SUPPLEMENTS

APEID Seminar on Special Education

NISE has been hosting APEID "Asia and the Pacific Programme of Educational Innovation for Development" Special Education Seminar with attendance of professionals (administrators, researchers and teachers etc.) from Asia and the Pacific regional nations with cooperation of Japanese National Commission for UNESCO. The seminar is held once in a year as an undertaking of ODA project. The seminar aims at strengthening educational cooperation among member nations of UNESCO in the Asia and Pacific region as well as fostering the intrinsic development of education within the member nations.

The Eighteenth APEID Regional Seminar on Special Education

Eimei OSHIRO
(The National Institute of Special Education)

The 18th APEID Regional Seminar on Special Education was held at the National Institute of Special Education, Yokusuka City, Kanagawa prefecture, Japan from 9th to 14th of November 1998.

1. Theme of the Seminar
The 6th programming (1997-2001) cycle was started last year. The main theme of the 6th cycle is "Special Education Partnerships for the 21st Century". The sub-theme of the seminar was "Networking in the Community".

2. Objectives
The objectives of the seminar were to discuss and learn practices of networking in the community in each member countries, which are important in effectively utilizing human and material resources to realize appropriate educational support for children with disabilities and their families, and are important in order to realize "Partnerships in Special Education" in the community.

In the seminar, eleven country reports and three keynote speeches on "networking in the community" for supports for children with special educational needs and their families were presented by delegates in each member countries. And each delegate and participants in the seminar discussed on above mentioned theme. Three keynote speakers in the seminar were Mr. SUDHIR Guvantrai Mankad (India), Mr. Abd. WAHAB Hashim (Malaysia) and Mr. Onno Koopmans (UNESCO/PROAP).

The following points were discussed in the seminar.
1) Policies and legislations to promote networking in communities.
2) Local features to be considered when networking.
3) Networking based on local features, its issues and perspectives. Emphasis was placed on case studies with unique or outstanding examples of networking particularly in rural or sparsely populated areas where resources are limited.

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

4. Date and Venue
Date: November 9-14, 1998
Venue: National Institute of Special Education (NISE) and related sites.
Schedule of the Seminar:
9th (Mon.) Registration and Orientation
10th (Tue.) Presentation of Country Reports/Discussion Session
11th (Wed.) Study visit to Yokohama Municipal Hakkei Elementary School
12th (Thu.) Keynote Speech I, II, III/Discussion Session
13th (Fri.) Study visit to The National Kurihama School and NISE.
Final Session / Closing Ceremony
14th (Sat.) Leave Japan
5. Participants

Representatives from twelve countries as listed in the following page, participated at the Seminar. Mr. Toshio IOYA, Director-General of NISE, represented Japan. Participants of the 18th APEID Seminar.

Bangladesh: Mr. Md. Zahir Uddin BHUIYA
Joint Secretary, Ministry of Social Welfare, Government of the People's Republic of BANGLADESH

China: Ms. Lixia QIAN
Deputy Director/Senior Teacher, Education Science Research Institute of Western District of Beijing, Educational Association of Western District of Beijing

India: Mr. Sudhir Gunvantrai MANKAD
Additional Chief Secretary, Education Department, Government of Gujarat

Indonesia: Mr. Samino Bin RESOSEMITO
Staff of Sub Directorate, Ministry of Education and Culture, Directorate General of Primary and Secondary Education, Directorate of Primary Education

Malaysia: Mr. Abd. WAHAB Hashim
Deputy Director General Special Education, Special Education Department, Ministry of Education, Malaysia

Nepal: Mr. Bishnu Kumar DEVKOTA
Unit Chief, Ministry of Education, Basic and Primary Education Project Special Education Unit

New Zealand: Ms. Christine HILTON-JONES
Project Development Manager, Specialist Education Services (SES)

Pakistan: Mr. Ali Akbar KALHORO
Director/Principal, Al-Maktooom Special Education Centre for Visually Handicapped Children

Philippines: Dr. Yolanda S. QUIJANO
Chief Education Program Specialist, Special Education Division Bureau of Elementary Education Department of Education Culture and Sports

Republic of Korea: Dr. Won Hee PARK
Associate Professor, Special Education Department, College of Education, Dankook University

Sir Lanka: Mrs. A.L.P. WEERASINGHE
Assistant Director, Special Education, Sri Lanka Educational Administrative Service-Class III

Thailand: Mr. Vichain ANANMAHAPONG
Director of Special Education Division, Department of General Education, Ministry of Education

UNESCO/PROAP: Mr. Onno KOOPMANS
Associate Expert, Special Needs Education, UNESCO Principal Regional Office for Asia and Pacific

OBSERVER

Republic of Korea: Dr. Ju-seak KIM
Educational Researcher, Korean National Institute for Special Education (KISE)

Republic of Korea: Mr. Jong-mu KIM
Educational Researcher, Korean National Institute for Special Education (KISE)

6. Conclusions and Recommendations

The thirteen representatives including UNESCO and Japanese participants spoke of constraints in their countries to providing equal access to education for all children. Each delegate shared a variety of initiatives and programs. These showed that changing attitudes, values and beliefs, through the power of networking in communities, bring about positive outcomes for children with special needs.

CONCLUSIONS

- We believe in upholding the fundamental rights of children with special needs to be equal members of their communities and receive access to quality education to meet those needs.
- We believe in fair, just and equitable opportunities for all children with special needs regardless of the setting and in accordance with their potentials.
- We believe in the need to identify all available resources and through networking and partnership and the power of cooperation, involvement and commitment, we can make a positive difference in the lives of the children with special needs.
- We call upon governments to provide adequate resources to meet the needs of special education.

RECOMMENDATIONS FOR NETWORKING IN COMMUNITIES

Concerted government efforts, leadership and commitment can be demonstrated to "networking in communities" to support children with special needs by:

- including parents on policy and decision making groups at all levels
- supporting and building on initiatives arising in the community
- consulting that is extensive and multilevel through forums and focus groups (face to face and using technology) to assist communities and individuals to articulate their needs
- coordinating action between and within government agencies, non-government organizations, professional groups, and businesses, while respecting, recognizing and valuing the contribution of voluntary service
- establishing a plan of action that identifies positive education outcomes for children with special needs, that is family and community based and utilizes best practice as well as community contributions in relation to their circumstances
- clarifying roles, responsibilities and accountabilities in relation to the action plan
- implementing individualized programs through integrated and collaborative approaches of educators, parents and the community
- building on awareness, concerns, commitment and passion through learning together, identifying successful models and creating respectful environments for all such children.

The Nineteenth APEID Regional Seminar on Special Education

Eimei OSHIRO
(On the National Institute of Special Education)

The 19th APEID Regional Seminar on Special Education was held at the National Institute of Special Education, Yokosuka City, Kanagawa Prefecture, Japan from 8th to 13th of November 1999.

1. Theme of the Seminar
   The 6th programming (1997-2001) cycle was started last year. The main theme of the 6th cycle is "Special Education Partnerships for the 21st Century". The sub-theme of the seminar was "Charting a New Course for Teacher Development".

2. Objectives and Contents of the Seminar
   The objectives of the seminar were to discuss and learn the practices of Teacher Development Based on Partnerships in each member countries. With regard to "Teacher Development", we have included the development of support staff, parents and volunteers as well as the special education teacher who work in special education.

   In the seminar, thirteen country reports were presented by delegates in each member countries. The seminar gave participants an occasion to enrich and strengthen their activities through the exchange of information regarding the state-of-the-art of teacher education in their countries and also highlighted the future prospects. In addition to the country reports a special guest speaker (Mr. Xu Bailun, The Beijing Golden Key Research Center of Education for the Visually Impaired) made a presentation on the Golden Key Project in order to facilitate the education for the visually impaired in China in carrying out special education through collaboration among related parties. And also three keynote speakers (Prof. Mel Ainscow, University of Manchester, Prof. Walther Dreher, University of Kolin, Mr. Onno Koopmans, UNESCO PROAP) made a presentation a process of reflection on how to shape and contextualize the teacher education programmes in their respective countries to improve the quality of education for children with special needs in inclusive schools.

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

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

4. Date and Venue
Date: November 8-13, 1999
Venue: National Institute of Special
Education (NISE) and related sites.
Schedule of the Seminar:
8th (Mon.) Registration and Orientation
9th (Tue.) Presentation of Country Reports /
Discussion Session
10th (Wed.) Presentation of Country Reports
and Guest Participants
11th (Thu.) Field Tour of Kanagawa Prefectural
Kamakura Special School
12th (Fri.) Study visit to The National
Kurihama School and NISE.
Final Session / Closing Ceremony
13th (Sat.) Leave Japan

5. Participants
Representatives from thirteen countries as
listed in the following page, participated at the
Seminar. Dr. Hiroichi SUGAWARA, Director,
Dept. of Children with Speech and Hearing
Handicap of NISE, represented Japan.

Participants of the 19th APEID Seminar
Bangladesh: Mr. Md. Katebur Rahman
Joint Secretary, Ministry of Social Welfare,
Government of the People's Republic of
BANGLADESH
China: Ms. PENG Xianguang
Associate Professor, China National Institute
for Educational Research, Department of
Special Education
India: Dr. (Ms.) Anita JULKA
Reader in Special Education, Department of
Education of Groups with Special Needs,
National Council of Educational Research and
Training (NECERT)
Indonesia: Mrs. Sayatmi Karsodimedjo
Member of Sub Directorate of Special
Education, Directorate of Primary and
Secondary Education, The Ministry of
Education and Culture
Malaysia: Mr. Haji Ahmad Bin Mohamad Said
Deputy Director General, Special Education
Department, Department of Special Education,
Ministry of Education MALAYSIA
Nepal: Mr. Ganesh Prasad PAUDEL
Training Officer, Special Education Section,
Department of Education
New Zealand: Mr. Antony Ross DAVIES
Senior Policy Analyst, New Zealand Ministry
of Education
Pakistan: Mr. Pervez Iqbal SHEIKH
Director / Directorate General of Special
Education, Ministry of women Development,
Special Education and Social Welfare,
Government of Pakistan
Philippines: Dr. (Ms.) Perilita M. JAMORALIN
Education Supervisor, (Special Education Unit
Chief) Department of Education, Culture and
Sports-National Capital Region (DECS-NCR)
Republic of Korea: Dr. (Ms.) Mi-soon LEE
Teacher, Educational Researcher, Korea
Institute for Special Education
Sri Lanka: Mr. Kulasinghe WEERASEKERA
Master Teacher / Special Education, Southern
Provincial Education Department
Thailand: Dr. (Ms.) Benja CHONLATANON
Director / Special Education Center Faculty
of Education
UNESCO /PROAP: Mr. Onno Koopmans
Associate Expert, Special Education APPEAL

Guest Participants
China: Mr. XU Bailun
Director-General, The Beijing Golden Key
Research Center of Education for the Visually
Impaired
U.K.: Prof. Mel Ainscow
Professor of Centre for Educational Needs,
School of Education, The University of
Manchester  
Germany: Prof. Walther Dreher  
Professor of Universitaet zu Koeln, Heilpaedagogische  
Fakultaet

Observers  
Germany: Mr. Christian Goedecke  
Universitaet zu Koeln, Heilpaedagogische  
Fakultaet  
Germany: Ms. Barbara Brokamp  
Universitaet zu Koeln, Heilpaedagogische  
Fakultaet  
Malaysia: Dr. Zalizan Mohd JELAS  
Associate Professor, Faculty of Education,  
University Kebangsaan Malaysia  
Paraguay: Mr. Jose Daniel ESCOBAR Cardozo  
Coordinater, Department of Special Education,  
Ministry of Education and Cultur, PARAGUAY  
China: Ms. JI YU QIN  
Secretary, The Beijing Golden Key Research  
Center of Education for the Visually Impaired  
China: Ms. Chenhui Liu  
Secretary, The Beijing Golden Key Research  
Center of Education for the Visually Impaired

6. Conclusions and Recommendations in the seminar

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

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

Recommendations

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

- Communicating and developing the concept of inclusive education to all those who are involved in designing policy and programs for training teachers for education of children with special needs - universities, colleges and institutes for teacher training
- Enhancing and improving the partnership among community members, policy makers, parents and other family members, and administrators to acknowledge, appreciate the efforts made by the teachers and empower them in handling a wide range of diversities in the inclusive classrooms
- Orientating of decision makers / leaders / policy makers / administrators for understanding the strength of teachers in meeting the educational needs of all children
- Preparing all educational personnel such as principals, administrators, and teachers at all levels and types of training i.e. pre-service, in-service, early intervention, preschool, elementary and secondary levels
- Redefining the role of all teachers (special education and regular teachers) in the light of
inclusive education and encouraging them to engage in collaborative problem solving efforts involving all the other partners significant in the education of special needs children

- Developing national and international networking for finding better solutions for problems and concerns in the development of teacher education programs in particular in the Asia Pacific Region
- Focussing teacher training programs not only on academic teaching skills but also on non academic teaching skills like social and classroom management skills for fostering more interactive environment for children with special needs
- Piloting of training initiatives in phases and evaluation to form a research base for betterment of future teacher training programs
- Focussing more on the enhancement of abilities than on disabilities of the children for building up a better psycho-social climate for all children
- Encouraging the educational authorities to be responsible for the education of all children including education of children with special needs.