



Asia and the Pacific Programme of  
Educational Innovation for Development

# Newsletter

for  
*Special Education*  
in  
*Asia and the Pacific*



No.15  
September, 2000

## Greetings

I am Tameshige Taka, Director-General of the National Institute of Special Education (NISE), Japan. I am looking forward to meeting representatives of each countries at the APEID (Asia and the Pacific Program of Educational Innovation for Development) seminar that NISE is planning to hold in November of this year.

Although various types of information concerning special education in Japan have been already introduced at the APEID seminar, the primary agenda for Japanese special education can be cited as follows.

The agenda includes various issues, such as response to the agenda associated with the implementation of New Course of Study (new curriculum), the issue of increasing children with more severe and multiple disabilities, the issue of children with LD (learning disabilities) or ADHD (attention-deficit hyperactivity disorder), and the necessity for educational counseling at early years.

At the same time, we need to find ways to develop education based on international trends, such as the progress of normalization.

Consequently, a study committee comprised of specialists in administration, research and special education has been established at the Japanese Ministry of Education to examine ideal systems for special education in the future. As a committee member, I would like to share my opinion by providing information on special education in various foreign

countries and findings from surveys and researches implemented by NISE over an extended period of time. We plan to compile a report by the end of this year.

Taking into account the course of policy formulated by the government, NISE intends to promote the further substantiality of research. This year, a new research project that includes "Educational Activities for Independent Living" which are vital to the new Course of Study being carried out. Furthermore, comparative research of education for special needs in major countries (Britain, France, Germany, Italy, U.S.A) is being implemented once again.

Of course, NISE would also like to continue staff training of special education and educational counseling for children with disabilities as the other purpose of NISE activities.

Next year marks the 30th anniversary of NISE, and the start of the 21st century. I will continue to work hard to promote the mission of our institute and improve education for children with disabilities.



*Tameshige Taka*

Tameshige Taka  
Director-General, NISE

# The Nineteenth APEID Regional Seminar on Special Education

**T**he 19th APEID Regional Seminar on Special Education was held at the National Institute of Special Education, Yokosuka, Kanagawa prefecture, Japan from 8th to 13th of November 1999.

## 1. Theme of the Seminar

The 6th programming cycle is from 1997 to 2001. The main theme of the 6th cycle is “Special Education Partnerships for the 21st Century”. The sub-theme of the seminar was “Charting a New Course for Teacher Development”

## 2. Participant Countries

Thirteen participant countries were Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Sri Lanka and Thailand.

## 3. Organizers

The Japanese National Commission for UNESCO (JNCU) and The National Institute of Special Education(NISE) JAPAN

## 4. Objectives and Contents of the Seminar

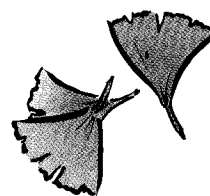
The objectives of the seminar were to discuss and learn the practices of Teacher Development Based on Partnerships in each member countries. With regard to “Teacher Development”, we have included the development of support staff, parents and volunteers as well as the special education teachers who work in special education. In the seminar, thirteen country reports were presented by delegates in each member countries. The seminar gave participants an occasion to enrich and strengthen their activities through the exchange of



information regarding the state-of-the-art of teacher education in their countries and also highlighted the future prospects. In addition to the country reports special guest speakers from China, U.K., Germany, UNESCO made presentation about special education.

The following points were discussed in the seminar

- 1 ) Inclusive education for children with special needs and teacher education to improve the quality of education for them
- 2 ) The need for building up partnerships collaboration and networking at national and international levels, for creation an environment for technology transfer and mutual cooperation for improving the quality of life for children with special needs
- 3 ) The empowerment of teachers to enable them to be creative, try-out new strategies and take risks with their pedagogical skills to meet the rage of diversities in their classroom.



# The Conclusions and the Recommendations in the Nineteenth APEID Seminar 1999

## The Conclusions

The Seminar comprised of thirteen delegates from different countries, the UNESCO representative, three guest participants, observers from Japan and other countries. The participants exchanged information regarding the state of the art of teacher education in their countries and also highlighted the future prospects. Discussions on their presentations initiated a process of reflection on how best to shape and contextualize the teacher education programs in their respective countries to improve the quality of education for children with special needs in inclusive schools.

The following conclusions were drawn:

- We all believe in inclusive education for children with special needs both in philosophy and practice We all believe that the role of teachers has to be redefined in the light of a paradigm shift from a child deficit model to sociological or modified environmental interactions model.
- We all believe in the need for building up partnerships, collaborations and networking both at the national and the international levels for creating an environment for technology transfer and mutual cooperation for improving the quality of life for children with special needs .
- We all believe in the empowerment of teachers to enable them to be creative, innovative, experimenting and taking risks with their pedagogical skills for meeting the wide range of diversities of all children including children with special needs in the inclusive classrooms.

## The Recommendations

'Charting a New Course for Teacher Development' for inclusive education of children with special needs requires both governmental and non-governmental efforts and efforts of international organization. The following recommendations were crafted out of the discussions held in the seminar:

- Communicating and developing the concept of inclusive education to all those who are involved in designing policy and programs for training teachers for education

of children with special needs - universities, colleges and institutes for teacher training

- Enhancing and improving the partnership among community members, policy makers, parents and other family members, and administrators to acknowledge, appreciate the efforts made by the teachers and empower them in handling a wide range of diversities in the inclusive classrooms
- Orientating of decision makers / leaders / policy makers / administrators for understanding the strength of teachers in meeting the educational needs of all children
- Preparing all educational personnel such as principals, administrators, and teachers at all levels and types of training i.e. pre-service, in-service, early intervention, preschool, elementary and secondary levels
- Redefining the role of all teachers (special education and regular teachers) in the light of inclusive education and encouraging them to engage in collaborative problem solving efforts involving all the other partners significant in the education of special needs children
- Developing national and international networking for finding better solutions for problems and concerns in the development of teacher education programs in particular in the Asia Pacific Region
- Focussing teacher training programs not only on academic teaching skills but also on non academic teaching skills like social and classroom management skills for fostering more interactive environment for children with special needs
- Piloting of training initiatives in phases and evaluation to form a research base for betterment of future teacher training programs
- Focussing more on the enhancement of abilities than on disabilities of the children for building up a better psycho-social climate for all children
- Encouraging the educational authorities to be responsible for the education of all children including education of children with special needs.

# New Measure and Policy on Special Education in Malaysia

## (1) New Measure/ Policy

After years of campaigning by the UNESCO and the countries in Asia Pacific region, the welfare of the disabled and the provision of services in Special Education in these countries are now being given the due recognition and attention.

The government of Malaysia, besides striving hard to become "Center of Excellence in Education" in the region, also determined to strive on interventions and services in the provision of special education.

As the exposure and awareness of special education to the public has been raised, the number of children identified to be in need of special education has risen tremendously. The urgency of providing early intervention and treatment to our special children is critical. In view of this, the Ministry of Education has taken bold steps to ensure there is a breakthrough in the provision of services to our special children.

- (a) In 1999, after years of appeal and lobbying, the Examination Syndicate of the Ministry of Education has agreed to modify the questions of the Standardized Public Examination for the Hearing Impaired children.

At present, these children despite of their hearing disability, are following the normal syllabi and sitting for the same examination without being given any special consideration.

It is also indicated that in the process of modifying the questions, account should be taken to ensure that the 'moderation' should not jeopardize the standard and quality of the evaluation.

- (b) The Teacher Training Colleges in Malaysia, which traditionally only take in 'normal' candidates for teacher training programmes, however, in 1998, also accepted the visually impaired and hearing impaired trainees.

- (c) Similarly, the one-year Diploma of Education

course for the graduates, which was opened to the visually impaired university graduates in 1997 for the first time, had successfully seen through the graduation of two batches of graduates in 1998 and 1999 respectively.

- (d) The other encouraging news is, in the beginning of this year, the Ministry of Education has approved the opening of another 21 pre-school programmes in addition to the 5 pre-school programmes currently existing in the special schools. These programmes will adopt the 'modified version' of the normal curriculum provided by the Curriculum Development Center of the Ministry of Education and the assessment of the effectiveness of the programme will be school-based.
- (e) The other new measure adopted by the Ministry of Education is in Year 2000, the Special Education Department has taken a bold move in shouldering the responsibility to 'provide special remedial programme' in every public primary school to help the 'borderline' students to master the basic 3R skills in learning. This group of children are children who are caught in the threshold of 'normal' and 'children with special needs' and was being neglected for years. In fact, it is only with some special coaching and push, we can see then through the normal flow of formal education in the public school.
- (f) Starting in the year 2000, the Malaysian Government has approved graduate teachers specialized in various expertise in special education such as speech therapists, audiologists, occupational therapists, psychologists, counselors and etc to serve in the special primary schools. This is considered a revamp in the education service, as these graduates teachers are formerly only placed in the secondary schools.

(g) Also in the beginning of 1999, the government owned secondary technical and vocational schools, which formally only admit the 'normal' students, have begun to open their doors to the hearing impaired children in the country, and in 2000, the polytechnic colleges take on the same policy.

## (2) New Course/Revision of Course of Study

(a) The Learning Difficulties programme, which was initiated as early as 1988 in Kuala Lumpur, was following the normal curriculum, adapted with some guidelines provided by the Special Education Department of the Ministry of Education. But in 1999, a specially formulated curriculum was officially launched and implemented in all the Learning Difficulties programmes in the whole nation.

(b) This year, we also see the revival of the one-year course for the training of specialists. New emphasis is also being given to the revision of course content of the existing special education courses for the hearing impaired, visually impaired and learning difficulties. And in addition to this, more specific courses, for instance, autism, emotionally disturbed, dyslexia and other special education courses are offered in the master level by the local universities for the first time.

Recently, the Ministry of Education and the Special Teacher Training Institute worked together to introduce many short term courses. The first officially held 14-week course for 'Dyslexia' was commenced on 16 July 2000 and 13 teachers from the Learning Difficulties programmes are currently pursuing the course. And the Teacher Education Division of the Ministry of Education will organize many more courses of this nature in the near future.

In fact, a pilot project for dyslexia programme was started in a school in Kuala Lumpur in the beginning of this year.

(c) Also, in an effort of standardizing the use of Bahasa Melayu Braille Code, the old Braille Code of the National Language (Bahasa Melayu)

is being revised. And it is already in its final stage of revision. The first revised copy was sent out for 'feedbacks'. The final revised copy will be presented in the Braille Code Carnival and is scheduled to be completed by the end of 2000. Subsequently, Special Education Department will proceed with the revision of the Braille Code for subjects such as Science and Mathematics, Information Technology, Music and etc.

## (3) Research Report

(a) In 1999, there were 2 research papers done by Special Education lecturers in the Specialist Teacher Training College. These are:

- The Competency in Sign Language of the Teachers Serving In The 4 Special Schools For The Hearing Impaired in the Klang Valley.
- Teaching And Learning Strategies For the Learning Difficulties in the Inclusive Programme.

(b) Another joint research project done by National University Malaysia, Ministry of Education and UNICEF is Educational provisions For Preschool Age Special Needs Children in Malaysia

The Special Education Department is planning to

- get more allocation for the disabled children, especially for the Learning difficulties group
- Revise the school text books which are currently used by the hearing impaired and visually impaired students
- Take appropriate steps to overcome shortage of expertise in special education

In short, the Malaysia government is exhausting all possible ways to give the best possible education and services to our special children.

**Haji Ahmad, Bin Mohamad Said**

*Deputy Director General,*

*Special Education Department.*

*Department of Special Education,*

*Ministry of Education*

**MALAYSIA**

# Participation of NISE Staff in 7th International Seminar at KISE(Korea)

**K**oichi Sakauchi (Deputy-Director of National Institute of Special Education JAPAN) and Chikamori Oshio (Chief of Section, Department of Education for Children with Intellectual Disabilities at the NISE) participated in the 7th International Seminar which was held by the Korea Institute for Special Education(KISE) from June 28 to 29. On the day before the Seminar, they visited KISE and the National Seon-jin Special School for



Koichi Sakauchi, Dr. Kyung-sook Park, and Chikamori Oshio (from left)

Students with Mental Retardation next to KISE, and exchanged opinions with Dr. Kyung-sook Park, Director General of KISE about the International Collaboration between NISE and KISE.

The theme of the 7th Seminar was “Strategies for Transition from School to Community of Students with Disabilities “. At the Seminar which was held with the presence of about 300 school teachers, principals, and professionals related to special education, there were four presentations from Japan, Korea, United States of America, and Australia. Chikamori Oshio presented a paper titled “Transition Education in the Education for Children with Intellectual Disabilities in Japan “ on June 29. In the Discussion Session after four presentations, participants showed a great interest in both on-the-job training and vocational education at the special schools for students with disabilities in Japan. The Seminar provided a good opportunity to have a clear knowledge on concepts, policies, and challenges of Transition Education for the students with disabilities in each country.

## Books

### Financing of Special Needs Education

A seventeen-country Study of the Relationship between Financing of Special Needs Education and Inclusion

November, 1999

Editor: Cor j. Meijer

European Agency for Development in Special Needs Education

ISBN 87-90591-10-0

This report focuses on the current state of the art in the financing of special needs education and its relationship to inclusion policies and practices in 17 European countries, i.e. all the countries of EU and Norway and Iceland. The report is relevant for organizations and actors who are involved in international, national and local policy-making. The report contains information and findings that will be of great interest to all of those who are involved in developing and implementing inclusion policies and practice across Europe and elsewhere. The study clearly shows that the financing of special needs education is one of the most important factors in realizing inclusive education.

(from Preface written by Director Jørgen Greve)

# Trends of Special Education in Philippines

## 1. Creation of a Bureau of Special Education

Efforts are underway in Congress to create a Bureau of Special Education so that the programs for special children will be given more attention in terms of education, rehabilitation and employment opportunities or job placements. A Special Center for every big school in the whole country is proposed to accommodate all special children in school.

## 2. Expansion of special programs

To achieve the government's goals for greater access to educational opportunities and equity among it's citizens, more special education classes and programs are offered to children with disabilities. There is a big boost for teacher training programs in cooperation with non-government agencies which provide seminar-workshops, conferences, congresses to equip teachers with the required competencies to handle and educate special children.

## 3. Implementation of Administrative Order No. 101 (Accessibility Law)

The President of the Philippines, through the Administrative Order 101 or the Accessibility Law has directed the Department of Public Works and Highways, The Department of Education, Culture and Sports, and the Commission on Higher Education to provide for architectural facilities or structural features for disabled persons in all state colleges, universities and other public buildings.

It is therefore required that handrails, ramps, toilet facilities for the physically handicapped, be installed in all schools and buildings facilitate the mobility of the disabled.

## 4. Promotion of Classes for the Multihandicapped

The Philippine School for the Deaf and the Philippine National School for the Blind and several public schools have organized classes for the

multihandicapped, particularly the deaf/blind in addition to the existing programs for the blind-mentally retarded, deaf with behavioral problem, etc. A functional curriculum for the multihandicapped is being tried out and validated.

## 5. Sports for the Disabled

Sports competitions among special children were held. Children with disabilities like the visually impaired competed among themselves. The orthopedically handicapped did the same. It was observed that special children show the same "competitive" spirit as the so-called "normal" children.

## 6. Validation of the Training Resource Package for Special Education Teachers

This package consists of modules which are self-learning kits for teachers without training in Special Education to equip them with teaching competencies in SPED.

## 7. Some topics

- More college students are undertaking researches on special children
- Learning Competencies and Enrichment Materials for the Gifted have been developed
- Special Education has been featured in the celebration of Basic Education Week in Congress
- National Congress on Mental Retardation will be held in October, 2000

**Perlita M. Jamoralin**

*Chief, Special Education Unit*

*Department of Education, Culture and Sports*

*-National Capital Region*

**PHILLIPPINES**

# Development and New Vision on Special Education of China in 1999-2000

## 1. Major Concerns on special education in next five years

The following issues are the main tasks in special education in China:

- Continuing development the compulsory education for children with disabilities, and increase the enrolment and retention rates of children with disabilities, especially in middle-west region areas.
- Establishing the special administrative and reevaluation system for inspection the compulsory education for children with disabilities in county level.
- Developing the targets-responsibilities system. In order to guarantee the implementation of the compulsory education for children with disabilities in middle-west areas, the Ministry of Education has made clear standards and requirements on the enrolment rate and retention rate of children with disabilities according to different provinces/autonomous region.
- Enhancing the development of the knowledge and skills of special teachers degree and non-degree education. Special teachers who work at general schools will enjoy the priority in model teacher appraisal, promotion, and decision of professional title.
- Early intervention and education for per-school children with disabilities will be researched and promoted.
- Implementing the pilot study for education of multi-handicapped children program in special schools and developing Individualized Education Program (IEP) for children with disabilities
- Promoting the development of secondary education and higher education for people with disabilities.
- Increasing special teachers' salary, special allowance, and improving the treatment of housing,

medical care.

- Strengthening the linkages with Ministry of Civil Affairs, Ministry of public Health and China Disabled person's Federation for promoting early detection and rehabilitation of children with disabilities.

## 2. Research study on establishing one-year special education program in General Middle Teacher Schools

Traditionally, the approach on educating children with disabilities has been to place children with disabilities in separate institutions and centers for different categories of disability. Since 1987 we started to make experiment of sending mild and moderate disabilities into general classroom or special class in general primary school. Now it is widely recognized that most children with moderate and mild disabilities can be given a meaningful education within the regular school system if teachers and schools are enabled to adapt curriculum and teaching methodologies to cater to the needs of these children. In order to improve the quantity and quality of integration teacher, a few of general middle normal schools have been carried out a research project on providing one-year special education courses for the candidates of general primary school teachers. The national curriculum for one-year special education program in general middles teacher schools has been published early this year.

## 3. Action Project on Education of Children with Special Educational Needs

Action Project on Education of Children with Special Educational Needs aims at enhancing educational access for children with disabilities in poor and educationally backward counties in order to facilitate achievement of the goal of universalizaion of



compulsory education by the year 2000, and providing models for action in similar counties in different parts of the country. The main strategies include (1) making curricular adjustment and adaptation of instructional materials and practices to provide them educational opportunities for children with special needs within the regular primary schools system, and (2) making educational programs more sensitive and responsive to the differences in children's learning preparedness and ability.

This project has played a significant role in developing approaches to enhance educational access for children with disabilities in general schools. A series of efforts have been made since 1996 in developing approaches to enhance educational opportunities for children with special needs within the regular primary

school system and to train regular teachers for promoting education of children with disabilities.

#### 4. Others

The research /action projects "China Interaction or center for the Special Needs", multi-handicapped children education in schools /institutions for the blind', Chinese Dai Diao Shuang Pin Braille, and national curriculum at special teachers schools are being carried out.

**Peng Xianguang**

*Department of Special Education,  
China National Institute for Educational Research  
CHINA*

## **International Centre for Special Needs Education in India**

There is a proposal to set up an International Center for Special Needs Education in New Delhi to cater to the Asia Pacific Region. The Center is to be set up in the Campus of the National Council of Educational Research and Training (NCERT) and will focus initially on training, research, resource development and networking requirements of the South-Asian countries which have a large number of children with special educational need. It will gradually extend its activities to other countries in the Asia Pacific Region. It is accepted ultimately to grow into a guiding force for all future developments and activities in inclusive education all over the world.

A Need Assessment Workshop was recently held in NCERT on 4-5 July, 2000 to develop a vision and to operationalise the activities of the Centre. Baced on the emerging needs, debates and discussions were held with individuals representing seven countries of the region, namely, Australia, Bhutan, India, Indonesia, Maldives, Nepal, New Zealand. Over 40 participants attended the workshop and a number of strategies were worked out to carry out the activities of the Centre. The activities recommended in the Workshop would finally be operationalised into an action plan by the NCERT faculty in near future.



**Anita Julka**

*Reader*

*Special Education*

*National Council of Educational Research and Training*

# World Education Forum; Education for All: Dakar, Senegal

**T**he World Education Forum (World Conference on Education for All) was held in Dakar, Senegal, from 26 to 28 April 2000, brought together by UNDP, UNESCO, UNFPA, UNICEF and the World Bank. In 1990 in Jomtien, Thailand, the international community set itself a challenge to provide basic Education for all the people of the world and reduce illiteracy (World Declaration on Education for All). Ten years later great steps forward have been made. But much still remain to be done. The international community had a unique opportunity to examine how much nearer it was to achieving its goal of Education for All (EFA) and to set priorities for the next century. How well have countries delivered on their EFA commitment? Which strategies accelerate the provision of basic education? How can countries make the EFA goal a reality? To answer these questions, hundreds of national leaders, United Nations agency head, education policy-makers and practitioners gathered at the World Education Forum.

The Dakar Framework for Action addressed the

challenges of the twenty-first century by focusing on the importance of girls' education, quality learning and reaching those who continue to be excluded from education (girls, working children, children of ethnic minorities, and children affected by violence, conflict, disabilities and HIV/AIDS).

Thus, the excluded from education include children with disabilities or children with special educational needs. The Dakar Framework is important for APEID countries to develop special education toward the goals of education for all in the twenty-first century. Facilitating to exchange informations and establish mutual cooperations in APEID countries are expected to promote improving education for children with disabilities.

For further information, visit web site on

*<http://www2.unesco.org/wef/index.htm>*

## **Books**

### **Teacher Support Organisation of Support for Teachers Working with Special Needs in Mainstream Education Trends in 17 European Countries**

July 1999

Editor: Victoria Soriano

European Agency for Development in Special Needs Education

(Web: <http://www.european-agency.org>)

ISBN 87-90591-06-2

In this report, the current situation in relation to teacher support is described in all of the countries in the European Agency: the 15 countries of the European Union, Norway and Iceland. The full report is 110 pages and provides overview and case study information of the situation in each of the participating countries.

Information on teacher training? mainly in the field of special needs? is also presented as a key aspect of teacher support. This general information is supplemented and developed by the use of examples describing how teacher support is implemented at practical level.

# The Twentieth APEID Regional Seminar 2000 on Special Education

## 1. Theme

Many countries in the Asia-Pacific Region have experienced rapid economic growth as well as far-reaching changes in their societies. Along with such social changes, the education for children with special needs have been improving in each country. In the field of special education, it is pointed out the importance of providing educational support based on partnership and collaboration among the persons and the organizations concerned.

In the 6th Programming Cycle (1997-2001) of APEID (Asia and the Pacific Programme of Education Innovation for Development), the common agenda running through the five years programme is 'Special Education Partnerships for the 21st Century'. This theme was chosen because, in order to succeed in providing the special education for children with special educational needs (SEN), we attach great importance to fostering cooperative partnership centered on children among parents, specialists, schools and other related organizations such as medical and social organizations as well as to improving the contents and the methods themselves of special education.

### The 6th Programming Cycle of APEID

Under this theme, the topics of the sixth cycle are "Entering the Middle Year of Asian and Pacific Decade of Disabled Persons" (1997), "Networking in the Community" (1998), "Charting a New Course in Teacher Development" (1999) "Strengthening and Encouraging School Development" (2000), "Building up Collaboration and Networking among APEID Participating Countries (tentative)" (2001).

In this year's seminar, with a focus on the issue for strengthening and encouraging school development in education of children with special educational needs, we plan to discuss various issues to be improved in each country. In particular, we will discuss practices and the current status of school development based on the idea of Normalization. We expect the following contents to be incorporated in your country report according to the situation of your country.

- School development by which children with SEN learn and grow up with their peers together in elementary and lower secondary school
  - The current status and administration of education for children with SEN (mainly compulsory education level)
  - School policies to promote school development in each country
  - The roles of special schools and mainstreamed schools for children with SEN
  - What people in your country expect of special schools and mainstream schools
- Actual examples of school development. Examples either in mainstream school or in special school are appropriate, for example;
  - Involvement of school administrators, teachers, parents, students and community in making school policies and decisions.
  - Unique curriculum in the light of cooperation/collaboration between school and community and related institutions
- Future Issues and Prospects

## 2. Organizers

The Japanese National Commission for UNESCO (JNCU)  
The National Institute of Special Education (NISE) JAPAN

## 3. Date and Venue

Date : November 6-11, 2000

Venue: The National Institute of Special Education (NISE) JAPAN and related sites





## From the Editors

It is my pleasure to send Newsletter Vol.15 to you. I would like to thank all who contributed to this volume of newsletter, specially express our thanks to our friends, Haji Ahmad, Bin Mohamad Said (Malaysia), P.M.Lamoralin (Philippines), X.Peng (China), and A.Julka (India) who have sent us the article about special education in each countries. I hope this newsletter would be useful to make reinforcement of the Asia and the Pacific network in special education. We always welcome your supports to this newsletter by sending news and articles about development of special education, research, conference, so on.

*On behalf of the editorial board*

*Yutaka Tokunaga*

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