



Asia and the Pacific Programme of
Educational Innovation for Development



Final Report of the Twentieth APEID Regional Seminar on Special Education

6-11 November 2000, Yokosuka, Japan

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

APEID

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Educational Innovation for Development

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Introduction

The 20th APEID Regional Seminar on Special Education was held at the National Institute of Special Education, Yokosuka City, Kanagawa Prefecture, Japan from November 6 until November 11, 2000.

1. Theme of the Seminar

We started the 6th programming (1997-2001) cycle of the APEID seminar on special education in 1997. The common theme running through this five year's programme is "Special Education Partnerships for the 21st Century". The theme of this year's seminar was "Strengthening and Encouraging School Development".

2. Objectives and Contents of the Seminar

The objective of the seminar was to discuss various issues to be improved in each country with a focus on the issue for strengthening and encouraging school development in education for children with special educational needs. In particular, we had focused on efforts in respective countries toward the goals of education for all based on the idea of Normalization, to develop special education and school development which could meet individual educational needs of individuals with disabilities and support their independence and social participation.

In the seminar, twelve 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 school development in their countries and also highlighted the future prospects.

The following points were discussed in the seminar.

- 1) The importance of increasing awareness of education for children with disabilities among teachers, parents and other people in the community, and the relation between enhancing the understanding of children with disabilities and school education.
- 2) The need for curriculum plans, teaching methods and teaching materials, teachers training and improving teaching skills to be implemented in education for children with disabilities.
- 3) Support plans for teachers and parents and school development through collaboration with various resources in the community which would lead schools to maintain and improve their functions.
- 4) Concerned authorities and the school principals' leadership role is crucial to the achievement of inclusive schools.

3. Organizers

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

Seminar Participants

Delegates of Participating Countries

Bangladesh

Mr. Md. Katebur Rahman

Joint Secretary, Ministry of Social Welfare,
Government of the people's Republic of BANGLADESH

China

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Associate Research Fellow, Beijing Academy of Educational Sciences (BAES)

India

Dr. (Mrs.) Uma TULI

Founder & Managing Secretary,
Amar Jyoti Charitable Trust, Rehabilitation & Research Centre

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Head of Sub-Directorate of Special Education, Directorate of Primary Education,
Directorate-General of Primary and Secondary Education,
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Special Education Department, Ministry of Education Malaysia

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Section Officer,
Special Education Section, Department of Education HMG, NEPAL

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Principal, Mt. Richmond Special School

Pakistan

Mr. Rafiq Ahmed MALIK

Director / Principal,

National Special Education Center for Hearing Impaired Children, Islamabad

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Senior Education Program Specialist,

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Thailand

Dr. (Ms.) Benja CHONLATANON

Director, Special Education Center, Faculty of Education, Rajabhat Institute Susan Dusit

UNESCO / PROAP

Ms. TAKAHASHI Yuka

Associate Expert in Special Needs Education

Japanese Participants

National Institute of Special Education

Mr. TAKA Tameshige

Director-General, NISE

Mr. SAKAUCHI Koichi

Co-ordinator in Research and Planning, NISE

Mr. HIROSE Masaya

Director, Dept. of Administration, NISE

Mr. CHIDA Koki

Director, Dept. of Education for Children with Visual Impairments, NISE

Mr. SHISHIDO Kazushige

Director, Dept. of Education for Children with Speech and Hearing Handicap, NISE

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Director, Dept. of Education for Children with Intellectual Disabilities, NISE

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Deputy Principal, National Kurihama School for Children with Disabilities, NKSCD

Schedule of the Twentieth APEID Regional Seminar

November 6

Registration and Orientation

- Registration
- Explanation of seminar schedule
- Others

November 7

Opening Ceremony, Presentation of Country Reports, Short Tour of NISE and Party

- Opening address by Mr. Taka, Director-General, NISE
- Address by Japanese National Commission for UNESCO
- Address by UNESCO / PROAP
- Introduction of Seminar Participants

Presentation of Country Reports by Thailand, Korea and Philippines

Discussion Session

Presentation of Country Reports by Pakistan, New Zealand, Nepal and Malaysia

Discussion Session

Presentation of Country Reports by Japan, Indonesia and India

Discussion Session

Short Tour of NISE

Welcome Party

November 8

Presentation of Country Reports and Short Tour of NKSCD

Presentation of Country Reports by China and Bangladesh

Discussion Session

Short Tour of NKSCD

General Discussion

November 9

Field Trip of Kamakura City Municipal Onari Elementary School

Tour for Kamakura City Municipal Onari Elementary School

Departure and Free

November 10

Final Session and Closing Ceremony

Final Session

Consideration and Adoption of Draft Report

Closing Ceremony

November 11

Leave Japan

Sharing Roles of the Seminar

- 1) Chairperson: ***Mr. SAKAUCHI Koichi, Co-ordinator in Research and Planning, NISE***
- 2) Co-Chairperson: ***Dr. Benja CHONLATANON***
Work as Chairperson for Country Report I , General Discussion and Address in Closing Ceremony
- 3) General Rapporteur: ***Ms. Kathleen DOOLEY***
Summarize this Seminar and Make the Draft of Conclusion and Recommendation for the Seminar
- 4) Co-Rapporteur: ***Ms. MA. Chita I. SINGAYAN***
Assist to General Rapporteur
- 5) Chairperson for Country Report I : ***Co-Chairperson***
Work as Chairperson of Presentation for Country Report and Discussion I
- 6) Chairperson for Country Report & Discussion II : ***Mr. Rosyid Roshihan***
Work as Chairperson of Presentation for Country Report and Discussion II
- 7) Chairperson for Country Report & Discussion III : ***Mr. Ahamad Zabidi bin SHANSUDDIN***
Work as Chairperson of Presentation for Country Report and Discussion III
- 8) Chairperson for Country Report & Discussion IV: ***Dr. Uma TULI***
Work as Chairperson of Presentation for Country Report and Discussion IV
- 9) Representative: Greeting Address for Study Visit and Welcome Party
Thanks Address for Study Visit of Kamakura City Municipal Onari Elementary School:
Mr. Arun Kumar TIWARI

Address as Representative of Seminar Participants in Welcome Party:
Mr. Md. Katebur Rahman

Address of Toast in Welcome Party: ***Mr. Rafiq Ahmed MALIK***

Short Address in Welcome Party: ***Ms. Yu Xia***
Dr. Joo Young KIM

Address

Mr. TAKA Tameshige
Director-General,
National Institute of Special Education

Good Morning, Distinguished Delegates of Participating Countries, Ms. Takahashi of UNESCO-PROAP, Mr. Imasato as Representative of the Japanese National Commission for UNESCO, Ladies and Gentlemen; It is a great pleasure to extend my greetings on behalf of the National Institute of Special Education of Japan at the opening ceremony of the 20th APEID Seminar on Special Education.

First of all, I would like to extend my warmest welcome to all participants from overseas and to the Japanese participants. We feel honored to hold this seminar again this year with the delegates who are working for the development and improvement of special education in each country.

In the field of education, special efforts are made to extend the potentials of children with disabilities as much as possible so that they can demonstrate their abilities to the full, by providing thorough education. To enable these children to participate in society and to become independent, it is vital to provide the appropriate education, as well as to promote understanding and awareness of elementary and lower secondary school children and people in the community, in particular towards children with disabilities and their education.

The Participating countries would share common aims in education in this respect. On the other hand, there also exist great variations among participating countries in the educational system and policies that result from the differences in the history and culture of each country. I think it is very importance to keep in our mind the above similarities and diversities with member countries discuss the issues of special education.

The issues faced and overcome by each country vary. However, underlying these differences, we have in common the consideration and continuous efforts toward specific actions to help children overcome various difficulties resulting from their disabilities and support them actively participate in the society.

It is our belief that we can learn much from the exchange of experiences of participant countries even though the means and outcomes could be different in accordance with each country's situation. These exchange of experiences and discussion, I am sure, would contribute to the improvement and enrichment of special education of each country.

The APEID seminar on special education has been held annually since 1981 with the advisory support of UNESCO. We are now opening the 20th seminar. The seminar have been organized in a series of programming cycles each with a main theme, and each year of the 5-year cycle is assigned with a sub-theme. In 1997, we have started the 6th programming cycle with the common agenda, "Special Education Partnerships for the 21st Century". The theme of this year's seminar will focus on 'Strengthening and Encouraging School Development'.

As you know well, with the aim of educating children for them to grow up to be human who have balanced personality, school give education based on the curricula which are developed according to students' stages of development and characteristics. School not only pursue giving instruction to students for them to acquire academic knowledge and skills, but play a role as a place where students are able to develop their personality and learn an good model of social relationship through entire educational activities at schools.

Many countries in the Asia-Pacific Region have experienced as well as far-reaching changes in their societies in accordance with and information technology innovation rapid economic growth. Along with such social changes, the education for children with disabilities have been making progress in each country. However, in order to meet the varied needs of children, parents and community, schools are required to do more efforts with the aim of helping children with disabilities become independent working members of society.

In the seminar, I hope that we could make this seminar an opportunity to learn from the practices in School Development of each other and to promote mutual understanding through in-depth discussion.

Lastly, I would like to conclude my speech hoping that lively discussion and exchange of information and opinions thorough the four-day seminar will contribute to the advancement in practice, research and administration of special education in all participating countries.

Thank you very much.

Address

**Welcoming Remarks By *Mr. IMASATO Yuzuru*
Planning director
Japanese National Commission For UNESCO
Ministry of Education, Science, Sports and Culture
on the occasion the opening ceremony of the
Twentieth Regional Seminar on Special Education
(Yokosuka, 7 November 2000)**

**Mr. Taka, Director-General, National Institute of Special Education,
Distinguished participants,
Ladies And Gentlemen,**

It is a great honour for me to say a few words on behalf of the Japanese National Commission for UNESCO and the Ministry of Education, Science, Sports and Culture (MONBUSHO) at the successful opening of the Twentieth APEID Regional Seminar on Special Education. I would like to my warmest welcome to all the participants from Asia and the Pacific region.

The National Institute of Special Education (NISE) has been conducting comprehensive practical researches into special education under a reciprocal cooperation arrangement with the National Kurihama School for Handicapped Children. It also provides specialized technical training for teachers involved in special education in Japan.

Children with disability need to be educated in a special environment adapted to the nature of their ability and to their stage of development, so that they may develop their possibilities to the fullest and they can actively participate in social and economic activities. In recent years, it is recognized that taking into due consideration diversification of disability, more careful instruction is needed in accordance with the type and degree of disability of each pupil.

In addition, UNESCO continues to work to ensure that special needs education forms part of every discussion dealing with education for all and urges all governments to adopt as a matter of law or policy the principle of inclusive education-enrolling all children in regular schools, and to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties. Children with special needs should have access to education in the local community, and participate in daily activities.

The objective of this seminar, discussing and learning practices of each country on partnership

of educational supports for children with special educational needs toward 21st century, is a very important task for improvement of special education in Asia and the pacific region. I sincerely hope that the participants will have a fruitful exchange of experiences and information, and that the discussion in this seminar will further strengthen the regional co-operation for the development of special education.

In closing, I would like to express my sincere gratitude to Mr. Taka, Director-General of NISE and the staff concerned, who have devoted themselves to the preparation of this meeting. In addition, I hope that all participants will have a pleasant and fruitful experience here in Yokosuka and a most successful seminar for all.

Thank you.

Address

Opening Speech for 20th APEID Seminar

Ms. Takahashi Yuka

Associate Expert in Special Needs Education

Unesco Principal Regional Office for Asia and the Pacific

Mr. Taka, [Monbusho person], NISE staff members, Distinguished participants, Ladies and Gentlemen.

It is my pleasure to extend to you all the warm greetings from UNESCO Principal Regional Office for Asia and the Pacific (PROAP).

I wish to express our grateful thanks to the Japanese National Commission for UNESCO and the National Institute of Special Education (NISE) for organizing this important regional seminar.

This last year of the new millennium, marks the tenth year from The World Conference on Education for All held in Thailand. As a follow up to this event, in April this year, UNESCO, UNDP, UNICEF, UNFPA and the World Bank co-organized the World Education Forum in Dakar, Senegal. The Conference presented an overall evaluation of education around the world and sought renewed commitment towards the goal of Education for All.

During this Dakar conference, it was acknowledged that taking account of special needs was essential to achieving this goal. We need to offer ensure equal opportunities to the persons most vulnerable to marginalization and exclusion. Following the Dakar Conference, the Director General of UNESCO made a explicit note of this and announced that UNESCO will continue to promote education for people with special needs by will adopting inclusive approaches through all its programmes and mobilizing adequate resources.

Education for All has a significance to special needs education in the Asia-Pacific region, where there are 93 million children with disabilities under the age of 15 and less than 5% of them receive any kind of education or training. UNESCO PROAP has been working on special needs education based on the principles of inclusive schooling. One of the most recent activities include the on-going regional project "Promotion of Basic Education to Children with Special Needs". UNESCO PROAP is supporting eight countries in this region to promote inclusive education . School development, the theme of this seminar, is an important component of this project. Mainstream schools should not only become open to children with special needs, it should actively accommodate diverse range of special educational needs for all children. One of our challenges is to change the educational paradigm from "how students meet the requirement of school" to "how school can meet

the needs of the students".

In the project, we are also promoting collaboration between inclusive schools and special schools, helping special schools serve as resource and training centers for capacity building of educators in the mainstream schools.

This year also sees the twentieth anniversary of this regional seminar. UNESCO PROAP hopes that this meeting will further strengthen the regional cooperation and that it would lead to concrete actions towards the promotion of inclusive education in the region. I look forward to participating in the seminar and working with you towards this goal.

Thank you very much.

Country Reports

BANGLADESH

Mr. Md. Katebur Rahman

Joint Secretary,

Ministry of Social Welfare,

Government of The People's Republic of BANGLADESH

Introduction:

Bangladesh is one of the most densely populated country in the world with an estimated population of about one hundred twenty million. WHO has estimated that in developing countries 10% of the population are affected by disabilities . Through this ratio there are about 12 million citizens who are suffering from disabilities in Bangladesh.

Bangladesh as a developing country is also keen to develop the persons with Disabilities (PWDs) as productive and self-reliant people. the government has formulated a "National Policy for the People with Disabilities in 1995" including its action plan. The NGOs are also patronizing to share the responsibilities of development of the PWDs.

The Government of Bangladesh has given high priority on "Education for All by 2000". But unfortunately the cause of the disabled children in education still remains neglected and uncovered.

But recently there has been a significant change in the policy array on disabled agenda which includes education, training and rehabilitation.

The efforts of the government are in line with thd Plan of the "Aisa and Pacific Decade of Disabled 1993-2002", UN resolutions on "Rights of the Disabled" and Full participation and Equality of People with Disability on the Asia and Pacific Region.

Objectives of the country paper:

Presenting a precise country report on the existing situation of PWDs of Bangladesh specially on special education. It will discuss the existing situation of special education, schools, teaching staff and other facilities with a veiw to strengthening and encouraging school development. This will also suggest necessary reforms for improving the conditions of the existing normal schools, teachers and oter issues so that our disabled students could attend in the regular schools.

Methodology:

The present study on the paper is based on the analysis of the present situation, author's working experiences, interview schedules with the concerned officials, NGOs consultation, discussion and interviews with disabled persons and other various sources.

Scope and limitations:

Time was very limited for preparing this paper in view of the dimension and theme of the

subject. So this paper is mainly prepared to meet the requirements of the 20th APEID seminar. Thus the study was very limited and short in nature.

Major policies and legislation on disabilities in Bangladesh:

Recently the government of Bangladesh has given much importance for the overall development specially on education of disabled persons. A "National Policy on Disabilities" has already been formulated by the govt. A "National Disability Act" has already been formulated by the government which has been placed before the Parliament for approval. The government has also fixed a quota of 10% for the employment of the disabled person. A National Foundation for the development of disabled person and also a National Coordination Committee for the Disabled have already been established.

The government has given high priority on education for all by 2000 including the disabled children. The policy of the government is to undertake the disabled children in the mainstream of National Education programme.

Policy of Integration and inclusion of the PWDs:

Integration of the disabled children in the regular national education system with same principles and philosophies of learning has been a persistent policy in Bangladesh. Normalization is also a policy of our government for the PWDs. Disinstitutionalization is also a process including decentralization, community based education and integration of the disabled children with the mainstream of education and other activities.

Situation on training and rehabilitation:

One Employment Rehabilitation Centre for the Physically Handicapped was established in Dhaka for the disabled persons specially to develop self-reliance and self-respect among them. One computerized braille press was established by Department of Social Services for the education and training of the PWDs. Maitra silpa one Industrial Production Unit was also set-up in Dhaka for the training of PWDs. A number of NGOs also set-up some training centres and institutions for the education, training and rehabilitation of the PWDs.

Present situation of Special education for PWDs:

At present there are three institution for training the teachers for Special Education in Bangladesh. Besides a few NGOs are also offering short courses in the field of special education for mainstream teachers. The government is actively considering the proposal to introduce special education courses in all teachers training colleges and primary teacher training institutions in Bangladesh. The government is running 7 special schools for hearing impaired students and 2 special schools for the mentally retarded students. There are also integrated education programme for the visually impaired children under which 64 units have been set-up in 64 districts of the country. NGOs are also running a number of special schools and also integrated schools for the PWDs throughout the

country. As such a very limited number of disabled students are getting special education facilities both in the separate and integrated systems.

Problems and Deficiencies of Special Education:

"Education for All by 2000 is the policy of the government but unfortunately the disabled children has not been included in this policy. Ministry of Education has no specific role in this regard.

Cooperation and collaboration among various partners are lacking. No concerted and well plan efforts were taken. The present opportunities for education on the part of the disabled children is very limited. Due to illiteracy and ignorance the involvement of communities are also very limited.

Rural schools and vocational training institutes are not well equipped for special education and providing training for the PWDs. These rural schools and training institutes need to be strengthened for the education of the disable children.

Accurate data and number of PWDs in Bangladesh is also not available. Due to this no registration and no proper arrangement for education, training and rehabilitation is done.

NGO activities are not well organized and coordinated. In absence of a "National Disability Act" rights of the PWDs are not properly protected.

Recommendations for Improvement

(Strengthening and Encouraging School Development):

According to the policy "Education for All" by 2000 all disable children should come under the same pervue through inclusive education system and necessary SEN should be provided to all the normal schools. Ministry of Education should shoulder the leading role in this respect in close cooperation and collaboration with other concerned Ministries, departments and agencies.

It was felt that such a large number of students could not be covered by separate special education due to many reasons. It is also not possible due to social and psychological reasons.

It is therefore suggested that all existing institutions should be mobilized to provide education to all children with disabilities just like other children in the community. Inclusive education is suggested with strong involvement of the communities.

The district education department under the direct control of the Ministry of Education may perform leading role of coordination, monitoring and resource management for strengthening and improving the conditions of schools at the district level. More NGOs and other private sectors in their own efforts may initiate more activities particularly creating awareness among the communities, groups and educational institutions for strengthening their capabilities.

It is recommended that regular schools should be considered and developed as inclusive schools to meet the special needs of disabled children. Ministry of Education is to be the nodal agency with full responsibility and accountability and support from other concerned Ministries and Departments.

- All teachers training colleges as well as primary training institutes will have to include special education course in the curriculum.
- Open University may also start a subject on special education.

- To ensure adequate supply of assistive devices and other services for special education locally. Specialized teaching materials or equipments also need to be provided. Bangla Braille software and other appropriate technology may be developed to produce materials locally.

Information about special needs education and other training and educational materials for teachers, parents and service providers must be available in local languages and distributed to schools throughout the country. Distance training package information materials and guidance on special education has to be developed.

Role of parents are also important providing basic and preliminary education to the disabled children and patronizing teachers and school development.

Gradually government has to start inclusive education for children with special needs should be integrated in ordinary school and also important to expand special education programme through integrated model at Thana level and Union level for disabled students.

Mass media can play a powerful role in promoting positive attitudes towards special needs education in regular schools by popularising good practices and successful experiences.

CHINA

Ms. Yu Xia

Associate Research Fellow,
Beijing Academy of Educational Sciences (BAES)

This report is prepared to present the current status of the education system with an emphasis on school-based intervention initiatives.

I. The Current Status and Administration of Education for Children with Special Educational Needs

1.1 The number of Children with Special Educational Needs in China

According to the first population census of disabled on 1st April, 1987, it showed that there were greatly achievements in China. Special education in China generally refers to its narrow sense meaning, namely the education implementing to those children with disabilities in physical and mental development. Many other children with special educational needs .

1.2 The Modes of Special Education in China

By China's basic nation situations, China's government has adopted an integrated approach, namely integration in the ordinary classes, special classes in ordinary schools, and, in extremely difficult cases, separate special schools, while setting up special classes and schools as the mainstream. This approach seems fairly similar to the international trend, and also appropriate to the current situation in China as a developing country.

1.3 Preschool Education for Children with Special Educational Needs

Individual nervous system can be reconstructed and meet the need of environment easily during this time. As a developing country, China is still limited with economic capability, only 80% normal children can go to kindergarten, let alone admitting all disabled children to go to kindergarten.

1.4 The Current Compulsory Education for Children with Special Educational Needs

China's government has required each administrative level government to take special education as important component of compulsory education, and also has required each administrative level Education Commission to accept complementation of special education as up to standard after checking complementation of compulsory education.

1.5 Secondary and Higher Education for Disabled Students

The secondary and higher education for disabled students are the necessary extensions to

compulsory education for disabled students, as well as the guarantee for disabled students to learn a skill and equally to participate social life.

1.6 Management of Special Education

The current provision of education for children with special needs is primarily shared by Ministries of Education, Social Welfare and Health, National Federation of Disabled. Combining special education with ordinary education that reflects either their common features or their own features. China's special education system is tuned to domestic conditions, and it proves to be effective.

II. School Policies to Promote School Development

2.1 Monitoring of Special Education Programmes

School Policies from 1949-1978, new Chinese government issued five school policies to develop special education. Hereafter to the end of "Culture Revolution", our government issued another four policies mainly about blind and deaf children education. After early new China founded, there was a rapid development of special education in 1950s and mid 1960s. But special education was stagnated during the "Culture Revolution"(1966-1976). School Policies from 1978 to now, With opening and reform policy, China's government has issued 14 national school policies to promote school development. The contents of school policies mainly include five aspects: basic guiding principles of developing special education, compulsory education for disabled children in 1990s, funding of special education, teachers' salaries, curriculum and learning contents

2.2 School Level Strategies to Promote School Development

School level strategies include curriculum plans, teaching methods, teaching materials and so on to promote school development.

In China, curriculum plans of compulsory education including ordinary schools and special schools are entirely drawn up by the Ministry of Education.

Implement of An Integrated Approach in China: This approach is not only one of forms of special education of China, but also one of teaching models. To In some degree, the teaching reforms and experiments of integration approach have extended a great influence on special education field in China in the last decade.

One example of integrating visually impaired (VI) children in mainstream school in Inner Mongolia in western China can describe implement of an integrated approach in China.

The Implementing of Individualized Education Program (IEP) in China is not only a method, but also one kind of educational thoughts in some degree.

There are also Classified Teaching Method, Group Teaching Method, Cooperation Teaching Method, Computer Assistant Teaching Method, Multi-medium Teaching Method and other methods in China.

III. The Roles of Special Schools and Mainstreamed Schools for Children with Special Educational Needs in China

There are three types of special education in China, which are classroom integration in ordinary schools, special classes in ordinary schools or in special schools and separate special schools. Different types of special education have their own different roles.

3.1 The Roles of Special Schools

The positive roles include three aspects, due to human resources, finance resources, material resources are relatively centralized management. This is useful to develop special schools. Passive roles include four disadvantages.

3.2 Roles of Special Classes in Ordinary Schools or in Special Schools

There are three positive roles and two passive roles.

3.3 The Roles of Classroom Integration in Ordinary Schools

There are three positive roles and two passive roles. In the all, every form of special education has its advantages and disadvantages.

IV. Expected Roles of Special Schools and Mainstream Schools

Different persons have different ideas and attitudes towards children with special educational needs in special schools and mainstream schools.

4.1 Administrators' View

Most senior officials have accepted the ideas on Integration in special schools and mainstream schools. But some local officials' ideas on special education are backward.

4.2 Teachers' View

Some reports show that teachers in ordinary schools and special schools have quite different ideas and attitudes towards children with special educational needs in special schools and mainstream schools. Teachers in ordinary schools generally have passive attitudes to those children with special educational needs, who are learning in ordinary school. They think those children should learn in special schools.

4.3 Parents' View

Some parents of disabled children think their children have equal rights to learn in ordinary classroom in ordinary schools. But to parents of non-disabled children, they always complain that their children will be upset by children with special needs in their ordinary class, and fear that

inclusive education might lower the overall quality of education.

4.4 Students' View

Children with special educational needs in ordinary class always feel pressure from other normal students, and have inferiority complex by themselves.

V. Future Issues and Prospects

5.1 Changing People's Concept on Special Education

Disabled persons have equal rights to participate social life. Education is the necessary way to participate social life. But discrimination or misunderstanding on special education still exists, so to change people's concept on special education will be a critical and hard work in nearly years.

5.2 Enhancing to Make Laws and Implement Laws

Although we have made some laws, when they exist, they are not implemented. So we should enhance to make, repair and implement laws in the future.

5.3 Enlarging Objectives of Special Education of Children with Special Educational Needs

In China, objectives of special education are limited in disabled children, more and more children with all sorts of educational needs are not included. Our policies are all about disabled children, meanwhile some schools have developed the researches on children with special needs, such as, Learning Disabled, Mental Disabled, Behaviour Problems and so on. So we should enlarge objectives of special education, especially focus on children with special educational needs.

5.4 Attaching importance to Early Intervention

Due to our disable children are largely scattered in backward rural areas, so it's very important to attach importance to early intervention, as well as it's very difficult to do.

5.5 Training Teachers

In China, most teachers in ordinary schools don't be trained with special education curriculums, they are lack of knowledge and skills, and don't know the importance of good relationship between teachers and children themselves. Only have some teachers in Shanghai and Guangzhou trained today in China. Thus many teachers need to be trained in the future.

5.6 Parents and Community Involvement

Now Parents and Community are lack of involvement in special school. So we should hold school activities and community activities in discussing the curriculums and plans. We also arrange home visits by teachers or volunteers.

INDIA

Dr. Uma TULI

**Founder & Managing Secretary
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It is beyond doubt that across the world many children do not receive adequate education including large numbers who have disabilities. This is despite Article 26 of the Universal Declaration of human rights (1948) which says Everyone has the right to education.

The Reality:

India has over 1000 million people. Of these 200 million are school age children and 20 million require special needs education. While the national average of gross enrolment in school is over 90 percent, less than five percent of children with disabilities are in school. Around 40 percent children are not able to complete five years of basic education and another 20 percent leave before completing the further three years of free and compulsory schooling as mandated by the Constitution.

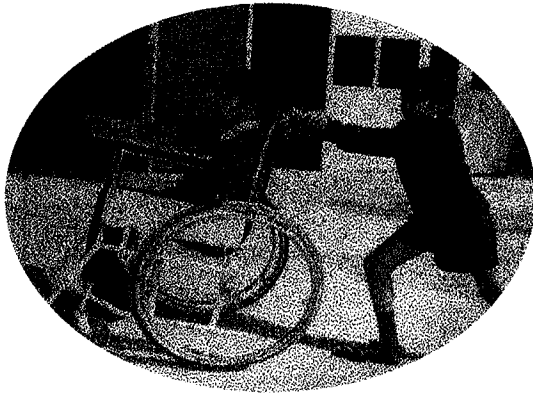
Special and Ordinary Education

The growth of special education has been rather slow over the past 150 years. From 1850 to 1900, the care, management, and education of disabled children was conducted primarily in residential institutions for the deaf, the blind, the mentally deficient, and the delinquent, and in religious-sponsored facilities. From 1900 to the mid-fifties, public schools in large cities began to educate a small percentage of disabled and gifted children. After 1950, some states began to subsidize local public schools to encourage special education to decrease the demands made on over-crowded and dilapidated state residential schools. During this period, the central Government gave no financial assistance to the state, believing that education was a state responsibility, and that central aid would lead to central control of education.

In the 1950s the precedent of the denial of central aid was discarded. Parents began to organize and to demand services for their disabled children.

Integration - Key to Effective Education

The philosophy of Integrated Education rests on giving equal opportunities to an integrated



group of able bodied and differently abled children studying together. Integrated Education of Disabled children (IED) means education in a least restrictive environment alongwith their normal peers in a regular school setting, so that they develop like other school children.

Regular schools with inclusive education are described as:

The most effective means of combating discriminatory attitudes, creating supportive communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Inclusive/ Integrated Education in India

In India, the National Policy on Education (NPE) in 1986 categorically adopted the principle of equity in education with reference to disabled children. It stated, "the objective should be to integrate the physically and mentally challenged with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence".

Efforts being made at National level

- The scheme launched by the government of India (Ministry for Human Resource Development) for Integrated Education for Children, 1992, offers financial assistance.
- The government has established several institutions across the country for improving pedagogic processes, such as State Councils of Educational Research & Training (SCERT), Institutions for developing activities in planning and management, National Institute of Educational Planning & Administration (NIEPA), District Institutions of Education and Training (DIETS), State Institute of Education Management and Training, National Policy on Education, 1986, Disability Act (Equal Opportunities, Protection of Rights and Full Participation) 1995, The Rehabilitation Council of India (RCI) Act 1992, An International Centre for Special Needs Education set up by National Council for Educational Research & Training (NCERT) in collaboration with UNESCO, District Primary Education Programme (DPEP).
- District Primary Education Programme (DPEP) launched by the government.



Although DPEP was initiated in 1994, Integrated Education for the Disabled was formally added as a programme component in 1997. To begin with, states were provided assistance to prepare action plans. By 1998, many states had initiated surveys and formal assessment camps and evolved strategies to provide

resource support to children with special needs.

Some examples of Integrated and Inclusive Education

The Amar Jyoti Rehabilitation & Research Centre in New Delhi, was among the first institutions in India to launch integrated as well as inclusive education in 1981 with its holistic approach of rehabilitation through integrated education, medical care, vocational training and self-employment.

The able bodied and children with locomotor disability study in equal number together. For mentally challenged there are special sections, but children are socially integrated. Some border line cases are partly mainstreamed also as per calibre. The organization is also conducting capacity building courses such as B.Sc(Hons.) Physiotherapy course affiliated with University of Delhi and Teachers' Training course in multicategory and special education course (Diploma in Special Education (Mental Retardation)) recognised by the Rehabilitation Council of India.

Vocational training, sports and cultural activities are a part of the curriculum. The vocational training courses include computing, screen-printing, watch repair, knitting, stitching, fashion designing, textile designing, caliper making, carpentry, weaving , baking , art and craft. National Integrated Sports Meet are organised every second year.

Similarly, the Laxman Public School in Delhi is successfully facing the challenges of dealing with the challenged. The Spastics Society prepares children with spasticity for inclusion in regular schools at preschool level. Counselling is provided to the children, parents and school authorities so that beneficiaries do not have any problem in mainstreaming at regular schools. Swami Shivanand's Bhawan, renders similar preschool training for mainstreaming at his centre in Delhi with successful results of communication disorder cases. The Delhi Public School has a special section for mentally challenged and the Principal also runs a special school "Tamanna", for the intellectually impaired. The integration of visually impaired at a couple of institutions like the Blind Persons Association in Ahmedabad aims at "Changing what it means to be blind".

Recommendations:

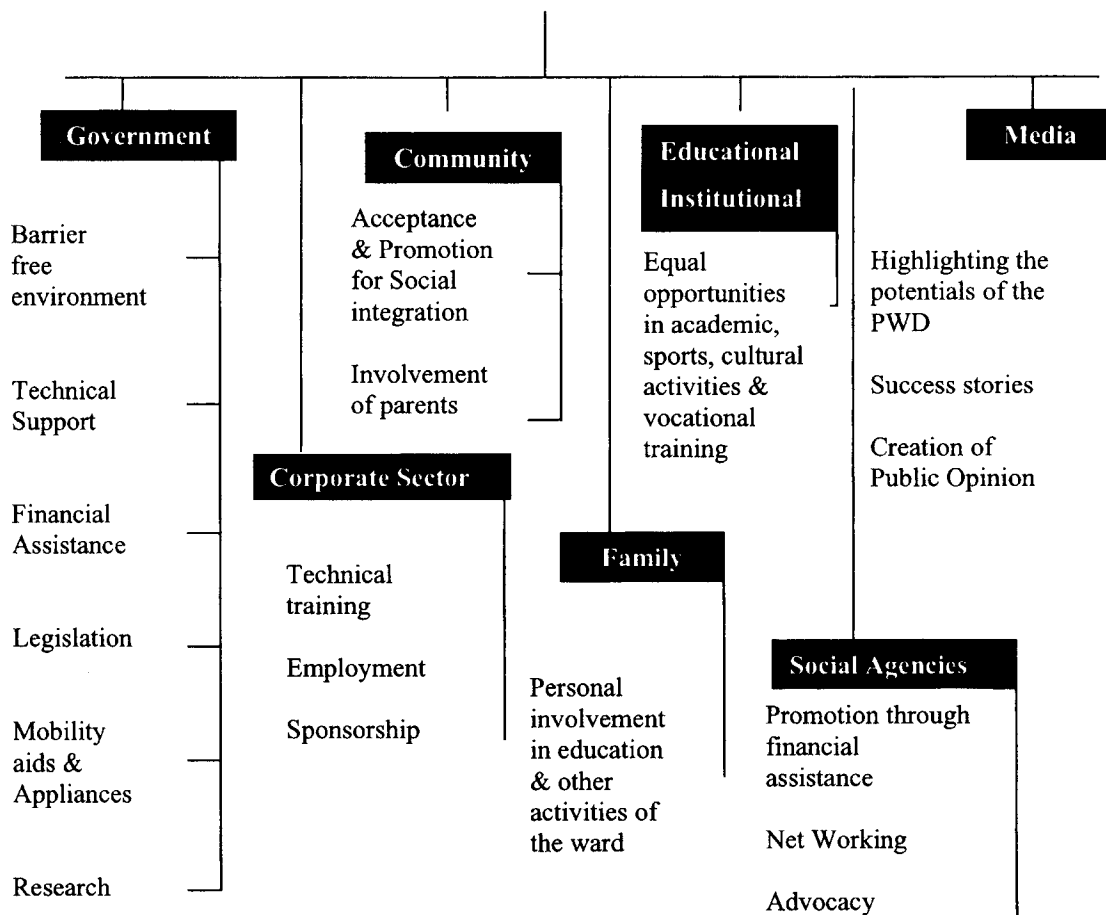
Provisions of the following:

- ◆ Barrier-free environment
- ◆ Mobility aids and appliances
- ◆ Disabled-friendly furniture & transport
- ◆ Vocational training
- ◆ Integrated sports and cultural activities
- ◆ Grants-in-aid from State & Central government
- ◆ Training & orientation of teachers
- ◆ Special concession & reforms in examination system
- ◆ Teaching Learning Material specially designed for children with special needs

- ◊ Sensitization at the University level
- ◊ Parents involvement
- ◊ Public awareness

Equal Responsibilities alone can lead to Equal Opportunities

Partners in action for Effective Inclusive Education



Recommendations, however, by themselves are nothing more than pious sentiments. To make them meaningful and effective, one has to give them life through dedicated efforts and commitment in order that the common goals of NGOs and the Government - **TO MAKE DISABLED EQUAL PARTNERS IN DEVELOPMENT**, becomes a living reality.

Let us always remember, "When a rose smiles, does one ask whether a limb on the plant has withered?"

INDONESIA

Mr. Resyid Rosihan

**Head of Sub Directorate of Special Education,
Directorate of Primary and Secondary Education,
The Ministry of National Education**

1. BACKGROUND

1-1 Land of geographic and cultural diversity

The Republic of Indonesia is an archipelago nation composed of more than 17,000 islands, 13,000 of which are inhabited, Straddling the equator, we live in space with Singapore and Malaysia, our close neighbours to the north, and our good neighbour Australia to the south.

The population of Indonesia, numbering more than 210 million people which makes it the fourth most populous country in the world, live widely spread throughout the archipelago. The people of Indonesia are very diverse.

In fact, Indonesia has about 366 different cultures and sub-cultures, each having their own cultural practices and customs.

All these conditions effect our education policy and delivery of services system generally and special education particularly.

1-2 Delivery of services system

The delivery of services system was developed as a product of practice for the identification of system problems, development of system redemption strategies, and discovery of effective system practices. It is presented as a guide for use in collective planning, implementation, evaluation and modification of system practices. The model should stimulate some school districts to take a step toward development of a theory of practice which enhances the quality of special education services provided to students with disabilities.

2. LEGISLATION

In 1945, after nearly 350 years of colonisation by the Dutch and three years of occupation by the Japanese during World War II, Indonesia became a united and independent country. At this time, a constitution was developed by the people of Indonesia which laid the groundwork for future political, social, educational policy. Article 31 of this Constitution states that each citizen has the right to receive an education. This article was supported and given further detail by the National Education Laws of 1 952 and 1954.

Furthermore, the 2nd National Education System Law (1989) contains three articles which are significant in fulfilling the special education needs of children with disabilities.

3 SPECIAL EDUCATION DELIVERY SYSTEM IN INDONESIA

3-1. Structure and Organization

The nature and main function of the education authority of each level of the Educational Administration for special education at the national level and local (prefectures and municipal/regent) levels are summarised below.

1. The National Level

The Central Education Authority in Indonesia is in the Minister of National Education. The function of the Minister is defined by law as the promotion and dissemination of education and culture. In the field of special education, the Minister is responsible for integrated planning and co-ordination for the development and improvement of special education at different levels and areas.

The Minister, assisted by the Director General of Primary and Secondary Education (DGPSE) is responsible for the execution of these authorities. There are seven Directorate within the DGPSE. One of these is the Directorate of Primary Education which handles the Sub-Directorate of Special Education.

2. The Provincial Level

In Indonesia there are 26 provinces each of which is further divided into a number of regent/municipalities. In every province there is a Prefecture Board of National Education that serves as the central education and culture authority in the province.

The board is responsible for the administration and management of government services in relation to education and culture including special education.

To Implement the policy of the Prefecture Board of National Education, a Primary Education Division is appointed to give services to pre-schools, primary schools, and special schools.

3. The Regent/Municipal Level

In each Regent/Municipality there is a regent/municipal Board of National Education that serves as the authority responsible for government services relating to education in the regent/municipality. To implement the responsibilities of the Regent/Municipal Board of National Education, the Primary Education Section will give services to these pre-schools, primary schools, and special schools.

3-2. Continuum of Special Education

Special education has so far been increasingly developed in Indonesia either by the government or by the private sector. The government has given special attention to children with disabilities by providing various facilities for them to go to school.

In addition, the government is required to provide sufficient opportunities to all school age

children, including children with disabilities to access education.

1. Special Schools

In Indonesia, most children with disabilities ranging from mild to severe receive an education in special schools.

Statistics of Special Education 1999/2000 given by the Ministry of National Education show that there are 869 special schools in Indonesia. They have been specified as follows:

- a. 47 special schools for students with visual impairments serving 1,085 students;
- b. 97 special schools for students with hearing impairments serving 4,472 students;
- c. 164 special schools for students with mental retardation serving 7,485 students;
- d. 13 special schools for students with orthopaedic impairments serving 463 students;
- e. 12 special schools for students with behaviour disorder serving 377 students;
- f. 5 special schools for students with multiple handicaps serving 161 students; and
- g. 531 special schools which have more than one type of disabilities serving 23,397 students with various of disabilities.

2. Special Primary Schools

A special primary special school is a school where students with visual impairment, mild mental retardation, and students with orthopedic impairment learn in one building in different classes.

Because the special primary school pilot project was successful, the government built 218 special primary schools complete with the equipment and teachers for four types of disabilities (visual impairment, hearing impairment, mild mental retardation, and orthopedic impairment).

The Statistics of Special Education 1999/2000 by the Ministry of National Education show there are 225 schools serving 9,621 students with various kind of disabilities.

3. Integrated School

The Ministry of National Education together with the Helen Keller International Incorporation has developed an integrated education program for children with visual impairment in elementary school in several areas. This effort is not only to enlarge the opportunity for the student with disabilities to attend normal school, but also to create the new stream of educational services. For the time being this program uses a resource room for special activities and special teachers. First, the student with impairment studies in a resource room led by special teacher, then the student is placed in partial integration. In the long run the government appoints itinerant teachers.

Statistics of Special Education 1999/2000 by the Ministry of National Education show that there are 179 integrated schools serving 961 students with various kind of disabilities.

4 STRENGTHENING AND ENCOURAGING SCHOOL DEVELOPMENT

4-1. Teachers and Head Masters Quality Improvement

In order to improve the quality of head masters and special education teachers, the Ministry of National Education has been carrying out the activities included (1) increasing formal education of the teachers, (2) conducting in service training of the teachers, and (3) encouraging motivation of the teachers to improve their ability by themselves. These activities are carried out in coordination with other departments, institutions, as well as foreign countries.

4-2. Providing School Infra-Structure

School infra structure is very important aspect in developing schools especially schools for disabilities children. Since 1978, step-by-step the Ministry has been providing several schools infra structures.

4-3. Curriculum Revision

1994 Special Education Curriculum has been implemented since 1994,1995 school years. However, according to education development in Indonesia and the result of curriculum evaluation. The 1994 Special Education Curriculum should be revised. Therefore, the Ministry has being revised the curriculum.

4-4. Feeder Special Schools Development

To develop special schools the government develop feeder special schools as patient of regular special schools. There are two types at feeder special schools, those are National Feeder Special Schools, and Province Feeder Special Schools.

J. Resource Centers Development

To develop special schools for visually impaired children, the government established 7(seven) Resources Centers.

The centres have function to provide Braille Text Books and to improve special schools teacher quality. Each center schools provide Braille text Books to special schools in several provinces.

4-5. Others Government Effort for Special Development

1. School Base Management Development
2. Education System Improvement
3. Low Vision Education Development
4. Learning Difficulties Education Development
5. Indonesian Braille Development and Socialization
6. Indonesian Sign Language Development
7. Integration Education Development

JAPAN

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I. Introduction

In Japan the New Course of Study effective from the school year beginning in April 2000 proposed that school development should be carried out in such a way as special characteristics are added to schools. The report of the Central Council for Education titled "how the regional educational administration should be in the future" (1998) made proposals for independence and autonomy of schools and required development of schools cooperating with the community. With the aim of educating children for them to grow up to be humans who have balanced personality, schools in Japan give instruction based on the curriculum which are developed according to students' stages of development and characteristics. Schools not only pursue giving students instruction to acquire knowledge and skills related to the subjects, but play a role as a place where students develop their own personality and learn an ideal model of relations in the society through entire educational activities at schools.

This report will describe the current situation and the issues of school development in Japan when it is carried out with the aim of helping children with disabilities to become independent working members of society as well as correctly responding to diversity of the children.

II. The Current Situation of School Development

In the postwar period, Japan realized the public education that all children can receive a national level of education. As to school education for children with disabilities, even children with very severe disabilities became able to receive school education in 1979 when the education at schools for children with disabilities became compulsory. The purpose of this report is not to look back on the history, so we will give the points of current school development common throughout Japan before focusing on special schools for children with disabilities.

1. Points of School Development

In 1999, the Ministry of Education, Science, Sports and Culture announced the New Course of Study to indicate the direction the school education should aim at in the beginning of the twenty-first century. These guidelines also serve as basic policies for school development.

(1) Proposals for School Development and the New Course of Study

As ideal education towards the twenty-first century, the Central Council for Education (1996)

stressed the importance of developing "the ability to live" of each child in an environment "with leeway". What "the ability to live" means is the ability of children to find out the subjects, learn and think by themselves, make judgment, act initiatively, and accomplish the subjects. It also means warm humane feelings, such as those that enable them to control themselves, live harmony with others, and sympathize with others as well as impressionable mind, and health and physical strength to live indomitably.

In response to the above proposition, the Curriculum Council (1998) put forward the following points as the basic policies for the revision of the Course of Study: (a) to develop children into humans who have warm humane feelings, social interest, and an awareness as a Japanese citizen who lives in the international society; (b) to develop children's ability of learning and thinking by themselves; (c) to implement educational activities with leeway to make children surely acquire the fundamentals and basics as well as develop their own personality; and (d) each school demonstrates its creativity to engage in particular education and particular school development with its own characteristics.

(2) School Development by Making Good Use of Adult Members of the Community

Schools are required to give such education as to satisfy varied needs of children, students, parents and the community and activate school education. As part of the measures taken to deal with diversification and activities of school education, the following system is adopted in Japan to utilize adult members of the community for the school education.

The School Advisor System: this was initiated in the school year of 2000 so that school principals need to listen to as many opinions as possible from parents and people in the community to further promote development of schools cooperating with the community as well as society and schools can implement unique educational activities in cooperation with children's families and the community.

2. Points of Development of Special Schools for Children with Disabilities

(1) The Current Situation of Special Education

As to the education for children with disabilities in Japan, education is given to children according to the categories and degrees of their disabilities at special schools, namely schools for children with visual impairments, children with hearing impairments, and other children with disabilities (intellectual disabilities, physical disabilities, health impairments), special classes in elementary and lower secondary schools and resource rooms for children to attend regularly.

Looking at the figures for the school year of 1999, children who receive education at special schools for children with visual impairments, children with hearing impairments, and children with intellectual disabilities and physical disabilities make up about 0.42% of all children of compulsory

education (visual impairments: 0.01%; hearing impairments: 0.03%; intellectual disabilities: 0.24%; physical disabilities: 0.11%; health impairments: 0.03%). Children who are on the register of special classes of elementary and lower secondary schools make up 0.59%, and children who are on the register of regular classes while occasionally attend special classes to get educational support form 0.22%. The children who receive special education, including those who occasionally receive such education, accounts for 1.23% of all children of compulsory education in Japan.

(2) The New Course of Study and School Development

In addition to the basic policies on the revision common among all schools as mentioned above, the New Course of Study for schools for children with disabilities have been revised in the following points: (a) how to deal with severity and plurality of disabilities; (b) to appropriately deal with disabilities of children as early as possible; (c) to help them to get job as an independent person; and (d) improvement and expansion of KOURYU KYOUIKU. KOURYU KYOUIKU means that special schools and special classes promote programs of joint activities with elementary and lower secondary children and the local community in order to boost the experience and ability to mingle with the community of the children.

a. Initiation of "Period of Integrated Study"

Period of Integrated Study were established in all schools, including elementary and lower secondary schools. These class hours allow schools to demonstrate their creativity and ideas to carry out assignments beyond the limit of subjects and activities based on children's interest. Specifically, these hours are used for educational activities worked out by each school's creation and invention, including observation trips and researches, experience of nature, making things, and exchange with children of elementary and lower secondary schools as well as people in the community.

b. Development of Schools Cooperating with the Community and KOURYU KYOUIKU

Development of schools cooperating with the community is to utilize the ability of education existing in the community and to make schools recognized by people of the community as "the school of their community" by making the school cooperating with it or assisting children to participate in activities together with people of the community etc. KOURYU KYOUIKU is the educational activities in which both children with disabilities who attend special schools and special classes and other children who attend elementary and lower secondary schools join, and by the latest revision, these activities are also provided in the New Course of Study for regular schools.

c. Special Schools as the Function of a Center for Educational Counseling

It has been newly provided that special schools for children with disabilities should utilize specialties of the teachers and the facilities and equipment to function as centers for counseling on special education in the community.

d. Development of an Individualized Education Plan for Each Child

For the purpose of further promoting education well-suited for each child's needs, it is clearly provided that an individualized education plan should be set up for each child with multiple disabilities.

e. Cooperation with Welfare and Medical Institutions

To further secure the results of the education, the New Course of Study point out the importance of cooperation with relevant institutions, such as medical, welfare, and labor institutions.

III. Examples of School Development

Example A: School Development by "A" Elementary School to Create Curriculum for Both Children with and without Disabilities to Participate in the Same Activities.

1. An Outline of the School

"A" Elementary School has a long traditional story and is located in the center of a city. At present, there are two classes in each grade and each class consists of approximately thirty children.

Two special classes add these classes. With the aim that children can integrated subject the something raging over many subjects, "A" is promoting a practice of SAORIORI. SAORIORI is a technique of traditional Japanese weaving, and some improvements in a loom can make it easy for children with disabilities and aged people to do SAORORI.

2. Characteristic Efforts of "A" Elementary School

(1) Characteristics of Special Classes (support system for children with SEN)

"A" Elementary School has established special classes for children with intellectual disabilities and emotional disturbance. With three children and a teacher respectively, these two classes are actively promoting KOURYU KYOUIKU with regular classes of "A" School and with the community.

Teachers in charge of these special classes also give support to children with SEN who learn in regular classes. Moreover, they consult with the parents.

(2) One Special Item for One School: "SAORIORI weaving"

"A" School is now implementing the activity with SAORIORI as the theme. The practice of SAORIORI was first introduced to special classes, where specialists for SAORIORI living in the community were invited and gave instruction to both teachers and children. Since then, as joint activity between special classes and other classes proceeded under KOURYU KYOUIKU, the activity has developed into involving the whole school. "A" Elementary School develops a curriculum by mainly appropriating the period of integrated study provided by the New Course of Study for this activity.

In addition, "A" School is actively carrying out a variety of KOURYU KYOUIKU. Examples are joint activities during the lessons of subjects, in lunch time as well as joint activities with near-by elementary and lower secondary schools, special classes and special schools for children with disabilities. A curriculum all children can attend as this may contribute to making school education more dynamic and more vital.

3. The Results of "A" Elementary School's Efforts

"A" Elementary School aimed at school development in such a way as to develop curriculum for children with disabilities to engage in activities with other children regardless of the range of subjects. It is considered that this was not confined in activities among children, but resulted in promoting understanding of special classes among the teachers in charge of regular classes and various people in the community.

Example B: School Development by "B" Special School for Children with Disabilities Through Making Use of Human Resources within the Community

1. An Outline of the School

"B" School was founded in 1982 as a school for children with intellectual disabilities. The students from elementary level through upper secondary school level totals 138. The number of teachers is 72, including the principal. "B" School is designated by the prefecture as a school to promote the society's understanding of children with intellectual and physical disabilities in the region.

2. Characteristic Efforts Made by "B" School

By utilizing excellent people within the community, "B" School is promoting school development in which the school and the community cooperatively engage in the education of children.

"B" School holds "handicraft lessons" with workmen invited as the teachers. The children were taught how to make a wooden box by using a hammer, etc. directly from the workmen. Moreover, the brass band of a near-by university gives periodical.

Furthermore, "B" School is carrying out an activity to enhance the ability of education in the community through training and developing volunteers who will help people with intellectual disabilities. When completed the training course, most people join "the group of volunteers" formed by the people who have accomplished the course before and continue various volunteer activities for the school. Through this course, more and more people have become able to support the students, students of "B" School in the surrounding areas. Moreover, "B" School is making efforts to promote understanding of people with disabilities throughout the community by giving expertise for that purpose in cooperation with near-by elementary and lower secondary schools.

3. The Results of "B" School's Efforts

As the results of "B" School's efforts to utilize people living in the community in school development, it has become natural and common that various people of the community join educational activities of the school. This indicates that schools have not only the function of educating children but also the new function of developing the ability of education within the community by utilizing the residents.

Example C: Cooperating with the Community by The National Kurihama School for Children with Disabilities

1. An Outline of the School

The school was founded in 1973 as the only school under direct control of the Ministry of Education to develop educational methods and put these methods into practice for children with a severe disability or multiple disabilities. The school consists of kindergarten level and elementary school level. There are six classes having 4-5 children according to the categories of disabilities, and presently 28 children attend.

2. Some New Projects realized by the School

One of feature of this school is education for children with a severe disability or multiple disabilities based on individualized education plans. Some priorities of the school tasks are (a) promotion of KOURYU KYOUIKU, (b) taking role of a center for special education in the community, including early educational counseling for infants and young children with disabilities and their parents, (c) response to information technology society; and (d) development of the school cooperating with the community, such as making class room lessons open to people in the community and giving open seminar.

(1) The Management of the School with the Participation of School Advisor Members

The school advisor members put their opinions about the management of the school at the request of the principal. From among people in the community, parents and staff members of the related organization in the community, specialists in education, and the council members are recommend by the principal.

The school exchanges views with the school advisor members about the management of the school, including (a) development of the school cooperating with the community and unique educational activities; (b) activities as a center for educational counseling about special education; and (c) how a national school for children with disabilities should be, and the views of the school advisor members are reflected in the management of the school.

(2) Promotion of Early Educational Counseling for Infants and Young Children with Disabilities and Their Parents

The school has an early educational counseling and advice department to supports infants and

young children with disabilities and their parents.

a. A Publicity Activity on the Early Educational Counseling and Advice Department for Infants and Young Children with Disabilities

-This department distributed brochures about this activity to 524 organizations, including kindergartens, nursery schools, institutions for education, welfare centers, facilities for children with disabilities to attend, health centers, boards of education within Kanagawa Prefecture, special education centers, and hospital and medical institutions.

-With newly established web site, the information about the educational counseling and advice department for infants and young children with disabilities is available to peoples in the community.

-The school staff visited health centers, boards of education and relevant organizations (48 organizations in total) to exchange information with the personnel in charge.

b. An Outline of Educational Counseling and Advice Activities

The number of cases is 43 and the ages of the children ranged from 2 to 10 years old. The reasons for visiting were problems of intellectual or language development, or troubles in relations with others. The total number of counseling and advice sessions in which clients visited the department was 402, the number of sessions in which the staff visited other organization was 18 sessions, and 49 session by telephone, totaling 469 sessions.

c. Identifying the Needs of Early Educational Counseling in the Kindergartens of the Community

The questionnaire surveys were conducted to investigate what kindergartens and nursery schools expect to the early educational counseling to support children with disabilities.

3. The Results of These School Projects

Despite a national school, the school is playing a role as a center for special education in the community. It may also be highly evaluated that the school advisor system was introduced to cooperate with the community for the school. The open seminar held in the school provided information on special education to staffs of many kindergartens and nursery schools. The school has been making efforts to support children with disabilities, their parents, and relevant staff in the community.

IV. Future Issues and Prospects

1. School development in order to create curriculum, which enable the school to carry out activities beyond boundaries between subjects.
2. Development of a school cooperating with the community by utilizing people in the community.

3. School development to allow various people to take part in the management of the school.
4. School development to enable teachers to give creative work activity with a challenging spirit.
5. School development to correctly reflect the characteristics of the community and the region.
6. School development of special school to further enhance cooperation and contact with between relevant areas.

MALAYSIA

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Introduction

Malaysia and its Educational background

Before independence, schooling in Malaysia was subjected to the general objectives of the colonial authorities, i.e., to minimise change and maintain the status quo of the different communities in the country. There were four parallel schools during this period whose language of instruction were either English, Malay, Chinese or Tamil.

The separateness of the school systems for the three main ethnic groups (Malays, Chinese and Indians) in Malaya resulted in each type of school having different school curricula contents. Children were segregated by country of origin (except the English language schools). There was no attempt by the British authorities to develop a national policy of education that would unite the various ethnic communities. When Malaya gained independence in 1957, national unity became an important factor in its educational policies.

In 1955, the Federation of Malaya had its first elected government, and in 1956, a special committee was set up to review education policy. The committee's report, (the Razak Report), became the basis of all the later education policies. The Report emphasised that (EPRD, 1994:6),

"...the ultimate objective of education policy...must be to bring together the children of all races under a national education system in which the national language is the main medium of instruction...".

Razak's main recommendations were adopted in the Education Ordinance, 1957, the year of independence.

In 1960, the education policy was revised. This time guided by the Rahman Talib Committee Report. The committee's recommendations were incorporated into the Education Act of 1961. It retained many elements of the 1957 Ordinance. Two important features of this Act were, (1) free but not compulsory primary education for all children, and (2) automatic promotion from standard one primary schools to form three secondary schools (a minimum of 9 years of formal schooling).

In 1970, English ceased to be a medium of instruction in schools, and was replaced with Bahasa Malaysia (the National Language).

In the early 1970s, studies were done on the contributive factors and reasons for a large number of primary and secondary school children dropping out of formal education, especially in rural areas. The most important of these studies was the Murad Report in 1973. As the result of this, a Cabinet Committee of Education was established to review the effectiveness of the country's education system. The Report's recommendations were specially geared towards achieving the goals of national unity in a multi-racial society, the production of skilled manpower for national developments, and the furthering of the policy to democratise education so as to guarantee every child equal educational opportunities. The Committee also recommended the upgrading of educational facilities and opportunities for children with special educational needs.

Current Status and Administration of Education for Children With Special Needs (SEN) Special Education Policies in Malaysia.

Immediately after independence, the government's educational focus was to provide facilities for the majority of children who did not require specialised teaching. Nonetheless the government do recognised that children with special needs has the right to attend formal schooling as enshrined in the Education Act 1961, which stated that the Ministry of Education is responsible for guidelines for all or any of the following matters on special education;

"... (T)he defining of the several categories of pupils requiring special educational treatment and the methods appropriate for the education of pupils in each category in special schools or otherwise".

The Cabinet Committee Report (1979) was an important turning point towards the development of special education in Malaysia. The Report officially acknowledged that children with SEN need to be provided with quality educational services just like their mainstream peers. In its review of the national education system, the Report recommended that;

"...the government should be responsible for the education of handicapped children. It is recommended that the government should completely assume this responsibility of providing education from the organization that are managing it at present. Beside, the participation of voluntary organizations to improving the education of the handicapped children should continue to be encouraged".

Two important outcomes that resulted from this report were the establishment of:

- (i) democratization of education as one of the country's national educational goals; and

(ii) educational provision for children with learning disabilities (mental impairment/retardation)

The goal of democratisation of education, was used to argue for the rights of children with SEN to the best education affordable economically. Democratisation of education means equal educational opportunities for children with SEN just like their mainstream peers. Hence the concept and principle of democratisation of education was translated by giving children with SEN access to basic and universal education and by improving the quality of their learning environment.

Malaysia also subscribed to various United Nations' Declarations. Amongst these are the United Nations' World Programme of Action Concerning Disabled Persons (1983), the World Declaration on Education for All (1990), and the United Nations Standard Rules on the Equalisation of opportunities for Persons with Disabilities (1993). The Government also accepted the Framework for Action on Special Needs Education, which was adopted by the Government of Spain in co-operation with UNESCO (1994).

These declarations and national educational policies become the foundations in planning and subsequent formulation of the Ministry of Education 1996 Education Act and the 1997 Education (Special Education) Regulations. The Act and Regulation are now the guiding principles in planning and implementing special education programmes for children with SEN in Malaysia.

Education in Malaysia are centrally controlled. All policies pertaining to education nationally is decided by the Ministry of Education and the State Education Departments are responsible for implementing these policies. All special education schools and mainstream schools are governed by policies decided at federal level. Thus schools in Malaysia do not have individual school's policies on special education per se, but they have some degree of freedom in deciding the best administrative structures for the implementation of special education programme within the school. Beside that, the school decides on the types of cooperation they wish to establish with parents of children with SEN in planning for the educational needs of their children. Schools may also decide on the kind of relationship they need to establish with local agencies and work on ways for the betterment of (in the form of sponsorship or otherwise) the school's special education programmes.

The Development of Special Education Provision in Malaysia

Untill 1948, provision for educational and social services for disabled person were in the hands of family members, and of voluntary organisation run by community groups, and religious-based institutions (Islamic, Buddhist, Hindus or Christians). In 1926, Anglican missionaries started the first institution for the blind, the St. Nicholas Home in the state of Malacca. The British government's first formal involvement in the education of disabled persons began in 1948 with the building of the Princess Elizabeth School for the Blind in the state of Johore. Recognising that hearing impaired persons also have SEN, the Federated School for the Deaf was initiated in 1954. The school, located in Penang, offers both academic and vocational training.

The Cabinet Committee's recommendations and the United Nations' declaration has resulted in the formation of an Inter-Ministerial Committee for the education of children with disabilities in 1981. The agreement stated that education for children with SEN would be shared between the Ministry of Education and Ministry of Social Welfare (re-named Ministry of National Unity and Social Development). Health aspects and early interventions would be under the jurisdiction of the Ministry of Health.

The Ministry of Education was given the responsibilities of for educating children with the following disabilities:

- a. hearing impairment;
- b. visual impairment;
- c. acknowledged as being 'educable' mentally impaired/retarded;

The 1997 Regulation maintained the same categories of children with SEN under the Ministry of Education responsibilities as agreed at the Inter-Ministerial Committee Meeting in 1981.

The first special education classes (SEC) for children with learning disabilities were established as an integrated programme in Kuala Lumpur. Over the years more integrated programmes were established not only for children with learning disabilities but also for children with hearing and visual impairments, thus limiting the number of special education schools to 31.

Inclusive education in Malaysia evolved from the practice of integration. The term 'inclusion' was used in place of 'integration' in Malaysia in 1994, after the signing of the Salamanca Statement.

Inclusive education in Malaysia is defined as;

"...the placement of children with special needs in mainstream classes to be educated along side their mainstream peers either in the same age-group or otherwise".

Inclusive education in Malaysia is more akin towards functional integration rather than total inclusion (acceptance of children with SEN in mainstream classes without conditions). Currently, there are two types of inclusion being practiced, (i) total inclusion, i.e. children with SEN is placed fully in mainstream classes. (ii) partial inclusion, i.e. children with SEN is placed in mainstream classes for certain subject only. Only those in mainstream schools whom the school's authority feel could cope with mainstream learning would be included either fully or partially. Thus, children with SEN are being prepared for inclusion as opposed to inclusion without conditions.

In Malaysia there are three types of educational services available under the Ministry of Education for children with SEN. These educational provision are clearly stated in the 1997

Education (Special Education) Regulation which defines special education programmes as;

- "a programme which is provided in special schools for pupils with visual impairment or hearing impairment"
- "an integrated programme in regular schools for pupils with visual impairment or hearing impairment or with learning disabilities; and"
- "an inclusive education programme for pupils with special needs who are able to attend normal classes together with normal pupils"

Special Education Programmes

Administratively three education departments are currently involved in providing services for children with SEN under the Ministry of Education jurisdiction, (i) Special Education Department, (ii) State Education Department, and (iii) Technical Education Department. The Special Education Department is also given the role of co-ordinating all special education programmes within these three departments.

Special Education Department Special Education Programmes

The Special Education Department is now fully responsible for the administrative aspects of all special education schools. Matters pertaining to special schools such as funding for the development of schools, teacher placement and transfer, teachers salaries, appointment and promotion of schools heads and monitoring of school management and accounts are placed under the responsibility of Special Education Department. Facilities in the form of special education schools are only available to children with hearing and visual impairment. Three stages of schooling are available in these schools, (i) pre schooling, (ii) primary schooling; and (iii) secondary schooling

State Education Department Special Education Programmes

Integrated SEC located in mainstream schools are directly under the administrative control of the State Education Departments, but are subjected to the same policies and practices advocated in the 1996 Education Act and 1997 Education (Special Education) regulations.

As the result of the 'least restrictive environment' policy, the Ministry has ceased the building of special education schools for its children with SEN. Provision of educational services for these children be made available in the form of an Integrated Programmes in mainstream schools. Due to the increased in demands for formal educational opportunities for children with visual and hearing impairment, and also due to logistical difficulties, integrated SEC for these children was also developed. Educational provision for children with learning difficulties are only available in the form of an Integrated Programmes.

There are only one special education secondary schools available for pupils with visual and

hearing impairment at the lower secondary level. Thus, the majority of these pupils from special education primary schools or integrated programmes would continue their lower secondary education in an Integrated Programmes in mainstream secondary schools.

Technical Education Department

Pupils with SEN could pursue vocational training after completing lower secondary education at technical/vocational secondary schools. Currently, educational provision in these secondary schools are only available for two categories of pupils with SEN (i) hearing impairment and (ii) learning disabilities. Pupils with hearing impairment who have completed their intermediate secondary education in vocational training could proceed for tertiary education at the polytechnics. Educational services for pupils with SEN in secondary technical/vocational schools and polytechnics are the responsibility of the Technical Education Department.

Expectations of Special Education Schools and Integrated Programmes in Mainstream Schools.

Special education programmes stresses on 'holistic' individual development for children with SEN. Thus, education hopefully would;

"...cater for the optimal development of these special children.

To be able to function in society as a skilful, purposeful, resourceful person able to develop the basic skills in technological literacy, facilitate into the ranks of the self-employed, able to plan and manage life, be adaptable to the demanding norms in changing society and be a member of a contributing, innovative and well balance society."

Specifically the aims of special education programmes are;

- a. to provide children with SEN with the essential intellectual, affective and psychomotor skills in holistic and integral manner so as to produce individuals who are intellectually, physically, emotionally and spiritually balanced and functionally literate;
- b. to inculcate and nurture national consciousness in children with SEN through fostering of common ideals, values, aspirations and loyalties in order to mould a national unity and a Malaysian national identity in multi-ethnic society;
- c. to produce special needs manpower with the pre-requisite skills for economic and national development;
- d. to inculcate children with SEN with the desired moral (Malaysian) values and promote personality and aesthetic development as well as the sense of being responsible, disciplined, and progressive, enabling them to contribute effectively towards nation building.

Thus, the public expectation is that education would enable children with disabilities to seek employment, be independent and become a contributor towards the country's economic development.

Future Issue and Prospect

For effective development of special education programmes for pupils with SEN, teachers need to be trained in special education. These teachers should undergo the necessary training in special education so as to acquire relevant skills and knowledge on how to handle effectively the educational needs of these children effectively. At present, the majority of teachers teaching children with SEN are qualified mainstream teachers but are not specialised in the field of special education. Thus there are 'hiccups' in some areas of special education implementation as the result of this. This situation will be remedied in the future because the Teacher's Training Division of the Ministry of Education has now established pre service Diploma Course in Special Education as well as strengthening its post-service certificate in special education courses. The first batch of Diploma qualified special education teachers will graduate in July 2001. With the increase in the number of teachers trained in special education, the quality of special education programmes implementation would surely improved.

Schools' administrators attitudes towards the education of children with SEN need to be look into. Special education has not been given the attention due because Malaysian schools are very academically inclined. Negative attitude of school's administrators has resulted in special education programmes receiving little support in terms of human and material resources. To counter this negative attitude, the Special Education Department had conducted seminars on special education.

In these seminars, SEN schools' administrators are given input about the rationales of providing effective education for children with SEN by experts in the field of special education. These hopefully, will bring about changes in administrative attitude and they would become more caring towards their school children with SEN.

Inclusive education has been implement in an ad hoc basis in mainstream schools with integrated programmes. The majority of children with SEN in mainstream schools are not involved in inclusive education while children in special education schools are not given the chance to be involved in these programmes. The main task of the Special Education Department is to ensure that inclusion is being fully implemented either partially or totally. Presently, there are many constrains that needs to be overcome before it could become a reality, but it is a challenge that the Special Education Department must accept for the benefit of children with SEN.

Based on current educational regulations graduate teachers are not eligible to teach in primary schools. An exception to this has been granted for special educational needs programme. In 1999, the Ministry of Education had allocated 183 graduate specialist teachers posts in 9 fields to be place in primary schools. Of these, 28 are for speech therapist and audiologist. These graduate specialist are placed in special education schools to serve children with SEN within the schools as well as other children with SEN within its locality. Other specialist graduate teachers would be placed in primary schools in the future, depending on the availability of candidate in various special

fields of education to better facilitate children with SEN in the future. The main challenge now is to produce enough specialist teachers to fill the country's needs. Of the 28 post of speech therapist and audiologist available, only 3 had been filled. Most audiologist and speech therapist are aligned with the medical profession and not with the Ministry of Education.

Currently early intervention programmes for children with visual and hearing impairment are available only in special education schools. Due to logistical problems not all of these children are able to benefit from these programmes. As for children with learning disabilities there are no early intervention educational services for them to access to. The benefits of early intervention in minimizing the effect of whatever impairment these children have on their future education and day to day living are not being address as early as possible. Therefore when they begins their formal education, they have great difficulty in adjusting themselves towards mainstream schools' environment. Efforts are currently being made by the Special Education Department to establish pre-schools services in mainstream schools with Integrated Programmes for children with SEN.

To fully utilized all educational services currently available, the Special Education Department is embarking on 'outreaching' the parents of children with SEN. Schooling is encouraged but not compulsory in Malaysia. Parents of these children are not compelled to sent their children to schools if they not wish to. Thus it is important that parents with children with SEN are made aware on the importance of education so as to improve their children quality of life. The Special Education Department together with the State Education Department and the Technical Education Department, as well as government and non government agencies including the mass media need to convince these parents and the children themselves that formal education is an advantage that they should utilized to the maximum.

The Special Education Department is also making efforts to upgrade the physical infrastructure of special education schools and SECs in mainstream schools such as;

- providing these schools and classes with Informative Communication Technology facilities; and
- to ensure that all schools build in the future are disabled friendly.

Conclusion

Education is for all. To ensure that children with SEN have the best education affordable, the Ministry of Education via the Special Education Department had established and developed educational facilities, opportunities and services for the benefit of these children. A lot have been achieved since the inception of the Special Education Department in 1995 ,but continuous efforts are needed to ensure that children with SEN are successful in their educational endeavors and are able to achieve their optimum potential. The Special Education Department will continue to plan, implement and evaluate the Ministry of Education special education programmes to produce an effective and efficient educational service for children with SEN.

NEPAL

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General Information of Nepal

Nepal is only the Hindu Kingdom in the world. It has a Constitutional monarchy and multi-party democracy system. China and India are the two neighboring country. The total population of the country is 22.9 million with an area of 1,47181 sq. kilometer. Mount Everest, the highest peak of the world and Lumbini the birthplace of Lord Buddha has been the pride of Nepal. The literacy rate is 48%. Geographically, the country is divided into three regions.

- a) the Himalayan region
- b) the Hilly region
- c) and the plain or Teri region

The country has the monsoon type of climate. Such an extreme infrastructure of the country has make the communication and development difficult.

Education Structure:

The National education Structure of Nepal is as follows:

- a) Pre-primary education for the children in the age group of 3-5 years.
- b) Primary education: includes grade 1-5.
- c) Lower Secondary education: includes grade 6-8.
- d) Secondary education: Includes grade 9 and 10.
- e) Higher Secondary education: includes grade 11 & 12.
- f) Proficiency certificate level is regarded as tantamount to higher secondary education.
- g) Higher education: It includes 3 years Bachelor's degree and 2 years master's degree. The University education also includes M. Phil. and Ph. d. in various disciplines. Five Universities and more than 300, 10 +2 Schools and campuses are providing higher education in different.

Now there are 23885 primary school 6617 Lower Secondary School and 3624 Secondary Schools.

Special Education in Nepal

Special education in Nepal Started in 1964 after the establishment of an integrated programme for blind students. It is estimated that about 12% of the total population is suffering from different kinds and degrees of disability. Of the total school going age children, about 5% is estimated to be disabled. Since 1993, His Majesty's government of Nepal started a national special education programme. The main objective of the programme is to give equal access and opportunities of basic and primary education for disabled children. The programme has from the beginning emphasized on an integration and inclusion of disabled children on ordinary school through the main streaming.

Since last year HMG Nepal has establish Department of Education and under the department special education section is looking after the programmes. Now the programme has covered 30 districts out of 75 districts. By the end of the year 2004, 45 districts will be covered and within next five years all district will be covered.

Now 33 special schools for Blind, Deaf mentally retarded and physically handicapped student, upto the secondary level, has been conducting through 4 National NGOs with financial support from Ministry of Education, Special Education Council. And 207 resource classes are running for the blind, deaf and mild and moderate mentally retarded students in the primary level by special education section. Scholarship is provided to the physically handicapped students of primary schools.

The programme run by special education section for strengthening and encouraging school development are mentioned as follows.

(A) Community awareness campaign:

The objective of the programme is to create awareness among the community people including parents of the disabled children, social worker, political leader, teacher about the developmental needs of children with disabilities.

(B) Management of resource-class:

National Special education programme has been introducing the concept of resource class for blind deaf and mild, moderate M. R. children with residential facilities at the primary level. The resource classes are established in ordinary primary school to prepare children for integration or inclusive schooling. To each resource class there will be 10 student with one trained resource teacher and a care taker. Funds will be provided to the schools for the management of resource class.

(C) Teacher Training Programme:

The following training's are conducting to the primary and resource teacher of primary schools.

- (a) 12 days awareness training

- (b) 5 month self study Basic training
- (c) Special training
- (d) Up-grading training
- (e) Refresher training

(D) Material Support:

The educational materials needed for the resource classes in the schools are purchased and distributed freely.

(E) Inter-district visit programme:

This programme is made for exchange of ideas and information about special education among schools, teachers, parents, students and the community.

(F) Management training:

Short-term management training will be conduct. The training focuses on the management of resource classes. The chairman of the RCMC, headmaster and resource teachers will be the participant.

(G) Home-School Approach:

Objective of the home school programme is to provide educational opportunity for the disabled children near by their home, so that they can go to the school from their home and come back. A training for the home school teacher will be conduct. This is the best way to reduce resource class and residential facility.

(H) Curriculum:

There is no separate flexible curriculum for disabled children. As the plan of the government is eventually include all children with special needs, in the regular school system, a flexible and tailor made curriculum is under consideration of the government within the broad framework of the National curriculum.

The deaf and blind are taught the same national curriculum through Nepal sign language and Braille script up to grade 10.

NEW ZEALAND

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Background

The transition from segregated education to inclusive education has developed over 150 years mainly as a result of parents, teachers and other professionals working on behalf of special needs students. The international human rights movement has been an influence as well on successive governments who have worked to address the inequitable educational provisions for disabled children that had developed through successive generations.

Initially churches and private organizations took the responsibility for education in New Zealand and it wasn't until 1877 that a national system of government was set up. Compulsory attendance was at the discretion of local school committees and students could be exempted on the grounds of "temporary or permanent infirmity".

From the late 1880s when the first school was established for deaf students, there was a gradual spread of special schools for students with mild intellectual disabilities, physical difficulties and sensory difficulties. A number of these were residential schools built in rural areas away from the communities from where the students came. The Education Act of 1914 made the education of the moderately and severely intellectually disabled the responsibility of psychiatric and psychopaedic hospitals. It was felt that these students were ineducable and should be placed in a hospital setting.

Over the following 30-40 years special classes for mildly disabled children were set up in primary and secondary schools throughout the country with the first school for intellectually disabled children (Occupation Centre) being opened in Auckland in 1931. This period of time also saw the development of New Zealand's major community organization for the intellectually disabled, today known as the IHC. Parents formed the association because of concern over lack of support from government and the community for their children. The Education Department took over the responsibility for the Occupation Centres in 1956 and in 1977 the Ministry of Education legislated for the upgrading of these centres into schools who employed fully trained certificated teachers.

The Development of Inclusive Education

The Government of New Zealand was influenced by the United Nations Human Rights Act 1948 and the United States Public Law 94-142 which sought to ensure that all children had a right to attend school. In the late 1970s teachers were appointed to the schools for intellectually disabled and additional teachers were attached to these schools to provide a teaching service to IHC Day Care Centres for severely and profoundly disabled children who had not had access to school. In the 1980s special schools for the intellectually disabled transferred many of their moderately disabled

students to off-site (satellite) classes and the severely and profoundly disabled students were moved into the special schools both from the IHC Day Care Centres and the Psychopaedic and Psychiatric Hospitals which were being closed. In 1988 the Ministry of Education made its first gazetted policy statement on mainstreaming and this was legislated into New Zealand Education in the Act of 1989. Finally all New Zealand children were entitled to a free and appropriate education.

The Statement of Intent and Special Education 2000

As a result of the many changes that had been taking place a number of ad-hoc short term arrangements had been put in place to ensure that all intellectually disabled children were receiving an education. This meant that there were a number of inequalities of provision and support for special needs students around the country. In 1991 the Ministry of Education published a Statement of Intent in which the future requirements for Special Education were stated and twelve principles for policy development for outlined. Following this there was a great deal of consultation with parents, teachers and community organisations and this led to the announcement and implementation of Special Education 2000 policy in 1977.

This was to support the special education needs of about 40,000 students out of a total school population of 713,000 students who are attending primary, intermediate, secondary, composite, special and kura kaupapa Maori schools. Some students receive their education through the Correspondence School. Special Education students were categorised into three major groups. **High and Very High Needs** students would receive support through Ongoing and Transitional Resourcing Funding, the Speech-Language Initiative and the Severe Behaviour Initiative. **Moderate Needs** students who have sensory, physical, medical or moderate intellectual needs and less severe behaviour problems would receive support through contract funding, the Special Education Grant and the services of the Resource Teachers Behaviour and Learning. In Early Childhood the **Early Intervention Initiative** would provide services for all special needs pre-school children either at home or in early childhood centres.

Special Education 2000 policy wanted to ensure that special needs children would:

- * Achieve better learning outcomes
- * Be welcome at their local school
- * Benefit from more flexible delivery of services
- * Receive equitable levels of resourcing according to their needs, wherever they live and whatever their learning environment
- * Attend the facility of their family's choice, wherever possible.

Special Education 2000 Review

As part of the implementation of the policy the Ministry had undertaken to conduct ongoing research. This had revealed that there were still some areas where changes had not occurred as well as anticipated, and there was a mounting body of concern being expressed by parents, teachers and allied professionals. Dr Cathy Wylie was employed to conduct an impartial review of progress

to-date and she has made a number of recommendations to the Government including further funding where children's provisions were inadequate, and the setting up of new national resource and support centres who would work more closely with communities. These would incorporate the specialists previously working in Specialist Education Centres whose operations had tended to become fragmented and less effective.

Special Education Responsibilities of New Zealand Regular and Special Schools.

All New Zealand Schools must :

- * Accept all students for enrolment (unless a designated character/disability school)
- * Educate their students in normal classroom settings for most of the school day
- * Identifies support & resources required for special needs students and is accountable for the use of these resources
- * School's organisations must take into account the needs of these students
- * Schools must review their special needs policies and practices regularly
- * Boards of Trustees, Principals and Senior staff must demonstrate a commitment to these students
- * Progress and achievement must be assessed and recorded in appropriate ways that indicate future goals for the students and directions for staff development
- * All special needs students must have IEPs written in consultation with their parents and appropriate specialists. There should be collaboration with other agencies and coordination of services for the students
- * The physical environment must be accessible and specialised equipment available
- * Special needs student should be treated with respect in a positive environment

Future Directions in New Zealand

The present and previous governments in New Zealand in the last 15 years have established an excellent record of closely consulting with parents and the community regarding the educational provisions for special needs students. Parents can choose from a range of enrolment options for their children and it is likely that the anomalies in the Special education 2000 will be rectified over the next two years.

Students will be provided with seamless education opportunities either through regular schools, special schools and satellites or attached units, itinerant services or a combination of services.

The emphasis is on the implementation of each student's IEP developed in consultation with parents and specialists , in appropriate school and community settings which are as typical or as normal as possible.

Regular schools, special schools and other facilities, and specialists and community organizations will work together sharing resources and expertise with a commitment to enabling special needs students to develop independence.

Decision making will be school-based, with programmes developed by professionals at local school level and tailored to the individual needs of schools and their special needs students.

He moana pukepuke e ekengia e te waka

A rough sea can be navigated

PAKISTAN

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This paper presents an overview of the present educational system and structures in Pakistan. School development by which children with SEN learn and grow up with their peers is reviewed. The current status and administration of education for children with SEN, along with school policies, administration and organization at the national regional and local levels have been discussed.

Islamic Republic of Pakistan is a federation, with its capital Islamabad and federally administered Tribal & North Area, Azad & Jammu Kashmir and four federating provincial units: Punjab, Sindh, North Western Frontier Province (NWFP) and Baluchistan. The population density of the country is estimated at 156 per square Kilometer. According to the interim Census report 1998, the population of Pakistan is 130.58 million. Over 97% of the population is Muslim.

Pakistan always enjoys an important and key position to its location. It is situated in the biggest continent of Asia with a highly significant geographical location. The country border Iran on the West while India in the East, Afghanistan in the North & Northwest & the People's Republic of China in the Northwest to Northeast.

Climatically, Pakistan enjoys a considerable measure of variety. North and northwestern high mountain ranges are extremely cold in winter while the summer months from April to September are very pleasant.

Today, Pakistan enjoys one of the faster rates of economic growth of any developing country. Real GDP is estimated to grow by 4.5 percent as against 3.2 percent of last year and current year's target of 5.0 percent. Yet, in terms of human development, progress continues to be hindered by a rate of population growth that is 2.6 percent annually. Not surprisingly, this demographic characteristic has served as the backdrop for socio-economic policy since independence. According to the interim Census report 1998, the population of Pakistan is 130.58 million.

SCHOOL DEVELOPMENT BY WHICH CHILDREN WITH SEN LEARN AND GROWS UP WITH THEIR PEERS TOGETHER IN ELEMENTARY AND LOWER SECONDARY SCHOOL.

THE POLICY FOR SPECIAL EDUCATION:

Current philosophy on special education is still in its infancy in Pakistan. The national policy on Special Education originally introduced in the year 1985 was revised in 1988. This policy was partly implemented due to the non availability of trained man power, inadequate budget provision,

low priority given to sub sector, lack of involvement of families & community and non availability of specialized aids and equipment. In 1998 another policy document based on the policy statements and commitments of the government to meet the challenges of 21st century was framed for the education of the special persons, including all aspects of care, welfare, education training employment and rehabilitation. This includes the multidisciplinary approach with prevention, early detection and intervention, genetic counseling, expansion of educational services, mainstreaming, inclusion of special education courses at middle and secondary level schools, evaluation, monitoring and research & technology.

STATUS AND ADMINISTRATION OF EDUCATION FOR CHILDREN WITH SPECIAL EDUCATION NEEDS:

The Ministry of Women Development, Special Education and Social Welfare now governs special education in Pakistan. Special education has been placed on the concurrent list of subjects to be implemented by the Federal Government and its constituent units. In the province of Punjab and Sindh, the Departments of Social Welfare and Education are taking care of special education needs while the subject of special education in Baluchistan and NWFP is attached with the Social Welfare Departments.

ROLE OF SPECIAL SCHOOLS:

Federal Directorate General of Special Education set up in 1985, initiated a number of projects in the light of the National Policy for special education and rehabilitation of the disabled. National Centers for each disability were established at Islamabad with facilities for 2300 children and 46 special education centers were setup in the major cities of Pakistan with the following services:-

- Early detection and intervention.
- Center based services:(46 centers have been established in the country)
- Training and rehabilitation of disabled.
- Legislative support.
- Manpower development to deal with the education and training of disabled.

ROLE OF MAINSTREAMED SCHOOLS FOR CHILDREN WITH SPECIAL EDUCATION NEEDS:

Some regular schools are now increasingly playing a major role in making provision for children with Special Educational Needs. These schools are making the schools system flexible by introducing following reforms:-

- Establishment of Special classes in regular school:
- Establishment of Special Education Units in Regular Schools:
- Provision of Special aids equipment and appliances:
- Change in Curriculum:
- Examination System reforms:
- Inclusion of Special Education Courses at Middle and Secondary level:

WHAT PEOPLE IN THE COUNTRY EXPECT OF SPECIAL SCHOOL AND MAINSTREAMED SCHOOLS?

Generally, it is recognized that for children with some disabilities, such as hearing impairment and severe mental or physical handicaps, it is appropriate to provide special education in separate schools that have the necessary technical and support services. Whereas awareness is being created that, in order to meet the challenge of Education for All by the most cost-effective and efficient means in Pakistan, there is a need to include the large population of children with special needs in the regular school system.

The Government of Pakistan during the Ministerial Conference of Disabled Persons held in Islamabad on 16-18 December 1993 officially recognized the issue of integrated education as an important concern. Specific proposals were made to undertake some preparatory activities for successfully mainstreaming and integrating disabled children into the Pakistan Education System. These include establishing links between special schools and ordinary school, starting special classes or centers in ordinary schools and introducing experimental cases of individual integration.

STRATEGIES DEVELOPED FOR MAINSTREAMING

(Actual examples of school development in Mainstreaming school and special schools)

The Following are initiatives being taken to promote the inclusion of children with special needs in regular schools in Pakistan:-

- EXCHANGE OF INTERNATIONAL EXPERIENCE THROUGH STUDY VISIT
- MAINSTREAMING THROUGH PILOT PROJECTS
- MAINSTREAMING THROUGH LINKAGES BETWEEN SPECIAL SCHOOLS AND THE REGULAR SCHOOL SYSTEM
- MAINSTREAMING THROUGH INTEGRATE CURRICULUM DEVELOPMENT
- MAINSTREAMING THROUGH TEACHERS TRAINING
- MAINSTREAMING THROUGH SUPPORT SERVICES
- MAINSTREAMING THROUGH REHABILITATION

FUTURE ISSUE AND CONSTRAINTS:

Future Issues:

Mainstreaming entails enrolling children with disabilities, such as physical handicaps, mental handicaps, visual impairment or multiple handicaps, in regular schools. However integration is a highly complex process and there are questions regarding the placement of disabled students in regular schools. Will they be placed in regular classrooms or in resource room? What will be the arrangement of the time spent each day in the special resource room? What kind of support services will these children require? Can the teachers in the regular classrooms meet diverse needs of each child?

It is also recognize that for children with some disabilities, such as hearing impairment and

severe mental or physical handicaps, it is appropriate to provide special education in separate schools that have the necessary technical and support service.

Constraints:

- Inconsistency in Policy Making:
- Dual Management System:
- Centralized Management:
- School Climate and Attitudes:
- Lack of Trained Manpower:

PHILIPPINES

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I. INTRODUCTION

The Philippine population is **70 million**. Of these fifty percent are children and youth from 0-20 years. The school population for the school year 2000-2001 is **11,770,285** in the **elementary level** and **3,920,414** in the **secondary level**. Of this figure, the Special Education Division has recorded **119,807** children with special educational needs (CSEN).

Special Education in the Philippines was conceived of from the charitable work of religious and philanthropic citizens. Its concepts were based from the **1973 Constitution of the Philippines (amended in 1987)** which mandates the provision of a complete and integrated system of education relevant to the goals of national development; the **Commonwealth Act No. 3203**, which provides the care, protection and full growth and development of the faculties of the child; the **Declaration of the Rights of the Child** which mandates that the child who is physically, mentally or visually handicapped shall be given the special treatment, education and care required of his particular condition; **Republic Act Nos. 3562 and 5250** which provides that teachers, administrators and supervisors of special education be trained by the Department of Education, Culture and Sports; Presidential Decree No. 603 which mandates that children with special needs should be accorded proper care, sympathy and understanding through the organization of at least special education classes in every province, the Policy Statement on the Decade of the Filipino child (1977-1987) which provides equal protection and social justice to all; the International Year of Disabled Persons which focuses attention on the enjoyment of Disabled Persons of all rights and opportunities to ensure his full participation and integration into the society.

Recent legislation enabled the expansion and strengthening of special education programs. These are the **World Declaration on Education for All** and the **World Conference on Special Needs Education**.

II. PHILOSOPHY, GOALS AND OBJECTIVES OF SPECIAL EDUCATION ***PHILOSOPHY***

Every child with special needs has the right to an educational program that is suitable to his needs. Special education shares with the regular education basic responsibilities of the educational system to fulfill the right of the child to develop to his potential.

GOAL

The ultimate goal of special education shall be the integration or mainstreaming of children with special education needs into the regular school system and eventually in the community (Policies and Guidelines, Revised 1997, Art. 1 Sec.5)

OBJECTIVES

The specific objectives of special education shall be the development and maximization of learning competencies as well as the inculcation of values to make the children with special needs a useful and productive member of the society.

III. STATUS OF SPECIAL EDUCATION IN THE PHILIPPINES.

Special education in the Philippines started in 1907 although formally started in 1956 with the opening of the School for the Deaf and Blind. The coming of World War II disturbed classes but resumed when the war was over with the children with special needs enrolled in the regular classes. Awareness increased and teachers started to be trained in 1956, hence, formal identification, assessment and referral of CSEN to special classes were facilitated. Mainstreaming and inclusion of CSEN were introduced and gained acceptance in the 1960s which has made operational for the last 3 decades. Secondary schools were opened to the deaf and blind students through integration into the regular classes.

Increasing awareness brought about by a continuous advocacy program made possible the offering of courses at the collegiate level, in the graduate as well as post graduate levels by the Commission on Higher Education. This gives special education the hope to expand and be strengthened for better educational provisions of CSEN.

IV. INITIATIVES TO STRENGTHEN AND ENCOURAGE SCHOOL DEVELOPMENT

A. FORMULATION OF SCHOOL POLICIES

As a result of the consultative conferences conducted with school administrators, supervisors, teachers, parents and other school officials, the Department of Education, Culture and Sports came up with the following policies:

- * DECS Order No. 1, s. 1997 "Designation of Regional Supervisor In-Charge of Special Education"
- * DECS Order No. 26, s. 1997 "Institutionalization of SPED Programs in All Schools"
- * DECS Order No. 5, s. 1998 "Reclassification of Regular Teacher and Principal Items to Special Education Teacher and Special School Principal Items"
- * DECS Order No. 108, s. 1999 "Strengthening of Special Education Programs for the Gifted in the Public School System"
- * DECS Order No. 11, s. 2000 "Recognized Special Education Centers of the Philippines"
- * DECS Order No. 14, s. 1993 "Regional Special Education Council"

B. CONDUCT OF TRAINING CONFERENCES, SEMINARS AND WORKSHOPS

The Special Education Division of the Bureau of Elementary Education has in place a viable personal development program. These can be categorized as short term and long term. These are in the form of training, conferences, seminars and workshops continuously conducted to strengthen special education programs and services. These have been made possible through the generosity of the non-government agencies such as the **Christoffel Blindenmission (CBM)**, **the Resources for the Blind, Inc. (RBI)**, **The Philippine Association for the Retarded (PAR)**, other Government agencies such as the **Department of Science and Technology (DOST)** and the **DECS Integrated Scholarship Program. (DISP)**.

C. VIDEO-TAPING OF EFFECTIVE PRACTICES IN TEACHING CSEN AND MANAGING SPED PROGRAMS

Video-taping of best teaching practices and effective SPED Programs and services were done to serve as excellent avenues in effecting developmental changes in the Philippine Special Education System. These video-tapes have been used to orient trainees in seminar-workshops regarding effective special education program management.

D. FORGING AND STRENGTHENING OF LINKAGES WITH NGOs AND OTHER GO

Support services from and Non-Government Organizations (NGOs) and other Government Organizations (GOs) have been very effective in bringing about successful programs and services in special education. Financial as well as technical assistance were availed of by the SPED Division of DECS which made possible the expansion of special education programs in the Philippines.

V. PROGRAMS AND PROJECTS TO STRENGTHEN SCHOOL DEVELOPMENTS

A. EXPANDING ACCESS TO EDUCATION

1. Summer Training for the Hearing Impaired
2. Summer Training for the Visually Impaired
3. The 3rd Summer Training of High School Teachers of the Hearing Impaired
4. Summer Training for the Gifted
5. National Conference on Special Needs Education
6. Third National Convention on Deaf Education
7. Training Workshop for Administrators and Teachers
8. The Live-in Training Workshop for Public School Teachers Teaching Filipino Children with Autism
9. Scholarship Program on Organization, Administration and Supervision (OAS) in Special Education

B. IMPROVING THE QUALITY AND RELEVANCE OF SPECIAL EDUCATION

1. DEVELOPMENT OF SUPPORT INSTRUCTIONAL MATERIALS

- 1.1. Handbook on Educating Children with Learning Disabilities
- 1.2. Learning Competencies for the Gifted (LCG) and Enrichment Materials (EM), Grades I-VI
- 1.3. Handbook on Inclusive Education
- 1.4. Braille Textbooks and Other Materials

2. AWARDS AND INCENTIVES

3. PERSONNEL ENHANCEMENT PROGRAM

4. PARENT EDUCATION AND INVOLVEMENT PROGRAMS

- * Training of Parents on Home-based Education Instruction: An Early Intervention Program for Children with Disabilities

C. IMPROVING THE EFFICIENCY AND EFFECTIVENESS OF THE SCHOOL SYSTEM

1. MONITORING AND TECHNICAL ASSISTANCE

2. CONDUCT OF RESEARCH

- 2.1. Profile of Special Needs Education in the Philippines
- 2.2. Special Education Chronology
- 2.3. Consultative Conferences on Curriculum Redirection

VI. ROLE OF THE SPECIAL EDUCATION CENTERS IN MAINSTREAMING AND INCLUSIVE EDUCATION

The role of the Special Education Centers could be defined based on the letters composing the word **inclusion**. It is therefore responsible in the development of programs and projects for integration through **network, collaboration; living, learning, loving, utilizing available resources, support and social services for the implementation of appropriate programs, organization of appropriate services and non-stop services** for children with special educational needs.

VII. INVOLVEMENT OF SCHOOL ADMINISTRATORS, SUPERVISORS, TEACHERS, PARENTS

AND COMMUNITY IN MAKING SCHOOL POLICIES AND DECISIONS

The creation of **DECS Order No. 14, s. 1993** entitled "**Regional Special Education Council**" empowers the regional director, heads of the promotional staff of the elementary, secondary, non-formal, technical and vocational, physical education and sports and the supervisors in-charge of SPED to formulate policies at the local level and implement national as well as local policies. Parents, too, play a vital role in the formulation of policies that would improve delivery modes of special education programs and services.

VIII. FUTURE ISSUES AND CONCERNS

The conduct of the consultative conferences on Curriculum Redirection and Monitoring Project of the SPED Division were beneficial in gathering the following issues and concerns for curricular program modification:

1. Leadership role of DECS officials need to be improved and strengthened to have better support
2. Curriculum program modifications and provisions are needed to improve delivery of special education programs and services
3. Development of instructional materials such as handbooks in the different areas of exceptionalities is needed to guide teachers on classroom teaching and management
4. A continuing advocacy program is needed to increase awareness on CSEN
5. Forging and strengthening of linkages and networking is needed to maintain SPED programs
6. Facilities development is needed to improve modes of delivery of programs and services
7. Implementation of CSEN in classes with big number of enrolment
8. There's a great increase on the enrolment of regular classes in the public schools. This may affect the acceptance of CSEN for mainstreaming or inclusion.

REPUBLIC OF KOREA

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1. The Current State of Special Education

In Korea, education of students with disabilities is currently provided under the provisions of Special Education Promotion Law (SEPL) enacted in 1977, Education Law, and Elementary and Secondary Education Law. According to these regulations, students with disabilities receive 6 year elementary and 3 year middle school education, both of which are compulsory and free. And they can be provided with 2 yer pre-school, 3 year high school, and 2 through 3 year post-secondary technical education without any school fees. Therefore, students with disabilities in Korea can receive free, public education for 17 years to the utmost. Also, in order to expand oportunities for students with disabilities to access higher education, Korean government has adoptde special assessment program for college/university entrance since 1995, and under this program which accept applicants with disabilities whose score on college aptitude test is somewhat below those of other applicants, the average number of students with disabilities who go to colleges or universities is about 530 a year.

The total number of special schools and their students is 129 and 24,196, respectively. Among them, 5 special schools are national ones that are funded by central government, 41 schools are public ones that are provided with grants by local governments, and 83 schools ate private ones and amount to 64.3% of the total special schools. Classifying special schools by disability type, 12 are for the visual impaired, 15 for the hearing impaired, 78 for the mentally retarded, 17 for the physically disabled, and 7 for the emotionally disabled. As the above statistics show, special schools for students with mental retardation and emotional disturbances accounts for the great proportion of 65.9%.

The number of special classes in regular schools is 3,802 including 56 in kindergartens, 2,974 in elementary schools, 683 in middle schools, and 89 in high schools, and therefore, special classes in elementary schools amounts to 78.2% of total special classes. Students with disabilities in all the special classes are 26,672, and are more than ones in special scools. Also, students with disabilities are placed to regular class settings and their number is 3,909. In conclusion, 54,732 students with disabilities are educated in special schools, and special and regular classes of regular schools.

2. Inclusive Education Systems

In Korea, special classes play a major role in inclusive education. In fact, it was in 1994 that special class was defined as a menas of inclusive education by the revised SEPL. Before then, special class had been a means to separate students with disabilities and to give them appropriate

education. But since, 1994, it has been recognized as a part of process for the social and educational inclusion of students with disabilities.

Special classes are established according to the number of students with disabilities enrolled in general schools. To receive special education, a student is to be diagnosed and assessed. Based on the result, he or she is placed to a special class under his or her parents' agreement. According to students' disability type and degree and learning abilities, special class programs are operated differently from full-time, part-time, to resource room. Among them, part-time special classes and resource rooms account for 92.4%. In order to strengthen inclusive education, Korean government expands placing special education teachers to special classes instead of placing general education teachers. And the government emphasizes special classes' roles in supporting students with disabilities in inclusive settings, and providing them with social adaptation training.

Under the SEPL, each general schools including kindergarten should have materials and equipment appropriate to students with disabilities, and physically accessible facilities. For the purpose of educating students with disabilities in inclusive settings, the central government and local governments are encouraged to provide in-service training in special education for inclusive class teachers. In addition, Korean government make much effort to expand and promote inclusive education through operating model general schools of inclusive education and publishing the reports on examples of actual cases in successful inclusion.

3. Difficulties in Inclusive Education

In spite of much effort for inclusive education, there are still many barriers on account of many problems, including the general public's prejudice and negative attitude against people with disabilities. Regular schools have difficulties in educating and supporting student with disabilities appropriately because there are too many students in a class (the proportion of classes with 35-50 students is above 78% of all the classes in general schools); they are not provided with appropriate facilities, assistive devices, and related services; staff members of general schools lack in knowledge regarding special education; and many principles don't cope appropriately with the prejudice and objection of the parents who worry about education of their children without disabilities. In addition, there are difficulties in supervising and supporting inclusive education because divisions and school inspectors in charge of special education within local offices of education is lacking absolutely.

As for acknowledges of parents of students with disabilities, they are also in favour of their children's inclusion into general school on account of the limits of general schools in providing comprehensive educational program compared with special schools where professionals in special education provide a range of services, including therapeutic and vocational education.

4. Future Tasks and Prospects

With many people's apprehension that currently Korea is accepting inclusive education, which has been developed overseas, without undergoing a process, they think that inclusive education appropriate to Korea's situation has to be established. In other words, we must find methods by

which inclusive education can take root in the heterogeneous soil of Korea without hurting fundamental ideas which inclusive education in Western Europe tries to aim towards.

By gathering current opinions, we can find that this is thought possible by placing focus on the content of curriculum rather than unifying service delivery systems. This is because people are trying to view inclusive education as "all forms of education with the goal of integrating students with disabilities into community." If there is such a change that curriculum can guarantee inclusive education, special schools which account for great proportion in Korea's special education might no longer be part of education systems contrary to the philosophy of inclusive education and have many possibilities to support both students with severe/or multiple disabilities and students with disabilities who are in inclusive settings.

In order for special schools to play new roles mentioned above, the following tasks have to be solved.

First, special schools have to be changed into different forms. Based on the variety of students with disabilities, the right to choose appropriate delivery systems must be guaranteed. Special schools within general schools, general classes within special schools, and technical schools for students with mild disabilities are examples of different forms of special schools, and these arose from the thought that the goal of all special school education is the inclusion of students with disabilities into community. In the pursuit of new roles for special schools, these types of attempts can be of great value.

Second, special schools have to be changed into non-categorical special schools which educate students with different types of disabilities. This shift follows the prediction that most students with sensory impairments, physical disability, and mild developmental disabilities will be included in general schools. Furthermore, this change is required to meet realistic need of students with disabilities who live in a medium-sized and small city/or region and so generally have to attend special school from a long distance. Therefore, the government will actively have to prepare educators for teaching students with different disabilities in special schools.

Third, special schools have to support students with disabilities who are in inclusive settings but in Korea's current situation, can't receive therapeutic and vocational education.

Fourth, in order to secure the educational rights of students with severe/or multiple disabilities, special schools have to provide them with educational services, and if they are able to attend schools on account of the severity of their disabilities, special schools have to implement homebound services and be centers of supporting and managing those homebound services.

Fifth, special schools have to establish collaboration networks for utilization of community facilities and resources necessary for activities for life adaptation and site-based vocational education, both of which are needed to include students with disabilities into community.

But change does not occur only by the changes of special schools. Therefore, in order to educate students with and without disabilities, general schools must also be restructured with focus on mutual understanding and adaptation according to inclusion. And it is important that they are equipped with facilities to secure the full physical accessibility of students with disabilities.

THAILAND

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1. Overview

Thailand has enacted the **1999 National Education Act** since last year. The Act ensures the rights of persons with disabilities (PWD) to 12 years of free basic education. They are also entitled to early intervention services, educational materials, support services, and other assistance, facilities, including flexibility in educational management (Article 10).

The Ministry of Education (MOE) adopted 1999 as the **Year of Education for Persons with Disabilities** to provide for **Any person with disability who wishes to go to school, can do so.**

This year, a new and long-term policy stating, **Persons with disabilities must be provided with educational opportunities so that they can improve upon both their own as well as society's quality of life.** To ensure the rights to quality education of all Thai PWD's, a National Committee for the Educational Reform for Persons with Disabilities, the Underprivileged, and the Gifted has been set up. The committee is to formulate a framework and policies for the educational development of this special group. At present, various ministerial regulations are being drafted to ensure the provision and quality of educational services for PWD's.

Resulting from different endeavors, wide awareness among PWD's and their families of their right to education is prevalent. Every public school in the country for the first time could not deny any student with disability the opportunity to education. In 1999, a total of 110,054 children with disabilities went to schools, and 13,976 in 35 special schools. This is a significant increase from 1998 when only about 35,000 students with disabilities went to school. The MOE's target goal is to educate the same number of children with disabilities as that of other children that is 95 per cent of all children. It is however very clear that the Ministry still has a lot to do to assist all schools to be able to accommodate all students. It is indeed very appropriate for Thailand to take part in addressing the issue of strengthening and encouraging school development at the 20th APIED Regional Seminar.

2. The Development of Schools for Inclusive Education

2.1 Curriculum for Teacher Training: A course on inclusive education has been made a required subject in all teacher education programs of 36 Institutes under the Office of Rajabhat Institutes Council (ORIC). In addition, the revised 2000 curriculum in special education training

program of six Rajabhat Institutes is being implemented to add new competencies in working collaboratively with teachers and personnel in regular schools.

2.2 Trainings: In-service training for both administrators and regular teachers have been conducted to enable them to effectively provide integrated education for students with special needs. Trainings to empower parents to work collaboratively with school personnel and other specialists involved with their children with disabilities have also been conducted by various agencies under the MOE and NGO's.

2.3 Research Studies: There is currently a study being carried out to develop an integrated education model for kindergarten and primary levels. The developed model will be based on Thailand availability of resources, constraints, context, and culture. In addition, the Office of National Primary Education Commission (ONPEC), has encouraged teacher teaching students with disabilities in integrated education to carry out action researches to develop the students' skills. Some examples of creative innovations are **Promotion of Social Skills of Children with Autism - Eyes to Eyes and Heart to Heart Technique, Develop Basic Math Skills of Children with Intellectual Disabilities Using a Learning Package - Birds Bring Joy, and Writing Skill Development of Students with Special Needs Using a Package - My Hands Can Do!**

2.4 National Policy and Plan to Support Inclusive Education: The MOE has planned to set up Special Education Centers in all 76 provinces. At present, 13 centers have been established in 13 provinces. It is also planned to utilize the premises of the existing 24 special education schools to set up special education centers in 24 additional provinces. The 39 provinces that do not have either special schools or special education centers will be the primary target area for establishing the center. In addition, there are six special education centers under the ORIC. These centers and special schools serve as supporters for integrated education schools. They organize training programs, assist in adapting curriculum, provide direct support services to students with special needs. It is also required that regular schools adopt a time-frame which will give them enough time to prepare to accept the students at each new school year. Individualized Education Program (IEP) for each student with disabilities has to be developed with parent's consent. In addition, the schools have to permit and support teachers to adapt curriculum, teaching techniques, evaluation methods, etc. for the students in order to accommodate all the differences.

3. Example of Actual Practice toward Integrated Education - Phrae Pilot Project on Development of Transition Program Model (PPDTP Model)

Since November 1998, the Phrae Provincial Primary Education Office (PPPEO) under the ONPEC, MOE has launched a pilot project on **Volunteer Teachers Teaching Disabled Children at Home**. It aimed to provide children with disabilities aged 5-15 opportunity for education. After

one year of the implementation, the project report showed that 173 moderate and severe cases received some types of home-based program services from 96 volunteer teachers. There were only a few children identified as candidates for integrating into their community schools.

In January 2000 the PPPEO in conjunction with Rajabhat Institute Suan Dusit have launched a pilot **PPDTP Model** with UNESCO's assistance. The project aims at providing 20 children with moderate disabilities integrated education, 30 with severe disabilities to be introduced into their community. It also targets 20 schools to develop master teachers in teaching children with disabilities in inclusive education.

In order to initiate placement of these children in a regular classroom, a transition program comprising of **Individualized Transition Program (ITP)** and **Individualized Implementation Plan (IIP)** must be developed. Each **transition team** has developed a 10-week ITP for each child. The team comprises of teachers, parents or children's important family members, administrators or designees, and support personnel from related services.

A two-day workshop was conducted for two groups of 18 and 20 volunteer teachers of children with moderate and severe disabilities and 11 local staff members from the province. The workshop was to help the participants to understand inclusive education and how to plan activities for children with multiple disabilities.

In implementing a 10-week transition program. Three camps have been carried out to promote the concept of full inclusion and inclusive education. In the third camp, the participants developed IEP and IIP and practiced using IIP in both a one-to-one instruction and group teaching. Eighteen volunteer teachers of children with moderate disabilities, 20 regular teachers from the receiving primary schools, 20 parents and 20 children participated in the camp.

Some successes achieved during the implementation of the program are 12 children were integrated into regular schools five days a week while eight children attended 2-3 days a week, twenty-one volunteer teachers and parents of children with severe disabilities viewed the children's progress and development as positive and wanted the children to be part of the community, eleven local staff members had demonstrated the skill to differentiate moderate and severe cases by using an assessment tool recommended. They also were able to follow the educational program as well as follow up on their children in the integrated schools with the ITP and IIP. Thirty-nine school administrators had opportunity to work with their staff and parents of children with disabilities.

Their attitudes toward the children become more positive.

It is hoped that the transition model developed through this project serve as a model for other agencies in other provinces.

4. Future Issue and Prospect

4.1 The MOE has formulated the **Development Plan on the Provision of Education for Persons with Disabilities 2000-2006**. The plan includes nine aspects of educational provision, namely educational services, educational provision, student admission, curriculum, educational

administration, educational resources, personnel, quality assessment and private sector promotion. The major strategy is to use law as mechanics in education provision for PWD's. The immediate operational plan as well as the long-term plan is included in the plan with the aims to expand educational services by requesting the amount of about five million baht (approximately \$US 120,000) for formal schooling provision, integrated education programs, non-formal schooling provision, and sports and recreation for 2000-2002.

4.2 According to the National Education Act 1999, types of education provision for persons with disabilities in the future can be in various forms, integrated education, special schools for each disability group, home school, community and hospital-based education, center-based education, as well as non-formal and informal education. This will definitely need more resources and effective monitoring system to ensure quality education and equal educational opportunity for all children.

4.3 More schools throughout the country will adopt integrated education. It is hoped by this author that Thailand can aim to serve 60 per cent of persons with disabilities in integrated education, 30 per cent in special classes, and 10 per cent in special schools by 2006 (the end of the MOE's Development Plan). At present, there are about 60 per cent of persons with disabilities in integrated education and special classes. The rest are in the segregated environment.

4.4 Educational, health, social, medical, and technical agencies have realized and acknowledged the importance of working in partnership with each other and with persons with disabilities. There is much research and development programs initiated by the National Electronics and Computer Technology Center (NECTEC) under the National Science and Technology Development Agency, Ministry of Science and Development at the present time. NECTEC is currently working in cooperation and collaboration with different agencies involved. The utilization of IEP will encourage collaboration among all agencies serving persons with disabilities.

Conclusions and Recommendations

The Twentieth APEID Regional Seminar on Special Education 6-11 November 2000 at NISE, JAPAN

The seminar participants included 12 delegates from different countries in the Asian Pacific region, the UNESCO representative, observers from Japan. The delegates representing each country spoke about the stage that their respective countries had reached in working towards the common goal of "Education for All". They shared information about the issues for their own countries in realizing the challenges of education which meets individual educational needs of individuals with special needs, and reflected upon future development and ways in which their own country may make further progress toward this goal.

Conclusions reached during the discussions centered around the following themes:

1. The importance of increasing awareness of education for children with special needs among teachers, parents, and other people in the community, and the relation between enhancing the understanding of children with disabilities, and school education.
 - All student teachers should have pre-service training opportunities in education of children with special needs.
 - Parent and community awareness of the possibilities of inclusion should be raised.
 - School administrators and teachers should have in-service training opportunities to learn more about children with special needs and their special education needs.
2. The need for curriculum plans, teaching methods and teaching materials, teacher training and the improvement of teaching skills to be implemented in education for children with special needs.
 - All countries in the region would benefit from sharing curriculum plans, teaching methods and strategies and teaching materials.
 - Teachers and other staff working in schools should have opportunities for further specific training in teaching skills and strategies.
3. There should be support for plans for teachers and parents and school development through collaboration with various resources in the community which would lead schools to maintain and improve their functions.
 - Existing special schools, units and similar resource centers can change their roles to further support inclusion using their expertise.

- Parents of both disabled and non-disabled children and other community members should be encouraged to be involved in supporting inclusion in their local schools.
 - Schools should make full utilization of community resources in developing their programmes.
4. Concerned authorities and the school principals' leadership role is crucial to the achievement of inclusive schools.
- Concerned authorities and school principals must be made aware of their countries' national legislation and policies on education for all and integrated education.
 - Concerned authorities and school principals must be knowledgeable about the educational needs of children with special needs and have the ability to create favorable school environments for integrated education.

Recommendations

In the light of the above conclusions the conference recommends that :

1. In all regular pre-service teacher training there should be sufficient theoretical overview of special needs followed by overview and practical teaching experiences in a special needs classroom situation.
2. Local education authorities and schools should have action plans for increasing awareness amongst their communities by using varieties of strategies such as media campaigns, workshops and meetings, special events, visits to schools and special education centers, and publicizing of successful cases of school development which meets individual educational needs of individuals with special needs.
3. Principals and teachers should have regular in-service training including observation visits to special facilities and integrated schools within and outside their own countries and specific training in teaching skills and strategies.
4. UNESCO could consider collaboration with another agency to establish an Asian Pacific resource web-site for the sharing and dissemination of curriculum guidelines, teaching methods and materials, Assistive Technology information and software and general information relating to disabilities and special education. Governments should be assisting their practitioners to develop supports for special needs education, research a good practice.
5. Special Schools should be funded to expand their roles as Resource Centres to provide support services to mainstreamed special needs students , their teachers and other school personnel.

6. School Principals should inform the parents (of both disabled and non-disabled children) of their programmes for inclusion at least twice a year.
7. All children with special needs, and their parents should be provided from birth with early intervention services led by the Ministry of Education , Special Education Ministries and other concerned ministries such as Social Welfare, Health, and Labor etc.
8. Schools should invite members of their communities to be involved in school decision making and volunteer activities. This could include local artists grandparents, professionals and university staff.
9. The governing body of each school and concerned authorities should be responsible for ensuring that children with special needs who are enrolled in their schools have a written Individualized Education Programme (IEP). This would include the child's goals, specific needs, personnel and resources necessary to achieve the goals. Parents should be consulted on the IEP Development.
10. The governing body of each school and concerned authorities should be accountable for ensuring the least restrictive environment for every child with special needs attending their schools.

**Final Report of the
Twentieth APEID Regional Seminar
on Special Education 2000**

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