students. As needed, teachers may also involve the former teacher of the class, year level supervisor, Yogo teacher (school nurse), coordinator, teachers from Chigasaki Special School, as well as experts such as the school counselor and Counseling Room staff.

Chigasaki Elementary Exhibit

While implemented in the form of a children's festival at schools everywhere, the major difference at Chigasaki Elementary School is its positioning as a forum for making comprehensive learning presentations. It facilitates the students' growth because they put effort into developing creative presentations for an audience of good listeners, comprised of parents and community members.

English Language Activities

English language activities are carried out via team teaching by a native English teacher (Christina Mio Aoki) and class teachers, based on the yearly plan.

Saturday open day: November 10th (Saturday)

Long Noon Recess

The school's long noon recess aims to develop the qualities of social adeptness, creativity and compliance with rules by ensuring that students have time to play. On Thursday, students have a 45-minute recess from 1:00 p.m. to 1:45 p.m. We have developed a curriculum that places value on playtime for students.

Club Activities

The school invites parents and expert speakers from the community to help facilitate fun club activities designed to give students a well-rounded character. Hawaiian craft, floral design, Japanese tea ceremony, Japanese chess and handicraft are among the club activities that have grown.

Cross Year Level Activities

Cross year level activities are implemented for students to experience diversified learning by interacting with students of other ages and year levels. Through such interaction, students in higher year levels cultivate the qualities of consideration, responsibility, confidence and pride, while students in lower year levels cultivate the qualities of respect and admiration. These activities also aim to give all students a sense of self-worth, stemming from the joy of being recognized and the pleasure of being useful.

Health Education

In 2007, nutritionist (Suzuki) will again team up with class teachers to provide dietary education, while Yogo teacher (school nurse, Hirano) will team up with class teachers to provide sexual education and guidance on restroom etiquette.

Fifth and sixth grade students on the School Lunch Committee developed a play with a main character called "La Balance" to highlight the importance of diet to all Chigasaki school students at the Health Fair.

In addition, students on the Student Health Committee last year created a play on the theme of "leading a lifestyle that promotes clean arteries," which highlights points to remember in leading a healthy lifestyle, such as refraining from consuming too much sugar.

Key Themes

1. Promotion of research : Creating a solid foundation in seek of true education

- 1 Enhancement of research classes
- Achieve the ability to develop and test theories by implementing research classes (results published)

2. Development and implementation of an ingenious curriculum

- 1 Reading activities
 - Ten minute reading period in the morning

- 2 Assurance of academic ability
 - Establishment of disciplined learning
 - Acquirement of the fundamentals of subjects
 - Implementation of a survey on study habits (sixth grade students)
 - Participation in Chinese Character Certificate Exams

- 3 Promotion of distinctive educational features
 - Cross year level activities
 - ① Cross year level cleaning
 - ② Cross year level events (i) Excursions (ii) School lunch (iii) Others
 - Special needs education
 - English language activities
 - Health education
 - Integrated education between Nursery School, kindergarten, elementary school and junior high school
 - Comprehensive learning
 - ① Project-based learning
 - Interactive, hands-on learning
 - Community-based learning
 - ② English language activities
 - ③ Information education

3. Enhancement of lifestyle guidance

- 1 Establishment of basic lifestyle habits at school
- Establishment of lifestyle habits and disciplined learning at school
 - Provision of common lifestyle guidance
 - Establishment of study habits

4. Maintenance of education environment

- 1 Enhancement of guidance on cleaning
- Cross year level cleaning
- 2 Improvement of educational materials and classroom equipment
- Improvement of educational materials
 - Well-planned purchase of needed educational materials

5. More efficient school operations

- 1 Management of the school and year levels as organizations
- Establishment of an organized, agile school management structure
 - Agile movement of coordinating teachers
 - Enhancement of planning meetings
 - Use of the PDSA cycle for managing objectives with regard to segregated duties
P (Plan) → D (Do) → S (Study) → A (Action) → P → D →
 - Assurance of “Report, Communicate, Consult”
 - Important matters to the organization
 - Enhancement of year level meetings
 - “Originality and ingenuity” “Individuality and Harmony”
- 2 Shortening of meeting times
- We place more value on interaction with students

Number of Students by Year Level (as of May 1)

| Year Level | No. of Classes | Male | Female | Total |
|---|----------------|------|--------|-------|
| Year 1 | 4 | 56 | 57 | 113 |
| Year 2 | 4 | 73 | 82 | 155 |
| Year 3 | 4 | 84 | 58 | 142 |
| Year 4 | 3 | 55 | 59 | 114 |
| Year 5 | 4 | 61 | 61 | 122 |
| Year 6 | 3 | 59 | 60 | 119 |
| Nakayoshi | 2 | 7 | 3 | 10 |
| Total | 24 | 395 | 380 | 775 |
| <p>* In addition, there is a “Resources Room for Educational Support” (for preschoolers and students) • Educational Support in the Resources Room provided by the school and other schools in Chigasaki.</p> | | | | |

Development of the School Curriculum

1. Curriculum Development Process

- ① Aims to respect the learning process of each student and give each student a firm grasp of the fundamentals of every subject through meticulous teaching and carefully-constructed classes.
 - * Securement of ample yearly class hours
 - * Research into teaching methods that respect the individual capabilities of each student Group Teaching TT (Team Teaching)
 - * Promotion of scientific research (life environmental studies) Open class for research lessons
- ① Revise and improve educational content and assessment with respect to individual student interviews before long school vacations, study counseling and guidance day (during summer school), study review sheets etc., with “continuous student learning” in mind.
- ② Continually undertake the school’s distinctive “special needs education and health education” activities, based on the results of research to date.

As of this year, English language activities for fifth and sixth grade students will be run through team teaching by an assistant native English speaker and the class teacher. English language activities for first to fourth grade students will be run by the class teacher. (Several hours will consist of team teaching by an assistant native English speaker and the class teacher). Comprehensive learning will also be enhanced.
- ③ Promotion of reading activities 10 minute reading period in the morning (Tuesday and Wednesday)
- ④ Cross year level activities – Promote interaction among students of different ages during cleaning, events, recess times, etc.

2. Curriculum

2007 Number of Hours Allocated Per Subject Chigasaki Elementary School

| Year Level | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|--------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|-------|
| | Yearly Total | Hours Per Week | Yearly Total | Hours Per Week | Yearly Total | Hours Per Week | Yearly Total | Hours Per Week | Yearly Total | Hours Per Week | Yearly Total | Hours Per Week | |
| Subject | Japanese Language | 272 | 8 | 280 | 8 | 235 | 6 5/7 | 235 | 6 5/7 | 180 | 5 1/7 | 175 | 5 |
| | Social Studies | | | | | 70 | 2 | 85 | 2 3/7 | 90 | 2 4/7 | 100 | 2 6/7 |
| | Mathematics | 114 | 3 6/17 | 155 | 4 3/7 | 150 | 4 2/7 | 150 | 4 2/7 | 150 | 4 2/7 | 150 | 4 2/7 |
| | Science | | | | | 70 | 2 | 90 | 2 4/7 | 95 | 2 5/7 | 95 | 2 5/7 |
| | Lifestyle Studies | 102 | 3 | 105 | 3 | | | | | | | | |
| | Music | 68 | 2 | 70 | 2 | 60 | 1 5/7 | 60 | 1 5/7 | 50 | 1 3/7 | 50 | 1 3/7 |
| | Art | 68 | 2 | 70 | 2 | 60 | 1 5/7 | 60 | 1 5/7 | 50 | 1 3/7 | 50 | 1 3/7 |
| | Home Economics | | | | | | | | | 60 | 1 5/7 | 55 | 1 4/7 |
| | Physical Education | 90 | 2 11/17 | 90 | 2 4/7 | 90 | 2 4/7 | 90 | 2 4/7 | 90 | 2 4/7 | 90 | 2 4/7 |
| | Ethics | 34 | 1 | 35 | 1 | 35 | 1 | 35 | 1 | 35 | 1 | 35 | 1 |
| Integrated Study | | | | | 105 | 3 | 105 | 3 | 110 | 3 1/7 | 110 | 3 1/7 | |
| School Activities | 34 | 1 | 35 | 1 | 35 | 1 | 35 | 1 | 35 | 1 | 35 | 1 | |
| Total Subject Hours | 782.0 | 23 | 840 | 24 | 910 | 26 | 945 | 27 | 945 | 27 | 945 | 27 | |
| Events (Current year calculation) | 23.5 | | 23 | | 21 | | 21 | | 29 | | 29.5 | | |
| Hours Needed | 805.5 | | 863 | | 931 | | 966 | | 974 | | 974.5 | | |
| Student Activities (Current year calculation) | 3 | | 3 | | 3 | | 3 | | 14 | | 14 | | |
| Total Hours for Current Year | 865.5 | | 921.5 | | 977.5 | | 1005.5 | | 1019.5 | | 1013.5 | | |
| Difference in Total Hours | 57 | | 55.5 | | 43.5 | | 36.5 | | 31.5 | | 25 | | |
| Club Activities (Current year) | | | | | | | 12 | | 12 | | 12 | | |

★ Hours Per Week. School Year = 35 weeks

2007 Number of Hours Set Aside for School Events Chigasaki Elementary School

| Year Level | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Event | Event | 1 st | 2 nd |
| | | Sem ester | Sem ester | Sem ester | Semes ter |
| Ceremonies | Opening ceremony | | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| | Welcome ceremony for new teachers | | | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | |
| | Closing ceremony | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | |
| | Farewell/retirement ceremony | | | 1.0 | | 1.0 | | 1.0 | | 1.0 | | 1.0 | |
| | Entrance ceremony | 1.0 | | | | | | | | | | 0.5 | |
| | Graduation ceremony | | | | | | | | | | 2.0 | | 2.0 |
| | Semester total | 1.5 | 1.0 | 2.5 | 1.0 | 2.5 | 1.0 | 2.5 | 1.0 | 2.5 | 3.0 | 3.0 | 2.5 |
| | Sub-total for ceremonies | 2.5 | | 3.5 | | 3.5 | | 3.5 | | 5.5 | | 5.5 | |
| Health, Safety and Sports | Physical measurements | 1.0 | 0.5 | 1.0 | 0.5 | 1.0 | 0.5 | 1.0 | 0.5 | 1.0 | 0.5 | 1.0 | 0.5 |
| | Eyesight test | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| | Hearing test | 0.5 | | 0.5 | | 0.5 | | | | 0.5 | | | |
| | Internal exam/Tuberculosis questionnaire | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | |
| | Dental exam | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | |
| | Eye exam | 0.5 | | | | | | 0.5 | | | | | |
| | Ear and nose exam | 0.5 | | | | | | | | | | | |
| | Electrocardiogram exam | 0.5 | | | | | | | | | | | |
| | Drill in which parents and children go home together from school | 1.0 | | 1.0 | | 1.0 | | 1.0 | | 1.0 | | 1.0 | |
| | Lockdown drill | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | | 0.5 | |
| | Fire and earthquake evaluation drill | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| | Road safety class | 2.0 | | 2.0 | | | | | | | | | |
| | Athletic meet | 6.0 | | 6.0 | | 6.0 | | 6.0 | | 6.0 | | 6.0 | |
| | Semester total | 14.5 | 1.5 | 13.0 | 1.5 | 11.0 | 1.5 | 11.0 | 1.5 | 11.0 | 1.5 | 10.5 | 1.5 |
| Sub-total for health, safety and sports | 16.0 | | 14.5 | | 12.5 | | 12.5 | | 12.5 | | 12.0 | | |
| Field Trips and | Field trips | | 5.0 | | 5.0 | | 5.0 | | 5.0 | | | | |
| | School trips | | | | | | | | | | | 12.0 | |
| | Camps | | | | | | | | | | 11.0 | | |
| | Semester total | 0.0 | 5.0 | 0.0 | 5.0 | 0.0 | 5.0 | 0.0 | 5.0 | 0.0 | 11.0 | 12.0 | 0.0 |
| Sub-total for field trips and group trips | 5.0 | | 5.0 | | 5.0 | | 5.0 | | 11.0 | | 12.0 | | |
| Total by semester | 16.0 | 7.5 | 15.5 | 7.5 | 13.5 | 7.5 | 13.5 | 7.5 | 13.5 | 15.5 | 25.5 | 4.0 | |
| Grand total | 23.5 | | 23.0 | | 21.0 | | 21.0 | | 29.0 | | 29.5 | | |

2007 Number of Hours Set Aside for Special Activities Chigasaki Elementary School

| Year Level/Semester Activity | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---------------------------------|--------------------------------|-----|-----|-----|-----|-----|-----|--------|-----|--------|-----|--------|-----|
| | | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd |
| Student Council | Student Council | | | | | | | | | 3.0 | 3.0 | 3.0 | 3.0 |
| | Athletic meet | | | | | | | | | 5.0 | | 5.0 | |
| | Welcome/farewell parties | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 |
| | Junior high school orientation | | | | | | | | | | | | 2.0 |
| | Total by semester | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 9.0 | 5.0 | 9.0 | 7.0 |
| | Grand total | 3.0 | | 3.0 | | 3.0 | | 3.0 | | 14.0 | | 16.0 | |
| Total club hours | | | | | | | | 13 1/3 | | 13 1/3 | | 13 1/3 | |

School Timetable

A Time Chigasaki Elementary School

| | | |
|------------------------|---|-------------|
| Morning | ★ | 8:30～ 8:40 |
| Health check | | 8:40～ 8:45 |
| 1 st period | ★ | 8:45～ 9:30 |
| 2 nd period | | 9:35～10:20 |
| 20 min. recess | | 10:20～10:40 |
| 3 rd period | ★ | 10:40～11:25 |
| 4 th period | | 11:30～12:15 |
| Lunch | ★ | 12:15～ 1:00 |
| Cleaning | | 1:05～ 1:20 |
| Noon recess | | 1:20～ 1:45 |
| 5 th period | ★ | 1:45～ 2:30 |
| 6 th period | | 2:35～ 3:20 |
| Home time | | 4:00 |

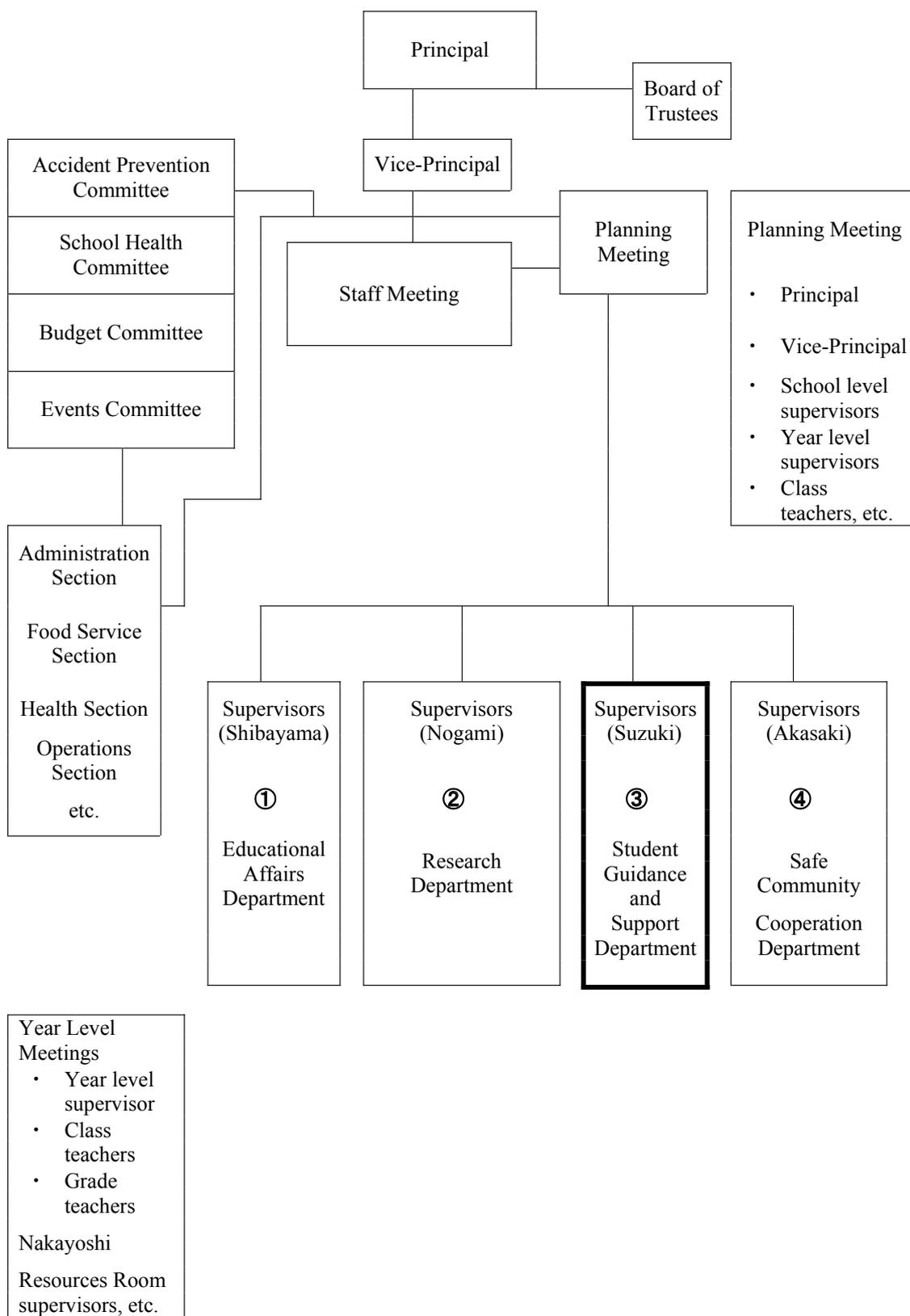
B Time *Thursday there is a 45-minute noon recess and no cleaning

| | | |
|------------------------|---|--------------------------|
| Cleaning | | None |
| Noon recess | | 1:00～1:15 |
| 5 th period | ★ | 1:15～2:00 |
| 6 th period | | 2:10～2:55 |
| 【Club activities】 | | 2:10～3:10 |
| Home time | | 3:00 (4:00 on club days) |

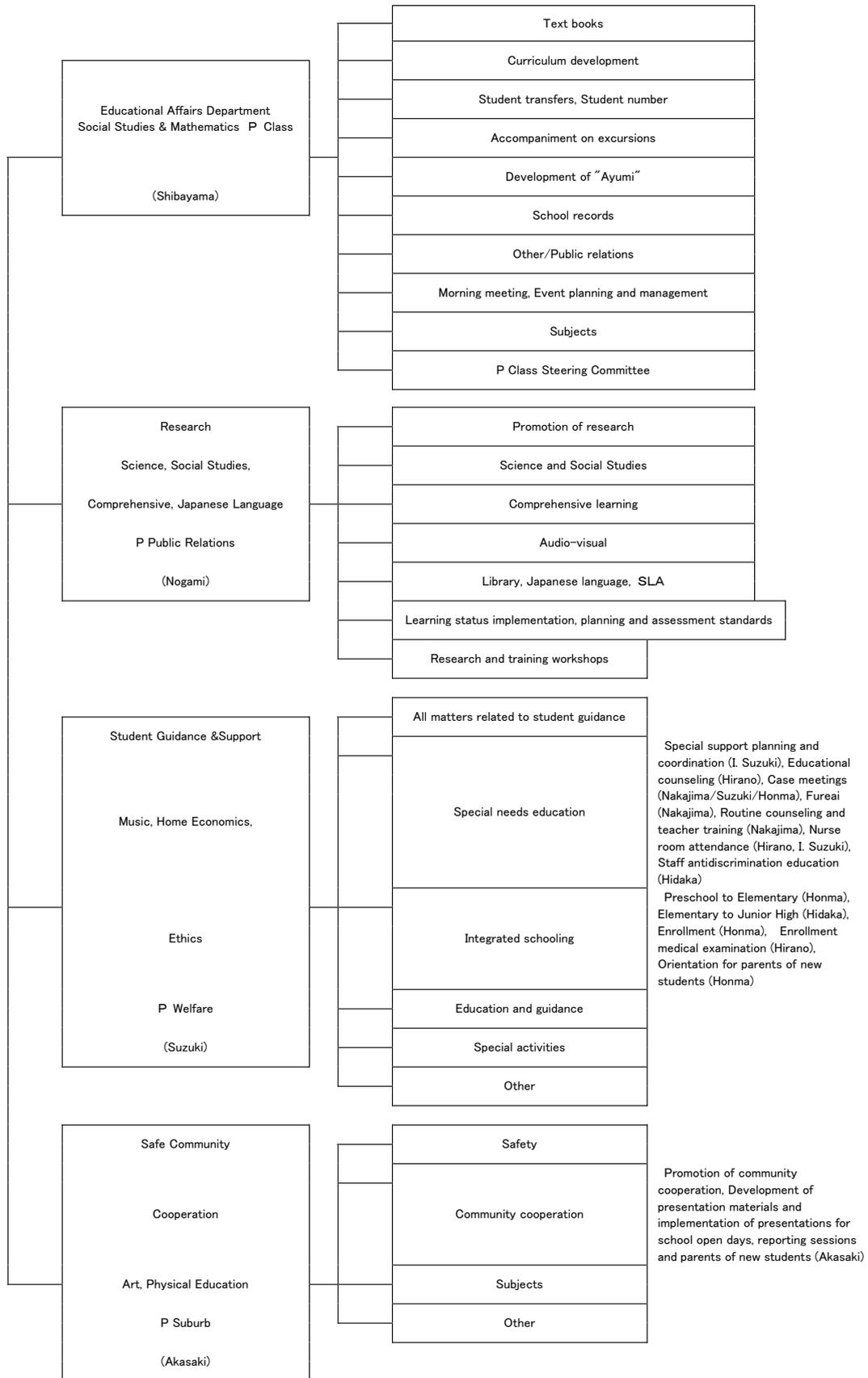
★ Times when the school bell chimes

Number of Hours Allocated Per Week by Year Level

| | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
|--------|--------|---------|-----------|----------|--------|-------|
| Year 1 | 4 | 5 | 5 | 5 | 4 | 23 |
| Year 2 | 4 | 5 | 5 | 5 | 5 | 24 |
| Year 3 | 5 | 5 | 6 | 5 | 5 | 26 |
| Year 4 | 5 | 5 | 6 | 5 | 6 | 27 |
| Year 5 | 5 | 5 | 6 | 5 | 6 | 27 |
| Year 6 | 5 | 5 | 6 | 5 | 6 | 27 |



2007 【School Organizational Chart】



2007 Yearly Plan Student Guidance & Support Department P142-③

Yearly Plan

- Understand the situation of students and provide continuous guidance.
- Develop a special support structure for students and provide continuous guidance. (Coordinator)
- Strive to enhance special needs education by tying up with a school for children with special needs and holding case meetings.
- Develop a structure for providing guidance to students who visit the sickbay and provide continuous guidance. (All teachers)
- Coordinate the time schedules of the School Counselor, Counseling Room staff and Fureai support staff, and provide enhanced educational counseling.

Chigasaki Public Elementary School

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"2007 School Year School Overview Chigasaki Public Elementary School (P127 ~ P144) has been edited by NISE

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