



Asia and the Pacific Programme of
Educational Innovation for Development

Newsletter

for
Special Education
in
Asia and the Pacific



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Greetings

On behalf of the Organized Committee of APEID seminar, I am honored to inform all of you that the 21st APEID regional seminar on special education held at National Olympics Memorial Youth Center in Tokyo, Japan from November 18 to 23, 2001 was concluded successfully. It was on the last year of the 6th programming cycle of APEID seminar as well as on the 30th Anniversary of NISE established in Kurihama in 1971. I believe, all participants of the seminar could exchange their ideas on the theme, "Developing Special Education in Each country and Enhancing International Cooperation among Countries in the Asia-Pacific Region" and retrospect the 30 years history of NISE, which was continually concerned with development of special education in Japan.

Although special education in the whole world is a common issue in terms of educational support for children with special needs, each country has its own educational system and sociocultural background. We must highly esteem such diversity of each country. In the discussion of this seminar, however, we were

able to reconfirm the same idea and effort for inclusive education which is necessary for all children with special needs beyond our differences. Of course, inclusion is not a goal but process. In this context, it is really important for us to share successful experiences and practices to realize inclusive education in each country. I believe, all the delegates participating this seminar could get some applicable ideas which will work effectively in their own educational systems.

At the year of 1971 when NISE was founded, we emphasized that all the disabled children at schools for the handicapped should be recognized as ordinary children in the compulsory educational system in Japan. In 1979, education of all the special schools for the mentally retarded, the physically disabled and the health impaired became compulsory and the basic system of Japanese special education was established. NISE has carried out applied researches, various in-service training courses, dissemination of research findings, guidance and counseling services and international exchange programs for more than 20 years within this framework of special education. However, after Samaranca Statement, objective circumstances

around special education have changed in the last 10 years in and outside of Japan. Thus, as a part of reform of the Ministry of Education, Culture, Sports, Science and Technology, Special Education Division was renamed to Special Support Education Division in 2001. I believe, that is, the basic policy of special education will change from education based on type and degree of disabilities to that on special needs of each child.

After the 11th of September, 2001 world situation was dramatically changed. So, we were

a bit worried whether or not this APEID seminar was held on schedule. Even though there were several difficulties, we really appreciated all for coming to share with us on this seminar. It is my hope that the goal of this APEID seminar will be taken over to the new Asian and Oceanian seminar of special education in the next year due to the active contribution and cooperation of all countries which attended this seminar.

HARA Hitoshi

Director, Division of International Exchange Program, NISE

The 21st APEID Regional Seminar on Special Education

The 21st APEID Regional Seminar on Special Education was held at National Olympics Memorial Youth Center in Tokyo, Japan from November 18 until November 23, 2001.

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-years programme is "Special Education Partnerships for the 21st Century". The theme of this year's seminar was on "Developing Special Education in Each Country and Enhancing International Cooperation among Countries in the Asia-Pacific Region".

2. Objectives and Contents of the Seminar

The seminar of this year consisted of two parts. One-day in the seminar was held as an event

to commemorate the 30th Anniversary of the NISE, Japan. First, Professor Nakano Yoshitatsu (Sano International Information Junior College) did commemorative lecture on "Life Learning of Children with Special Educational Needs in 21st Century". Professor Nakano spoke the from point of view how individuals with disabilities should live together in life long on the whole of society for realizing their independence and social participation based on the equality of access to education, resources and chances.

Next, was opened the panel discussion on "International Cooperation on Special Education for 21st Century - Realizing the idea of Normalization-". In order to realize society which individuals with disabilities could live abundantly in their life, it was discussed what concrete issues and problems were, what should be done in special education of Japan, also what we should do to enhance the international mutual cooperation on special education among



APEID countries in the Asia-Pacific Region.

Five panelists were invited to make a speech as specialists in the field of special education. (3 from Japan, 2 from foreign countries) to discuss the above mentioned subjects.

Agenda of panel discussion were as follows:

- (1) Expectation and Prospect to Special Education from the viewpoint to promote of the idea of Normalization.
- (2) Special Education of Japan for 21st Century
- (3) Development and Diversity of Education for meeting the individual needs of individuals with disabilities.
- (4) International mutual cooperation on special education among APEID countries in the Asia-Pacific Region.

Topics of Panel Discussion:

- Current situation and international cooperation on special education in Indonesia
by Nasichin (Director of Special Education, Ministry of National Education, Indonesia)
- International cooperation on special education among Asian and Oceanian countries: Perspectives for South Australia
by Patricia Winter (Assistant Director, Disability and Professional Services of the South Australian Department of Education, Training and Employment, Australia)
- Development assistance in special education: Two frameworks to conduct assistance
by Hiroko Furuta (Associate Professor, Kumamoto University, Department of Education, Japan)
- Basic concept and future direction of special education in Japan: From the final report of the committee of specialists on special education in

the 21st century
by Atsushi Suzuki (School Inspector, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology, Japan)

- Role of the National Institute of Special Education (NISE) as an independent administrative institution in the 21st century
by Michio Hosomura (Director-General the National Institute of Special Education, Japan)

Next, since this seminar was the last year of the 6th programme cycle of APEID regional seminar on special education, participants in the seminar discussed concrete issues, problems and things needs to be done to solve those problems when we worked to develop special education and to enhance mutual cooperation and networking among countries in the Asia-Pacific Region.

In the seminar, the delegates from twelve member countries presented the country reports. The participants were given occasions to look back, reframe and enrich their activities through the exchange of information regarding the state-of-the-art of development of special education in each country and international cooperation among member countries in the Asia-Pacific Region.

The following points were proposed through discussion in the seminar.

- (1) Increasing awareness of education for children with SEN among teachers, parents and other people in the community, and action plans to promote "Education for All" of children with disabilities.
- (2) Plans for curriculum: teaching methods and teaching materials, teachers training and school development to be implemented in education for children with SEN.



- (3) Developing special education in each country, enhancing international mutual cooperation and networking and technology transfer in education among Countries in the Asia-Pacific Region

3. Participants

The seminar was attended by a representative from each of the thirteen APEID countries including Japan and an official representing the Bangkok Office. The staff members of NISE and the National Kurihama School for Children with Disabilities as well as many others including researchers from all over Japan also showed their enthusiasm by attending the seminar as observers.

Representatives of the 21st APEID seminar are as follows:

AUSTRALIA Ms. Patricia Winter

Assistant Director, Disability and Professional Services, Department of Education, Training and Employment.

CHINA Ms. He GuangFeng

Deputy Director/Associate Professor, Research Center for Learning Obstacles, Beijing Academy of Educational Sciences.

INDIA Mr. Madan Mohan Jha

Joint Secretary, Indian National Commission for Cooperation with UNESCO, Ministry of Human Resource Development, Department of Secondary Education & Higher Education.

INDONESIA Mr. Nasichin

Director of Special Education, Directorate of Special Education, Directorate-General of Primary and Secondary Education, Ministry of National Education.

JAPAN Dr. ATSUMI Yoshikata

Director, Dept. of Education for Children with Emotional Disturbance, NISE.

MALAYSIA Mr. Mohd Nordin bin Awang Mat

Deputy Director General of Education, Department of Special Education, Ministry of Education.

NEPAL Mr. Gopal Prasad Kandel

Section Officer, Special Education Council, Ministry of Education and Sports.

NEW ZEALAND Mr. Anthony Ross Davies



Manager, Development Services, Specialist Education Services.

PAKISTAN Mr. Syed Navaid Ali Nasri

Additional Secretary / Director General, Directorate General of Special Education, Ministry of Women Development, Social Welfare and Special Education.

PHILIPPINES Ms. Simeona T. Ebol

Senior Education Program Specialist in Special Education, Special Education Division, Bureau of Elementary Education, Department of Education, Culture and Sports.

REPUBLIC OF KOREA Dr. Kim Dong-il

Assistant Professor/Special Education, Department of Education, Seoul National University.

SRI LANKA Mr. Athaudage Don Sirisena

Deputy Director (Special Education), Zonal Education Office.

THAILAND Dr. Maliwan Tammasaeng

Director, Setsatian School for the Deaf,

UNESCO/PROAP Ms. TAKAHASHI Yuka

Associate Expert on Special Needs and Environmental Education.

4. Summary of Discussion in the Seminar

The country reports reported the situation and problems in each country, with the goal being achievement of education matching the needs of individual disabled children. The general discussion discussed the following.

- (1) The necessity to define the quality or merits of special education by taking into account diversity of diverse types of intelligence, instead of giving it a narrow definition.

- (2) The necessity to redefine the curriculum in relation to inclusion education by re-examining it at diverse levels instead of making it uniform; for instance, school level curricula, individualized curricula matching individual needs, etc.
- (3) The necessity to further improve the training of special education teachers, and for such teaches to learn about inclusion education by cooperating with teachers of ordinary classes.
- (4) That inclusion is not compulsory but an option to learn together.
- (5) Networking to promote the transfer of teaching aids and educational technology.
- (6) To become constructive and critical friends by supplying, utilizing and sharing information.
- (7) To further promote diverse types of exchange, and to promote issues common to countries as joint projects.
- (8) Special education should be promoted by constructing partnerships of diverse people and agencies such as children, guardians and the community, instead of leaving it a matter concerning just the interested parties.

OSHIRO Eimei

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

Address to Commemorate the 30th Anniversary of the NISE Lifelong Education for Children with Special Educational Needs in the 21st Century

Professor Nakano spoke on lifelong education for children with special educational needs in the 21st century from three angles.

(1) Trends of international organizations centered around the UN

The rights of the disabled have come to be recognized gradually since the UN resolution of 1971 on the rights of the mentally retarded and that of 1975 on the rights of the disabled in general. However, despite the fact that at least 10% of all children in the world have disabilities, problems have been pointed out such as that many of the disabled children in developing countries are not receiving specialized services; globally, there are great disparities between children who are receiving services and those who are not; lack of knowledge concerning the potential abilities of the disabled including children; and insufficiency of legal measures. Given such a situation, the issue will be to let people understand that disabled children and

adults also have the right to enjoy equal educational opportunities as other people. So far, the UN has proposed compulsory conventions but none has been enacted. Organizations of the disabled all over the world are increasingly calling for enactment of a compulsory convention that would prohibit discrimination on account of disabilities.

(2) Basic concept of children with special educational needs

The education for children with diverse Special educational needs not necessarily restricted to disabled children came to be demanded after the UNESCO "Education for All" conference of 1990. Such children are comprised of two types, with "Type I" being children with disabilities for which they cannot

attend local schools, and physically and mentally disabled children, and "Type II" being children having speech impairments, problems with schoolwork, those who refuse to attend schools, and abused children. One of the goals of their education is lifelong education to support their independence. "Independence" in this case means not just that in terms of the ability to take care of themselves, but mental independence of making decisions for themselves. In Japan however, there is the problem that there is no national consensus concerning this point.



the APEID countries to mutually supply and coordinate information, concerning such things as improvement of the legal systems, training of leaders of the education for the disabled children, and dispatch of experts. These may include support for families in the Asian-Pacific region who have disabled children such as through enrichment of individual support programs covering fathers, mothers or brothers/sisters.

(3) Roles of Japan in Asia

Japan is believed to promote cooperation in the Asian-Pacific region through ODA, JICA, NGOs and APEID. However, it must be said that while Japan is active in terms of economic support for disabled children and adults, it is inactive in terms of mental support. In particular, its legal systems concerning the rights of disabled children and adults are as insufficient as in the other Asian countries. It will be necessary for

NAKANO Yoshitatsu

Professor, Sano International Information Junior College

Teacher and Parent Perception of the Barriers to Inclusive Education

Identification and Comparison of the Barriers between Elementary and Secondary Schools

Inclusive education for students with disabilities have become increasingly prevalent over the last several years in Korea. This trend may be due, in part, to a general perception created by legislature and the extant literature, and by exposure of the subject in the mass media, that such programs are endorsed by most of those concerned with the education of exceptional children. However, concerns over the

practical implications of a wide scale move toward inclusive models of educational service delivery have resulted in much divisiveness among parents and educators over the merits of some inclusion ideals.

The present study examines teacher and parent perceptions of barriers to inclusive education. Given their different perceptions in inclusive education, the extent to which school

level and/or role may be associated with specific barriers was also explored. The purposes of the study are as follows:

- 1) The serious barriers perceived by general education teachers and parents in elementary & secondary schools were identified.
- 2) The comparison of the perceived barriers between school levels and roles(group) was conducted.

The participants in the present study included teachers (n=570) and parents (n=725) from 14 schools (8 elementary, 3 middle, and 3 high schools) in both metropolitan and rural areas across the nation. A 65-item questionnaire with 5-point Likert type scale was developed and administered to the participants (teachers and parents). Through initial factor analyses and items analyses, a principal component for each of 7 factors with 55 items was identified and significant factor loadings were found, ranged from .41 to .79. A final questionnaire with 7 factors for 55 items was referred as Barriers to Inclusion Survey (BIS). The identified 7 factors of BIS were listed as follows:

- A. Lack of facilities and administrative/training supports for Inclusion (4 items, Cronbach Alpha = .70))
- B. Negative characteristics of SWD, (7 items, Cronbach Alpha = .72)
- C. Workload of teachers and student-teacher ratio, (4 items, Cronbach Alpha = .64)
- D. Negative attitudes toward SWD and Inclusion. (7 items, Cronbach Alpha = .72)
- E. Peer relationships between SWD & GES, (13 items, Cronbach Alpha = .82)
- F. Lack of special education supports and difficulties of participation in general

- education. (10 items, Cronbach Alpha = .71)
- G. Difficulties of class management (10 items, Cronbach Alpha = .82)

Findings from this study revealed that, regardless of school levels and group status, key players viewed in a similar way major barriers; facilities, inclusion training, and special education supports. These findings are in line with those from similar research in which professionals and parents were asked about their views of inclusive educational practices. Lack of facilities and administrative/financial supports was rated first barrier in this study and also has emerged as a major barrier in similar studies. The common finding also relates to the reported need for training for all involved. The need for trained and otherwise skilled people to provide support in the classroom relates in turn to a commonly reported barrier to inclusion-lack of sufficient monetary support.

In the current study, it is notable that teachers, especially in the elementary school, mentioned the work load and class size as the major barriers, such as "General education class size is generally too big to provide proper education for SWD" and "There is not enough time for teachers to prepare their lessons due to extra workload." The finding that teachers in the elementary schools regarded the extra workload as one of the major barriers may be related to the reality in the school. The teachers in the inclusive practices perceive their own problems of heavy burdens of teaching the diverse students in a large class. Again, extra workload and class size clearly were the most significant concerns for these teachers. Parents, especially in the secondary schools, feel that Peer relationships between SWD & GES is relatively important. These findings do not necessarily

mean that teachers, especially in elementary schools, are against the inclusion. Inclusive practices are currently implemented in most of the elementary schools by general education teachers. These teachers are actually working on the inclusive education, which, in turn, confronts lots of practical problems and questions. On the contrary, parents of the secondary schools are not likely to get a "real" sense on the inclusion.

By comparing the perceptions of individuals in different roles and at different school levels, this study adds to the growing body of literature on the subject of inclusion. Documenting what key players feel to be the major barriers, using the BIS, helps to clarify the many issues surrounding inclusion in Korea and reflect the current status of implementation

of inclusion in a school. Recognition of the various factors involved clarifies what needs to be done to successfully support students with disabilities as full-time members of typical classrooms.

Acknowledgements

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The Development and Problem of Special Education in China

1. The development of special education in China

In April 2001, the third national working conference on special education was held in Beijing, summing up the development of special education since 1990, and put forward the new plan of the development in the next five years. Up to the end of 2000, there are 1,539 special educational schools in China, which has increased 105 percent than the year 1990. There are 377,000 students in special school. It is increased 424 percent.

The system of curriculum in school for the blind children and the deaf children has set up. The Ministry of Education publish the standard of curriculum in deaf school and the standard of curriculum in blind school.

According to these standard, the people's educational publication has published all the special textbook.

The amount of special education teacher has increased. There are 43,000 special teachers in China, including 31,000 professional special teachers.

The expense into the special education has increased a lot. The government has set up special educational additional fees. From 1989 to 2000, the government has afford 0.2 billion Chinese yuan for the special education.

2. The problem of special education in China

Special education has been included in the system of nine years compulsory education. There a large number of children with special

need for education, whereas our special school is limited, and most of them are located in the large or medium-sized city, as a result many children can not get access to the special school, mostly we provide education for many special children in the ordinary class of ordinary school. That may be a little similar to the international trend. This method helps most of the special children enter school. But there are still a lot of problems in special education.

First, the main problem is how to help the poor special children enter school. Special education in China have developed very quickly, more and more special students entered school. But China has 1.3 billion people, so some special children can not enter school, especially in poor rural areas or mountainous areas. The big problem is still how to help the poor children enter school.

Secondly, the main form of special education in China is setting up special class in ordinary school or learning in ordinary class, this form met the need of special children for education. After the need of entering school was satisfied, higher need arise i.e., how to improve their quality of education. So improving the quality of special education quickly is also a challenging task that we are facing up.

With the development of special education, the wide concept of special education was accepted by more and more people. They think that special education is not only the education of special children who has physical and mental disability, every children even those who seem like normal children has special need of education, which should be cared for. So special education involves all kinds of learning disabilities. In China, the research of learning disabilities is just started and need to be improved gradually.

3.The development of research in learning disabilities

In order to solve the problem of special education, we built the research center of learning disabilities. The main purpose of this center is to study all sorts of learning disabilities. From 1991 to 2000, professor Liang Wei with her colleagues mainly studied the types and reasons of mathematics learning disability of the middle school students, and achieved satisfactory results.

Firstly, they introduce "Learning Assessment Cards" to promote students' mathematics learning. The contents of "mathematics learning assessment cards" are divided into two categories, cognition aspect and emotional aspect. With these cards, the students have opportunities to think their studies and exchange thoughts with their teachers. A student will fill one card each day and return these cards every week. With these assessment cards, those students began to learn mathematics in an active way and began to ask themselves about what they had learned over the class, how much they could understand. Through these method, the students with mathematics learning disabilities made great progress.

Secondly, they encourage the teachers to apply "Procedure Test Cards" to promote the mathematics learning. The project team divided one group of mathematics knowledge into several procedures and evaluated every procedure by a test. The card for each procedure was used in one class. The students who could not pass the test would be given additional help. In this process, the teachers could know the mathematics learning of each student and find out the learning disability in time.

He Guangfeng

Academy of Education Science, CHINA



From the Editors

On behalf of the editorial board

ISHIKAWA Masataka

Dear Colleagues:

We are pleased to send APEID Newsletter, No.18 to the readers. We would like to thank all who contributed to this volume of newsletter. We invite readers to submit news on recent development of special education and research, information on conferences, seminars or workshops, introductions of new teaching materials, newly established institute or publications, so on. We always welcome your supports to this newsletter by mail or E-mail. Our E-mail address is a-kokusai@nise.go.jp

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NISE international exchange activities

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