

NISE D-165



Asia and the Pacific Programme of
Educational Innovation for Development

Newsletter

for
Special Education
in
Asia and the Pacific



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Challenge to Development of School for Children with Disabilities

Generally speaking, School Development include two concepts as mentioned below. From the viewpoint of "Education for All" (EFA), one concept is "establishment of school" to provide opportunities of education to all children. The other is "development of school education" (improvement and innovation in school education), that is designed to provide a more substantial type of education for children. In this contribution, School Development for children with disabilities is to be discussed based on the the latter point of view with current state of education in Japan.

The central and local governments need to support schools, so that school development can be realized or promoted. It is important to create conditions where schools can carry out school development through their own initiatives. In Japan, the necessity to promote characteristic school development was strengthened with the revision of the Course of Study in March 1999. For example, the revision of the Course of Study suggested

establishing time which a school can initiatively organize or implement learning activities without the framework of each subject, and development plan to promote further collaboration and cooperation between students' families and people in communities. Furthermore, through the revision of related laws and ordinances, a "school advisor" system was established for the purpose of expressing the opinions of people in communities to schools. Members of school advisor are involving stuff in medical, welfare and labour-related organizations. In addition, new system that enable people in communities to become effectively utilized teacher in school education.

On the other hand, more important factor in implementing school development is the "change of awareness and attitude" of school teachers. They need to "intend to further substantiate school". Some also say "if teachers change, so will schools". Accordingly, under the leadership of the school principal, it is important that all teachers endeavor to improve their educational curriculum and

methodology, develop educational materials, and promote better awareness of children and people with disabilities. To achieve this, it is vital factor that a principal create a school environment where teachers are able to challenge their creativity through school development.

The opinions stated above are based on the view that school development is important, while at the same time taking the current Japanese situation into account. As a matter of course, although the contents and methods of school development are

socially, culturally and economically diverse depending on the nation, the concept of substantiating education for children with disabilities remains a common goal. I hope that further collaboration and cooperation in education for children with disabilities, including school development, will be made in the Asia-Pacific region in the future.

YAMASHITA Teruzo

Representative of Japan, the 20th APEID Seminar

Director, Department of Education for Children with Intellectual Disabilities, NISE

The Twentieth APEID Regional Seminar 2000 on Special Education

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

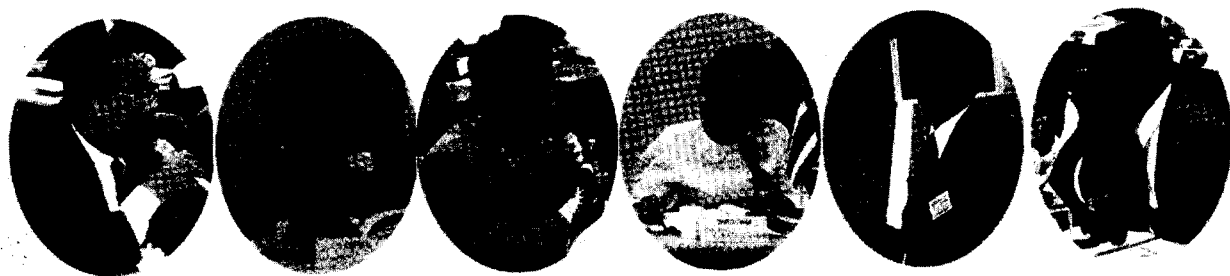
The objective of the seminar was to discuss various issues to be improved in each country with a focus on the

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 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)

4. Date and Venue

Date: November 6-11, 2000

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

Schedule of the Seminar:

6th (Mon.) Registration and Orientation

7th (Tue.) Opening Ceremony / Presentation of Country Reports & Discussion

8th (Wed.) Presentation of Country Reports / Short Tour to NKSCD and General Discussion

9th (Thu.) Field Tour of Kamakura City Municipal ONARI Elementary School

10th (Fri.) Final Discussion / Closing Ceremony

11th (Sat.) Leave Japan

5. Participants

Representatives from twelve countries and Associate Expert from UNESCO/PROAP as listed in the following page, participated in the Seminar. Mr. Teruzo

YAMASHITA, Director, Dept. of Children with Intellectual Disabilities of NISE, represented Japan.

Participants of the 20th APEID Seminar

Bangladesh: Md. Katebur Rahman

Joint Secretary, Ministry of Social Welfare,
Government of the People's Republic of
Bangladesh

China: YU Xia

Associate Research Fellow, Beijing Academy of
Education Sciences

India: Dr. Uma TULI

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

Indonesia: Rosyid Rosihan

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

Malaysia: Ahamad Zabidi bin SHANSUDDIN

Director, Planning and Research Division, Special
Education Department, Ministry of Education
Malaysia

Nepal: Arun Kumar TIWARI

Section Officer, Special Education Section,
Department of Education HNG Nepal

New Zealand: Kathleen DOOLEY

Principal of Mt Richmond Special School

Pakistan: Rafiq Ahmed MALIK

Director / Principal, National Special Education
Center for Hearing Impaired Children

Philippines: MA. Chita I. SINGAYAN

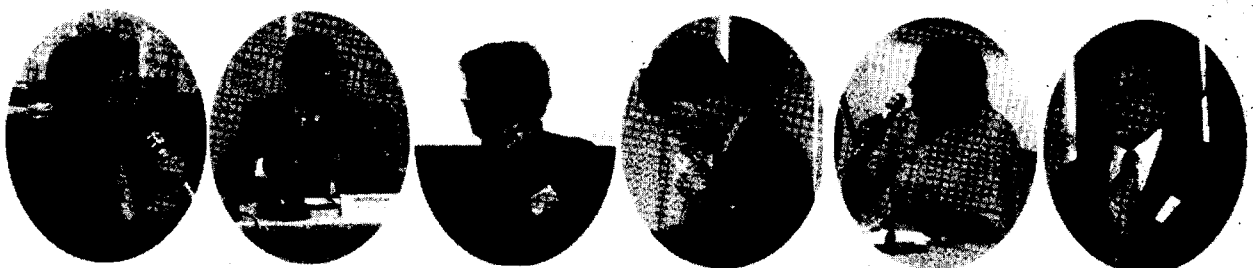
Senior Education Program Specialist, Bureau of
Elementary Education, Culture and Sports

Republic of Korea: Dr. KIM Joo-Young

Educational Researcher, Korea Institute for Special
Education

Thailand: Dr. Benja CHONLATANON

Director / Rajabhat, Special Education Center
Faculty of Education



6. Conclusions and Recommendations in the seminar

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 with disabilities, 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 website 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 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.

OSHIRO Eimei

Chief, Executive Committee of the APEID Seminar on Special Education, NISE

NISE and KISE First Seminar on Special Education 2001

"NISE and KISE First Seminar on Special Education 2001" was held from 20-23 February, 2001 at the National Institute of Special Education, Yokosuka, Kanagawa, JAPAN.

1. Purpose

The purpose of this seminar is to confirm research outcomes under the exchange project between

NISE (The National Institute of Special Education, Japan) and KISE (Korea National Institute for Special Education) from 1995.

2. Main Theme

Current Status and Future Trends on Special Education in Japan and Korea



3. Participants

KISE: 3

(Dr. LEE You-hoon, Dr. CHUNG Dong-young,
Mr. LEE Hee-chang)

NISE: 37

(Researchers, Teachers of in-service training at
NISE)

Observer: 8

(University of Tsukuba, Yokohama National
University)



4. Program of Seminar

Following points were presented from both institutes
and discussed.

(1) History and Current State of Special Education

<Japan>

The History and Current State of Special
Education in Japan

(SUGAI Hiroyuki & OSUGI Nariki)

<Korea>

The History and Current State of Special
Education in Korea

(LEE You-hoon)

(2) Current State of Integration

<Japan>

The Current State of Integrated Education and
Its Problems

(SAWADA Mayumi & TSUGE Masayoshi)

<Korea>

Current State of Inclusive Education in Korea

(CHUNG Dong-young)

(3) Future Trends on Special Education

<Japan>

Issues and Perspective in Special Education

(HAYASAKA Masashi)

<Korea>

The Direction of Policies in Korea's Special
Education

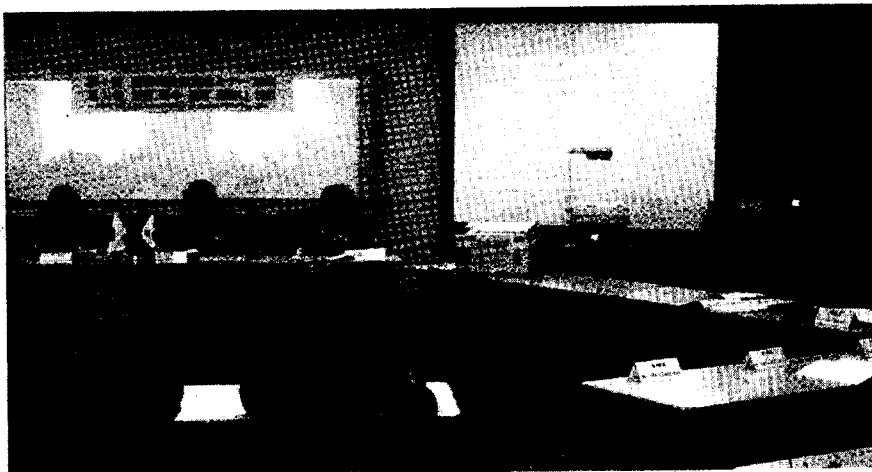
(LEE You-hoon)

5. Outcomes and Problems

It has been cleared that there are many kind of
common issues and different aspects on special
education between Japan and Korea. Second seminar
will be held at KISE, and will be focused to more
practical theme.

TSUGE Masayoshi

*Chief, Executive Committee of the NISE and KISE
First Seminar on Special Education, NISE*



Third Regional Workshop on the Promotion of Basic Education for Children with Special Needs in India

Third Regional Workshop on the Promotion of Basic Education for Children with Special Needs was held in Ahmedad, India, from 11-16 December, 2000 by APPEAL and UNESCO. This workshop was organized in cooperation with the Ministry of Human Resource Development, Department of Education, Government of Gujarat and UNESCO New Delhi. The participating countries were China, India, Kazakhstan, Kyrgyzstan, Lao PDR, Papua New Guinea, Thailand and Vietnam. In addition to the participants from the above countries, observers from Bangladesh, Cambodia, Kazakhstan, Kyrgystan and Uzbekistan, as well as from local institutions in India participated in the workshop. This workshop was one activity of the project "Promotion of Basic Education for Children with Special Needs."

UNESCO PROAP has carried out the project "Promotion of Basic Education for Children with Special Needs" under the Japanese Funds in Trust during 1999 and 2000 within the framework of APPEAL. The first workshop was convened in Bangkok, Thailand, November 1999, in conjunction with the Regional Forum on Education for Children and Youth with Disabilities into the Twenty-first Century, organized by UN ESCAP. This was followed by the second workshop held in Beijing, China, June, 2000.

The main objectives of this Third Regional Workshop were to:

- * Exchange ideas and experiences of the country Progress Reports, including methodologies, activities and outcomes of the Projects and key issues concerning inclusive schools;
- * Train project personnel on Policy and Administration matters and Classroom

Management;

- * Visit inclusive schools to obtain first-hand information on the operation of these schools in India; and
- * Develop concrete strategies for the follow up and expansion facilities of the Project.

In this workshop, each participating countries gave a presentaion of their Country Progress Report of this project. In addition these reports and discussion, one day was given for policy and administration on inclusive education, facilitated by Dr. David Mitchell (Professor of Education, University of Waikato), and another day was on Classroom Management for Inclusive Schools by Dr. Chen Yunying (Head of Special Education, China National Institute for Education). Based on the orientation given by UNESCO, each country team was invited to develop the country action plans on the following aspects:

- * Proposed activities during 2001
- * Specific activities
- * Resources required both internal and external, in terms of funds, materials, manpower, etc.
- * Suggestions for regional activities
- * Proposed forum such as seminar, workshop, study visits, information technology, etc.
- * Suggestions for annual APEID Seminar organized by National Institute of Special Education, Japan. This seminar should have more links with UNESCO projects, so that it will result in concrete actions.

TAKAHASHI Yuka

*Associate Expert in Special Needs Education
UNESCO PROAP*

Policy of Special Education in Indonesia

1. Introduction

Special education in Indonesia was began in 1901, starting with opening the institute for the blind in Bandung, west Java. This institute was a great impetus for the establishment of other institutes and schools. In 1927, a special school for the mentally retarded was established and in 1930 a special school for the deaf was established too. Since Indonesia's Independent in 1945, special education has continued growing and expanding.

One of the national goals stated in the 1945 Constitution of the Republic of Indonesia is to develop the intellectual life of the Nation. In the Law No.2 1989 Republic of Indonesia concerning the educational system, Chapter III Article 3 determined that the function of national education is to improve skills and quality of life and to increase the Indonesian performance attaining the national goals. Furthermore, in the Law No.2 1989 Republic of Indonesia also contain some articles which are significant in fulfilling the special education needs of children with disabilities to receive education.

To provide and prepare the teaching personal who are immediately available for special schools, in 1952 the government established a Teacher Training college for Special Education in Bandung, called SGPLB. It is two years course after high school. Until 1995, there have been six SGPLBs. In order to improve the quality of special education teacher, since 1996 the SGPLB was integrated with the Institute of Teacher Training and Education, called IKIP, and today it is as University. There are nine universities, which have Department of Special Education, located in 9 provinces.

2. Organization

In order to give guidance, supervision, and development of special education, also to administer the special schools effectively in this country, since 1975, the Indonesian government created a Sub Directorate of Special Education (SDSE) under the Directorate of Primary Education, Directorate General of Primary and Secondary Education (DGPSE), the Ministry of Education and Culture in the national level. There are seven Directorate within the DGPSE. One of them is Directorate

of Primary Education, which has five Sub Directorate namely: Sub Directorate of preschool Development, Sub Directorate of Primary School Development, Sub Directorate of Education Compulsory Development Sub Directorate of Special Education, and Sub Directorate of Educational Monitoring Development.

The SDSE has responsibilities to care and improve special education throughout Indonesia. The activities and programs of the SDSE are planned every year, such as: training of the teachers of special schools, monitoring of the special schools in the provinces, provide and distribute of book materials, learning materials, and equipment.

In the provincial level, special education overseen by the Primary Education Division (PED), under the Regional Office of National Education. The PED has responsibility to care special education development in the province. The PED also appoint supervisors for special schools.

3. The Policy of Special Education

Since 1975, special schools in Indonesia are managed by the Sub Directorate of Special Education (SDSE), Directorate of Primary Education (DEP), Directorate General of Primary and Secondary Education (DGPSE), but since August 2000, the SDSE become a Directorate of Special Education. According to the Minister of National Education Regulation No. 010/0/2000, there are Five Sub Directorate in the Directorate of Special Education, namely:

- a. Sub Directorate of Special Education Planning, which has three sections, such as: Section of Information, Section of Cooperation with others Institutions, and Section of Evaluation.
- b. Sub Directorate of School Management, which has three sections: Section of School Organization, Section of School Improvement, and Section of School Quality Evaluation.
- c. Sub Directorate of Curriculum and Examination System, which has three section, such as: Section of Curriculum, Section of Examination System, and Section of Curriculum and Examination System Evaluation.

- d. Sub Directorate of Educational Infrastructure, which has three sections, such as: Section of Building and Furniture, Section of Teaching Aids and Teaching Material and Section of Educational Infrastructure Evaluation.
- e. Sub Directorate of Student Development, which has three sections, such as: Section of Student organization, Section of Student Activities and Section of Student Evaluation.

By this new policy, we hope the special education

in Indonesia will grow up and develop significantly, so all, the handicapped children will received formal education.

Suyatmi KARSODIMEDJO

*Technical Staff of Directoate of Special Education,
Directrate General of Primary and Secondary Education,
The Ministry of Education and Culture
INDONESIA*

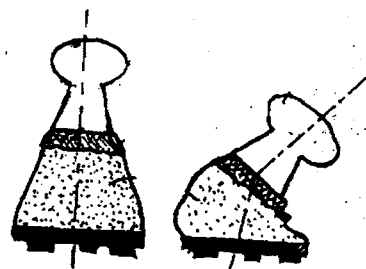
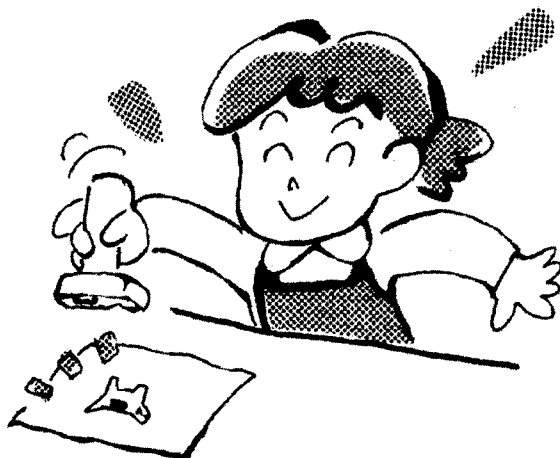
25th Contest

on Educational Materials for Children with Disabilities

The 25th Contest on Educational Materials for Children with Disabilities was held between from 27th November to 8th December 2000. This Contest was under the sponsorship of the National Institute of Special Education(NISE) and the Japan Foundation for Special Education(JFSE). The objective of the contest was to encourage teachers in development and inprovement of educational materials for special education. Every year, many teacher in all of Japan apply their educational materials which are effectively utilized in the classroom. The Minister of Eduçation, Science and Culture (currently Minister of Education, Culture, Sports, Science and Technology) awarded the grand prix prize to "Flexible Stamps", a work by a teacher of a special school for Children with physical



disabilities. With Flexible Stamps, the stamp parts and handling parts are connected with sponges. By utilizing the sponges, children with difficulty using their hands and arms are able to use stamps with ease (see illustration). Despite its simple structure, the judges felt it is a very interesting idea. The top-ranking 29 educational matirial were exhibited for 2 weeks at the National Institute of Special Education.



Some Aspects of Special Education for the Persons with Disability in Bangladesh

Introduction

Bangladesh has a population of about 120 million in an area of 147,570 square kilometer with a density of 797 person per square kilometer. Exact data of disabilities in the country is not yet be established. World Health Organization (WHO) estimated that in developing countries 10% of the populations are affected by some sort of disabilities. It indicates that there are 12 million people with disabilities living in Bangladesh, 85% of them are living in the rural areas. The Government of Bangladesh has made efforts to meet the goal of "Education for All" by 2000. Unfortunately the issue of the disabled children in education still remains neglected and uncovered. But in the past recent years there has been a significant change in the policy array on disabled agenda both at the governmental and non-governmental level.

In spite of limitations like scarcity of resources, lack of professionalism and intervening technology, Bangladesh has attached high priority to the disability agenda. Our efforts are in accordance with the plan of Action of "Asian and Pacific Decade of Disabled 1993-2002". We also follow the objectives and guidelines of the United Nation resolutions on "Rights of the Disabled" and the proclamation "Full participation and equality of people with disabilities in the Asia and Pacific Region" has been signed by our Honorable Prime Minister.

Institutions for Training the Special Education Teachers

There are three-Institutions for training the teachers for special education. One is the Department of Special Education, in the Institute of Education and Research, University of Dhaka, which was established in 1993 to educate teachers in visual impairment, intellectual disabled and hearing impairment. Department of Special Education educates students for 4 years in Bachelor degree(Hons) and one year Master degree in special education. Another Teachers Training College for Special Education is the National Centre for Special Education(NCSE) under the Department of Special Services, Ministry of Social Welfare, Government of Bangladesh. NCSE has three residential laboratory schools for hearing-impaired,

intellectual disabled and visually impaired students for practice teaching. NCSE has started Bachelor of Special Education degree(B.S.Ed) from 1995 . Recently another private college is offering Bachelor of Special Education degree (B.S.Ed).

Besides these, quite a large number of NGOs are offering short courses in the field of special education for mainstream teachers, specialist teachers, community workers and field workers. As is natural the duration of the training varies from institution to institution but is generally from 1 month to 3 months.

Future Issues

In-Country Workshop on Special Needs Education was organized by Ministry of Education and Ministry of Social Services, Govt. of Bangladesh (GOB) under the aegis of the National Commission for Cooperation with UNESCO in 1998. The Workshop deliberated on the ways and means to meet education at needs of children and persons with disabilities in Bangladesh under the GOB resolve to provide "Education for All" by the year 2000.

Considering the magnitude of the task of providing "Education for All" children with disabilities under the policy and programs of the Government of Bangladesh, the workshop recommends the following immediate actions to be taken.

Policy Directions

Children are children first and disabled later. All are children, "Education for All" which has been so far implemented by GOB has been education for all children minus 1.6 million children with disabilities, which is against the social justice of equal education opportunity. It is therefore recommended that :

- * Education of children with disabilities should be included in "Education for All" program of the Education Department and
- * The Commission of policy on education should be approached immediately to include education of children with disabled in the National Policy on Education. It was felt that such a large number of students could not be covered by special education because

- i. It is socially and psychologically undesirable to remove children with disabilities from their families and communities at a tender age, which leads to segregation.
- ii. It is educationally unsound to place all children with disabilities in special education since they lose an opportunity to learn from the wider range peers.
- iii. All children with disabilities do not require education in special need education.
- iv. Cost-effectiveness of the provision in developing countries like Bangladesh with severe constraints of resource demands that all existing institutions should be mobilized to provide education to all children with disabilities just like other children in the community.

The country has their experience of special education in special schools and integrated education in regular schools in Government and NGO s institutions and organization. It is therefore recommended that experiences should be fully utilized for providing inclusive education to children and young people with disabilities. It is also recommended that regular schools should be considered and developed inclusive schools to meet the special needs of children.

Special Institutions in Inclusive Education

The country has the advantage of a highly potential National Centre for Special Education, which can be developed into a lead institution to stimulate and support activities to include children with disabilities in regular inclusive schools. The GO and NGOs institutions, which have considerable experience in education and rehabilitation of children with disabilities, should be included in the inclusive education network. The scope and function of special schools can be redefined to include.

- i. preparation of children for regular school through early childhood education programs;
- ii. meeting educational needs of children with severe difficulties ;
- iii. provide guidance and support to regular school teachers to meet special needs of children with disabilities ;
- iv. provide support of curriculum modification.

Education of children with special needs is an issue of curriculum and teacher training. The stress should be improving access of children with disabilities to the curriculum of regular school, instead of a separate

exclusive curriculum for children with disabilities. The flexibility in the curriculum to all multi-level teaching and progress should be built-in. The Evaluation system should assess their progress in learning and allow deferent levels of learning in different curriculum areas. The curriculum should meet education needs of all children including those with special needs.

Children with disabilities will increasingly receive education in regular schools. It is therefore recommended that

- * All pre-service teacher training program school include component on special needs children to make schools effective for all children.
- * All in-service training program under different projects should also address the educational needs of special needs children.
- * Special teacher training program should include core program for all disabilities to support regular schools and meeting educational needs of children with severe disabilities in special schools.

Conclusion

The goal of providing quality basic education to all is now a globally accepted reality. In developing countries, the focus is in access and participation with a reasonable level of learning achievement, while developed countries are concentrating on enhancing standards of achievement. A second trend is also discernible. School system in developed countries have historically operated a parallel system of ordinary and special schools and now they are moving from "mainstreaming" and integration towards the development of inclusive schools. For school system in developing countries, inclusive schooling is not alternative choice but inevitability. The goal for both is to organize effective schools for all children including those with special needs.

Planning and implementing this qualitative change to the system is a challenging task.

Md. Katebur RAHMAN

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



From the Editors

I am forwarding APEID Newsletter, No. 16. Contributions made by Ms. Takahashi Yuka, Ms. Suyatmi Karsodimedjo and Mr. Md. Katebur Rahman were very much appreciated. Thank you. I hope that the exchange of information through the newsletter will be useful towards the development of special education in the Asia and the Pacific. This year, the first year of the 21st century, is the "International Year of Volunteers". International cooperation or international development assistance is considered as one theme. In some countries, it has been suggested that non-governmental organizations (NGOs) play an important role in education for children with disabilities. If their activities can be substantiated, education for children with disabilities will also be improved. So that APEID member countries will be able to share basic concepts, policies and concrete practices associated with education for children with disabilities, we welcome any reports and informations on seminars and workshops of special education. Please forward any informations to the editorial board by facsimile or E-mail.

On behalf of the editorial board
TOKUNAGA Yutaka

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Table of Contents

	Page
Challenge to Development of School for Children with Disabilities <i>YAMASHITA Teruzo, NISE</i>	1
The Twentieth APEID Regional Seminar 2000 on Special Education <i>OSHIRO Eimei, NISE</i>	2
NISE and KISE First Seminar on Special Education 2001 <i>TSUGE Masayoshi, NISE</i>	5
Third Regional Workshop on the Promotion of Basic Education for Children with Special Needs in India <i>TAKAHASHI Yuka, UNESCO PROAP</i>	7
Policy of Special Education in Indonesia <i>Suyatmi KARSODIMEDJO, INDONESIA</i>	8
25th Contest on Educational Materials for Children with Disabilities	9
Some Aspects of Special Education for the Persons with Disability in Bangladesh. <i>Md. Katebur RAHMAN, BANGLADESH</i>	10
From the Editors	12

NISE international exchange activities

http://www.nise.go.jp/kokusai/index_e.html (in English)