

## 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 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.

### **Special Education Partnership for 21st Century -Strengthening and Encouraging School Development-**

**OSHIRO Eimei**

(The National Institute of 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 Partnership for 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 issues for Strengthening and encouraging school development in education for children with special education 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 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 in the understanding of children with disabilities and school education.

- 2) The need for curriculum plans, 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 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 from UNESCO / PROAP Associate Expert as listed in the following page, participated at 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 Center.

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.

Maklaysia: Ahamad Zzabidi bin SHANSUDDIN

Director, Planning and research Division, Special  
Education Department, Ministry of Education  
Malaysia.

Nepal: Arum 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. Dhita I. SINGAYAN

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

Republic of Korea: Dr. Joo Young KIM

Educational Researcher, Korea Institute for Special  
Education.

Thailand: Dr. Benja CHONLATANON

Director / Rajabhat, Special Education Center Faculty  
of Education.

UNESCO / PROAP: TAKAHASHI Yuka

Associate Expert in Special Needs 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 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 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 visit 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. Government 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 Centers 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.

**The 21st APEID Special Education Seminar with the Celebration of  
NISE's 30th Anniversary - Report  
Special Education Partnerships for the 21st Century  
Developing Special Education in Each Country and Enhancing International**

**Collaboration among Countries in the Asia- Pacific Region**

**By OSHIRO Eimei**

(The Department of Education for Children with Visual Impairments)

The 21st APEID (The Asia- Pacific Programme of Educational Innovation for Development) special education seminar with the celebration of NISE's 30th anniversary was held in the international conference room at the National Olympic Memorial Youth Centre,

Tokyo for six days between the 18th and the 23rd of November 2001, co-hosted by NISE (The National Institute of Special Education) and the Japanese National Commission for UNESCO. This report outlines the content of the seminar.

### 1. The seminar

The significance of the seminar was supported by two main facts; the year 2001 was the final year of the APEID Special Education Seminar Cycle ,6 (1997-2001) with the main theme of "Special Education Partnerships for the 21st Century" and it was also NISE's 30th anniversary since its establishment in 1971, as the name given to the seminar suggests.

The seminar proceeded with various events: the first day was spent on orientation. On the second day the opening ceremony was held preceding the memorial lecture to celebrate NISE's 30th anniversary in the morning, followed by the panel discussion in the afternoon. From the 3rd day to the final day of the seminar, it concentrated on reports and discussions regarding "Development of Special Education and International Collaboration in the Asia-Pacific Region", which was the sub- theme of the seminar.

The APEID sub- seminar proceeded with comprehensive discussions focusing mainly on the development and enrichment of special education in the Asia- Pacific region by clarifying further issues and solutions as well as the promotion of international collaboration in special education within the Asia-Pacific region.

### 2.Co- hosts

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

### 3.Agenda

Sunday 18th - Friday 23rd November 2001

Sunday 18th	Arrival, participation registration and orientation
Monday 19th	Opening ceremony, memorial lecture to celebrate NISE's 30th anniversary and panel discussion
Tuesday 20th	Comprehensive discussion
Wednesday 21st	Comprehensive discussion and closing ceremony
Thursday 22nd	Tour of National Olympic Memorial Youth Centre
Friday 23rd	Departure

### 4.Attendants

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.

**Australia:** Ms. Patricia Winter

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

**China:** Ms. He Guang Feng

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

**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 Woman 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. (Mr.) 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, Horana

**Thailand:** Dr. (Ms.) Maliwan Tammasaeng

Director, Setsatian School for the Deaf

**UNESCO PROAP:** Ms. TAKAHASHI Yuka

Associate Expert in Special Needs and Environmental Education

### 5. The seminar proceeding

Summarised below is the proceeding of The 21st APEID Special Education Seminar with the Celebration of NISE's 30th Anniversary.

A. The memorial lecture to celebrate NISE's 30<sup>th</sup> anniversary and the panel discussion

- (1) The memorial lecture was given by Prof. Yoshitatsu Nakano, the associate professor of Sano International Information Junior College. The lecture was themed as "Life- Long Learning for Children with Special Educational Needs in the 21st Century". The lecture focused on how the entire society can provide the handicapped with an ideal environment in which they are given life- long support in developing their independence and therefore they are more encouraged to fully participate in society as well as enjoying a harmonious coexistence with the no handicapped. This aspect was discussed taking into account international trends concerning special education. Important points raised related to the discussion were the underlying concept of children with special educational needs life-long learning to develop independence and self-reliance support harmonious coexistence education of children with special needs in Asia and the current status of Japanese education plus educational issues, all in relation to trends in education on the international scale.
- (2) The lecture was followed by the panel discussion focused on the theme "International Collaboration in Special Education for the 21st Century - Aspiration to Realize the Normalization Principle". Each of five panelists discussed in a 10-minute presentation how Japan should engage in special education in order to create a society in which each of the handicapped could lead a normal, content life as well as the no handicapped, and how international collaboration should relate to Japan's role in order to develop special education in the Asia-Pacific region. Following the presentations, the comprehensive discussion was held in the light of four major points which were (1) expectation from and prospects of special education by supporting the normalization principle (2) the definition of special education in Japan for the 21st century (3) the expansion and diversity of education which operates flexibly in response to individual needs (4) international collaboration in special education in the Asia- Pacific region.

B. The 21st APEID Seminar

The Term, 6 (1997-2001) main theme was "Special Education Partnerships for the 21st Century". This final

year's Seminar conducted discussions on the theme "Developing Special Education in Each Country and Enhancing International Cooperation among Countries in the Asia- Pacific Region".

In the country reports and the general discussion, opinions were exchanged and discussions were held actively from the following three viewpoints, concerning problems faced by the countries, the measures and action plans necessary in solving such problems, and future outlooks, for the further development of special education in the Asia- Pacific region in the 21st century.

- 1) Innovation of people's understanding about education for disabled children and the action plan for the achievement of "Education for All".
- 2) Curricula development, training of teachers and school-building pertinent to education for disabled children.
- 3) International cooperation, its framework, and transfer of educational technology, for the development of special education in the Asia-Pacific region.

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 reexamining 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 teachers 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 as a matter concerning just the interested parties.

As part of the report regarding the current status of special education in Japan, it was noted that there was a new movement in the educational reform of special education, corresponding to the changes of related

circumstances, which would bring diversity to education so as to meet the individual requirements of children with special educational needs. Case studies were presented, which illustrated some children who attend ordinary schools and who are in need of special educational support. The report also included a description of the current status of international collaboration in connection with special education in Japan.

Described below are six points raised by the report, indicating foreseen issues and views regarding further development of special education in Japan and international collaboration. These points indicate the need for reviewing the criteria in order to classify handicap levels and school enrolment procedures in order to provide better education for Japanese children with special needs, the need of improving teaching guidance including teaching methods with greater consistency, and the importance of coordinating special education with other relevant fields more scrupulously.

- (1) The review of the criteria in order to classify handicap levels and school enrolment procedures in order to provide education that meets individual requirements of children with special educational needs
- (2) The provision of counseling and guidance throughout the child's educational development from the infant period to school graduation
- (3) The enrichment of the role of schools for children with visual impairments, speech and hearing handicaps and disabilities as the special education centre in the local community
- (4) The creation of a school environment in which children are encouraged to develop creativity, independence and self-reliance support.
- (5) The intensification and promotion of coordination and collaboration between special education and other relevant fields
- (6) The endorsement of international collaboration in special education