



# **Final Report of the 25<sup>th</sup> Asia-Pacific International Seminar on Special Education**

7-10 November 2005, Yokohama, Japan

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

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Improvement of Educational Practice and Environment  
for Students with Disabilities

-for active participation in society through employment

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# ***Introduction***

## **1. Preface**

This was the fourth Asia-Pacific International Seminar on Special Education held by NISE after its name was changed from "APEID Regional Seminar on Special Education" that started out in 1981. Additionally, this year marked the final year of the first activity period (5 years) after NISE became an independent administrative institution.

Given such circumstances, this time's Seminar was planned and held based on the following policy, by taking into account the new activities to be started by NISE from next year.

- (1) For Japan to take more initiatives as the Seminar hosting country.
  - (2) To make the Seminar more practical and beneficial for both Japan and the participating countries.
  - (3) For NISE to set up a small executive group for planning purposes, for the entire NISE staff to participate in the planning and holding of the Seminar.
- In holding this time's Seminar, a questionnaire survey on the Seminar theme was conducted covering the participating countries. NISE distributed the findings from this survey to the delegates.

## **2. The 25<sup>th</sup> Seminar**

### **1) Theme**

Improvement of Educational Practice and Environment for Students with Intellectual Disabilities –for active participation in society through employment

### **2) Hosting organizations**

The National Institute of Special Education  
Japanese National Commission for UNESCO

### **3) Schedule and Venue**

Period: 7-10 November, 2005  
Venue: Yokohama Symposia

7 Nov. Opening ceremony, Keynote speech and Country report from Japan  
8 Nov. Country report  
9 Nov. Country report  
10 Nov. Study visit (Yokohama city upper secondary school for students with Intellectual Disabilities)

#### 4) Keynote speech

After the Opening Ceremony on November 7, a keynote address was given by Mr. Hiroyuki Seki, Representative Director, Osaka Employment Support Network for Persons with Disabilities (NPO), which was titled "Independence and Social Participation by Persons with Intellectual Disabilities – The Meaning of Working". He started out his address with anecdotes of Ms. Helen Keller when she visited Japan, the concept of the welfare society she worked for, and her ideas about convivial society, by rendering these topics into a popular anime series (*ChibiMaruko*, tales of an 8 year old girl and her trials and tribulations at home and at school). He then talked about things full of suggestions regarding the measures being taken and issues related with employment support aiming at welfare society and convivial society, from a broad perspective and based on his on-site experiences.

#### 5) Country report

The keynote address was followed by a country report on Japan presented by NISE Research Director Mr. Chikamori Oshio. In this time's Seminar, more time was set up for the country report by Japan than those by other countries. This was to first present a country report on Japan in meeting with the Seminar theme, and to follow up on the contents of the keynote address. This was to have the delegates better understand the situation in Japan, and also to emphasize Japan's initiatives as the Seminar holding country.

The delegates made their country reports from the 8th to the morning of the 9th. Below are the country reporters. (Titles omitted)

#### **AUSTRALIA**

##### **Ms Jennifer Christmass**

Acting Director,  
Special Education and Early Childhood Section,  
Department of Education, Science and Training

<b>BANGLADESH</b>	<b>Mr Khandaker Jahurul Alam</b> President, National Forum of Organizations Working with the Disabled (NFOWD)
<b>CHINA</b>	<b>Ms Lixia Qian</b> Deputy Director, Research Center for Education for Sustainable Development, Beijing Academy of Educational Sciences
<b>INDIA</b>	<b>Ms Neerja Shukla</b> Professor and Head, Department of Education of Groups with Special Needs, National Council of Educational Research and Training
<b>INDONESIA</b>	<b>Mr Rochmat Wahab</b> Consultant for Directorate of Special Education, Ministry of Education
<b>JAPAN</b>	<b>Mr Chikamori Oshio</b> Research Director, Department for Educational Support Research, The National Institute of Special Education
<b>MALAYSIA</b>	<b>Ms Norsham BT Harman Shah</b> Assistant Director, Special Education Department, Ministry of Education
<b>NEW ZEALAND</b>	<b>Mr Garth Bennie</b> District Manager, Special Education, Ministry of Education
<b>PAKISTAN</b>	<b>Mr Muhammad Mahmood Hussain Awan</b> Chairman, Department of Special Education, Allama Iqbal Open University
<b>PHILIPPINES</b>	<b>Mr Edilbert Imson Dizon</b> Professor of Special Education, College of Education, University of the Philippines
<b>KOREA</b>	<b>Ms In-Suk Jeong</b> Educational Researcher, Korea Institute for Special Education (KISE)
<b>SRI LANKA</b>	<b>Ms D.A.K. Rathnawathie</b> Assistant Director of Education, Non-formal and Special Education Branch, Ministry of Education
<b>THAILAND</b>	<b>Mr Sujin Swangsi</b> School Director, Lopburi Punyanukun School

## 6) General discussions

The country reports were followed by a general discussion. A proposal was made that the country reports, questions and answers, and the contents of the discussions be prepared into a summary form which follows.

1. Increasing awareness on the education for children and youth with intellectual disabilities is needed. Compulsory education for all children and youth with intellectual disabilities should be realized targeting toward inclusive society.
2. Ensuring appropriate employment for children and youth with intellectual disabilities needs to be supported by the development of vocational education policies and the effective implementation of appropriate legislation. Monitoring mechanism needs to be defined through legislation.
3. Ensuring appropriate compulsory education that meets individual needs and responsive curriculum development that includes work experiences in community settings for children and youth with intellectual disabilities.
4. Providing community-based employment for youth with intellectual disabilities and creating new vocational options that make use of community resources. Formation of social environment that accepts the employment of youth with intellectual disabilities is necessary - fostered by the creation of occupations that take good account of the strengths and merits of youth with intellectual disabilities.
5. Taking essential measures to foster changes in the awareness and attitudes of society including business and industrial companies toward the potentials and employability of youth with intellectual disabilities.
6. Utilizing assistive technology and distance education as teaching/learning modes for the training of youths with intellectual disabilities and their caregivers.
7. Recognizing the importance of sharing information and good practices about transition strategies of vocational training for children and youths with intellectual disabilities to improve their employment situation.

## 7) Study Visit

On the 10th, the delegates visited Yokohama City Upper Secondary School for Students with Intellectual Disabilities. Principal Yoshino and the related staff provided an outline of the school using a video tape. The delegates visited workshop classes such as for assembly of electric parts and components for delivery, making of picture book appendages and making of ceramics. The school staff commented that owing to such a curriculum, the rate of employment of the graduates of the school exceeded 80%, and that the school was making efforts to further increase this rate. Such a high rate of employment seemed to be something of a surprise for the delegates. They were also highly interested in the roles played by upper secondary education special schools in Japan. The school visit seemed an enjoyable and informative experience for the delegates.

## 8) Participants

The participants in this Seminar totaled 243 persons.

- 1) 12 delegates invited based on recommendations by their respective countries' UNESCO National Committees
- 2) NISE staff, and participants from MEXT
- 3) Other persons concerned, from education centers, Prefectural boards of education, special schools, universities, etc.

***Ken Sasamoto***

Research Director,  
Department for Policy & Planning,  
The National Institute of Special Education



## ***Delegates of Participating Countries***

### ***AUSTRALIA***

#### **Ms Jennifer Christmass**

Acting Director,  
Special Education and Early Childhood Section,  
Department of Education, Science and Training

### ***BANGLADESH***

#### **Mr Khandaker Jahurul Alam**

President,  
National Forum of Organizations Working with the  
Disabled (NFOWD)

### ***CHINA***

#### **Ms Lixia Qian**

Deputy Director,  
Research Center for Education for Sustainable  
Development,  
Beijing Academy of Educational Sciences

### ***INDIA***

#### **Ms Neerja Shukla**

Professor and Head,  
Department of Education of Groups with Special  
Needs, National Council of Educational Research and  
Training

### ***INDONESIA***

#### **Mr Rochmat Wahab**

Consultant for Directorate of Special Education,  
Ministry of Education

### ***JAPAN***

#### **Mr Chikamori Oshio**

Research Director,  
Department for Educational Support Research,  
The National Institute of Special Education

<b><i>MALAYSIA</i></b>	<b>Ms Norsham BT Harman Shah</b> Assistant Director, Special Education Department, Ministry of Education
<b><i>NEW ZEALAND</i></b>	<b>Mr Garth Bennie</b> District Manager, Special Education, Ministry of Education
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<b><i>THAILAND</i></b>	<b>Mr Sujin Swangsi</b> School Director, Lopburi Punyanukun School

# ***Schedule***

## **6 Nov (Sun) Arrival in Japan**

After 14:00     Check in Star Hotel Yokohama

## **7 Nov (Mon) Registration & Orientation, Overview of NISE, Opening Ceremony, Keynote Speech, Country report (Japan), Welcome Party**

10:10           Meeting at hotel lobby and leave for the seminar venue ( NISE staff escort )

10:15           Arrive at NISE

10:30-11:00   Registration & Orientation

1. Greetings by Leader of Executive committee for the 25<sup>th</sup> seminar
2. Orientation
3. Registration
4. Overview of NISE
5. Explanation of the Journal of Special Education in the Asia Pacific (JSEAP)

11:30-13:00   \*\*\*\*LUNCH\*\*\*\*

13:00-13:30   Opening Ceremony

1. Opening address by Mr Yutaka Oda, President of NISE
2. Address by Japanese National Commission for UNESCO
3. Delegates introduction

13:30-15:30   Keynote speech by Mr Hiroyuki Seki, Representative Director, Osaka Employment Support Network for Persons with Disabilities (NPO)  
"Independence and Social Participation by Persons with Intellectual Disabilities – The Meaning of Working"

15:30-15:50   \*\*\*\*\*BREAK\*\*\*\*\*

15:50-17:00   Country report (JAPAN) by Chikamori Oshio, Research Director, Department for Educational Support Research

17:00-17:15   Take commemorative photo of delegates

17:30-19:00   Welcome Party at Lounge of Yokohama Symposia

## **8 Nov (Tue) Country report**

9:00           Venue Open

9:30- 9:55     Australia

9:55-10:20   Bangladesh

10:20-10:40   \*\*\*\*\*BREAK\*\*\*\*\*

10:40-11:05	China
11:05-11:30	India
11:30-13:00	****LUNCH****
13:00-13:25	Indonesia
13:25-13:50	Malaysia
13:50-14:10	****BREAK****
14:10-14:35	New Zealand
14:35-15:00	Pakistan

### **9 Nov (Wed) Country report, General Discussion, and Closing Ceremony**

9:00	Venue Open
9:30- 9:55	Philippines
9:55-10:20	Korea
10:20-10:40	****BREAK****
10:40-11:05	Sri Lanka
11:05-11:30	Thailand
11:30-13:00	***** LUNCH*****
13:00-16:00	General Discussion
(15:00-15:30)	****BREAK****
16:00-16:15	Closing Ceremony

### **10 Nov (Thu) Study Visit**

8:50	Meeting at hotel lobby ( ground floor )
9:00	Leave hotel by bus
10:00	Arrive at the Yokohama City Upper Secondary School for Students with Intellectual Disabilities
10:00-12:00	Tour of the school
12:00	Leave the school
13:00	Arrive at Star Hotel Yokohama
Afternoon	Free

### **11 Nov (Fri) Leave Japan**

Check out
Move to Narita Airport

# ***Address***

**Mr Yutaka ODA**  
**President**  
**The National Institute of Special Education**

Good afternoon ladies and gentlemen.

First of all I would like to express my heartfelt appreciation for your participation in the seminar. My name is Yutaka Oda, President of The National Institute of Special Education, assuming this position since April this year. Therefore I am looking forward to hearing from all of you on this occasion. On behalf of the NISE, I would like to express heartfelt appreciation to all of you, our dear delegates from abroad. I am very much pleased and honored to be able to hold this seminar with all the delegates who have made efforts for implementation of special education in each country.

NISE has sponsored this seminar together with The Japanese National Commission for UNESCO since 1981. This seminar was called as APEID Regional Seminar on Special Education. For the development of special education in the Asia and Pacific region, we have invited the government officials and researchers in education from the region, totaling to over 320. This seminar has been continuing for over two decades and this seminar was renamed in 2002 to the Asia-Pacific International Seminar on Special Education.

For the further development and improvement of special education in the Asia-Pacific region this seminar is held annually focusing on important theme in this area. This year marks the landmark the 25<sup>th</sup> anniversary and we focus on the education for children with intellectual disabilities where we see much progress in this region and we have set theme of "Improvement of Educational Practice and Environment for Students with Intellectual disabilities- for active participation in society through employment". In this seminar we would like to learn from each other on the current status of the educational framework and various programs given at home to the children and students with intellectual

disabilities for active participation in the society through employments in this region.

I do hope that this seminar will help our understanding on the educational opportunities given to those children with disabilities. Of course challenges and issues confronting each country differ from one country to another and program also should differ from one country to another. However we believe that we are able to learn each other even if the programs and activities given to those children are different. This is very good opportunity for all of us.

The Japanese government, particularly the Ministry of Education, Culture, Sports and Science and Technology has embarked on new initiative and has been making the shift so-called "special education" where the education is given in the special places to so-called "special support education" where the educational support is given to the individual children with each educational needs. Under this new scheme or the name of special support education we will take more active approach to the children who need special educational support even if they are attending ordinary classes or ordinary schools.

I believe this is significant opportunity for us to have this 25<sup>th</sup> seminar in this year of transformation. Through this seminar, I do hope that we will be able to make some contribution for the development of special education in the region.

Last but not least, I do hope that you will have successful and fruitful seminar for you all. Thank you very much.

# ***Address***

**Mr Tetsuhito Minami**  
**Unit Chief of UNESCO Unit 3**  
**The Japanese National Commission for UNESCO**  
**Ministry of Education, Culture, Sports, Science and Technology**

Good afternoon Mr Oda, President of NISE, distinguished participants and persons involved. In the opening of the 25<sup>th</sup> Asia-Pacific International Seminar on Special Education, I am privileged to have opportunity to welcome you all and to extend greetings on behalf of The Japanese National Commission for UNESCO and Ministry of Education, Culture, Sports, Science and Technology.

In the year 2000, World Education Forum representatives from international organizations such as UNESCO, UNICEF, The World Bank, as well as governments of 181 countries gathered together and adopted the Dakar Framework for Action toward achieving "Education for All". The objectives relevant to this year's seminar are to make special consideration to children under difficult environment and to improve quality basic living skills as well as aspects of education. This will be the 5<sup>th</sup> year since then and international community is expected to accelerate its efforts in UNESCO and other conferences.

Compared to other regions of the world, Asia-Pacific region is showing relatively good progress in its efforts toward achieving Education for All. However there is a group of excluded people or excluded group who maybe the last on the list in receiving the efforts toward completing dissemination of education such as women and people in extreme poverty. In order to achieve Education for All, there must be no excluded people from this effort and special education is needed for this group.

I hear that the topic of this seminar is "Improvement of Educational Practice and Environment for Students with Intellectual disabilities -for active participation in society through employment" as you are aware education is not objective but means. Education is important as a step to have a job and to

live quality life throughout one's life time. Thus I believe it is important to improve education and also to build good philosophy of education through such seminars where we are able to exchange information and have good discussion on education with a set goal.

Last but not least I would like to thank The National Institute of Special Education who has contributed to the development of special education in the seminar and also I would like to conclude my speech by thanking all the people who have made great contribution and devotion in organizing this seminar and wishing for the participants that seminar will be fruitful and successful.

Thank you very much.



# Keynote speech

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## The Latest Situation of the Employment and Workforce Inclusion of People with Disabilities

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Mr. Hiroyuki Seki

Director, Osaka City Welfare and Sports Association for Persons with Disabilities / representative director, Osaka Employment Support Network for Persons with Disabilities (NPO) / director and special committee chairman for employment assistance, Inclusion Japan

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### Personal profile

Publication: “Chibi-Maruko-chan no ‘Helen Keller’ (Helen Keller as Expounded by Chibi Maruko-chan),” Manten-Jinbutsu-den (Story of People with Perfect Life) series, Shueisha Inc., April 2003 **(Data No.1...** Omitted because of copyright)

My activities: “V-sien” (Vocational Rehabilitation and Self-Independent Encouragement Network) and Osaka Employment Support Network for Persons with Disabilities (NPO) **(Data No.2)**

### I. Employment situation

1. Guidelines for employment --- Basic Program for Persons with Disabilities and the five-year Plan for Implementation of Priority Measures (December 24, 2002) (Headquarters for Promoting Measures for Persons with Disabilities, Cabinet Office)

<Securing employment and jobs>

Aim to increase the number of job placement of people with disabilities through “Hello Work” public employment security offices to 30,000 per year by the end of fiscal 2007 thereby bringing the total number of people with disabilities at work to 600,000 in fiscal 2008 by promoting trial hiring and job coaches, utilizing various grants and subsidies, providing job training and so forth.

2. Basic data on the current situation of employment of people with disabilities
  - 1) Vocational rehabilitation system in Japan **(Data No.3)**
  - 2) Current status of employment and workforce inclusion **(Data No.4)**
  - 3) Changes in the statutory quota for the employment of people with disabilities **(Data No. 5-1)**
  - 4) Current status of job placement of people with disabilities through “Hello Work” public employment security offices **(Data No.5-2)**

### II. From the viewpoint of vocational rehabilitation

1. Users of vocational rehabilitation

“An individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment” (ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983)

2. Reference to vocational rehabilitation (in the 14<sup>th</sup> World Congress of Rehabilitation International in 1980)

“Rehabilitation is a process in which the combined and coordinated use of medical, social, educational, and vocational measures assists persons with disabilities to achieve the highest possible level of functioning and to integrate within society.

**Rehabilitation is based on the philosophy that what individuals with disabilities can do with their remaining (retained) abilities is more important than what they cannot do because of disabilities. It is an approach to life in which each individual uses his or her abilities to the fullest extent.”**

3. Philosophy of work --- “decent work”

**“Give everybody opportunities to get a decent and humane productive work under the conditions which provides him or her with freedom, justice, security and human dignity.”**

**A situation that deviates from a “decent work” / decent work deflect**

- (i) Employment gap --- Lack of employment or employment in the informal economy which pays wages too low to support life
  - (ii) Rights gap --- Lack of rights / Right to work has yet to be established for people with disabilities.
  - (iii) Social security gap --- Employment policies and various rights in employment are not applicable to people with disabilities.
  - (iv) Social dialogue gap --- Social dialogue among political leaders, labor and businesses; consensus; lack of dialogue with people with disabilities
4. Can we close our eyes to the current state of labor at welfare and other facilities?
- \* Only 1.5 percent of those in live-in care facilities and 0.8 percent of those at vocational training centers have entered the ordinary workforce.
  - \* The average wage earned at vocational training centers is slightly less than 20,000 yen per person per month.

(Welfare counselors tend to advise people with disabilities to use welfare facilities rather than employment support organizations. Welfare and educational officials seem to have a fixed idea that it is difficult or impossible for people with disabilities to work.)

### **III. Flow of employment assistance**

1. Basic data

1) Life stages and challenges **(Data No. 6)**

2) Courses taken by graduates from special schools for children with disabilities **(Data No.7)**

## 2. Peculiarities of welfare workers (**Data No.8**)

<Cultivate a local community> --- Network building

Assistance that tolerates <retrying and redoing>

Assistance that is <apprehensive for the sense of tension felt by individuals with disabilities and their families>

Provision of opportunities for <upskilling and career development>

<Assistance for exploring new possibilities (fighting against the fixed ideas)> --- Confrontation with the conventional logic that excludes people with disabilities (meritocracy)

## 3. Employment assistance (Development and care management in local communities)

# IV. Institutional development for employment and welfare policies for people with disabilities

## 1. In the course of moves toward institutional reform

1) "Direction of Future Policies for Assisting Employment of People with Disabilities" compiled by a study group within the Ministry of Health, Labor and Welfare (July 9, 2004) --- **To make the birth of the Ministry of Health, Labor and Welfare a meaningful event that leads to substantive accomplishment**

1) Assistance for entry into the workforce; 2) Continuous employment; 3) Creation of place and occasions for daytime activities

2) "Joint Declaration to Support the 'Will to Work' of People with Disabilities: Looking to the Creation of a Society in Which People Work and Live Together" (September 29, 2004)

3) "Future Policies for the Health and Welfare of People with Disabilities (Proposed Grand Design for Reform)" (October 12, 2004)

4) **Law to Help People with Disabilities to Live Independently** --- The bill for the law was endorsed by the Cabinet on February 10, 2005 and submitted to the 162<sup>nd</sup> regular session of the Diet. --- **Scrapped (re-submitted)**

**Debate over the benefit principle (tax burden based on a uniform rate) and income guarantee --- People with disabilities who do not have sufficient earning ability**

## 2. Law amendments proposed by the labor administration (Employment Security Bureau and Human Resources Development Bureau of the Ministry of Health, Labor and Welfare)

1) Proposed revisions to the Law for the Promotion of Employment of the Disabled

(i) Measures to promote the employment of people with mental disabilities

(ii) Assistance for people with disabilities living at home

(iii) Coordination with welfare policies for people with disabilities

\* Local employment support programs for people with disabilities

\* Grant program to help hire a job coach

\* Employment and life support centers for persons with disabilities (90 centers)

## 2) **Commissioned training programs to meet various needs (Data No.9)**

- 3) Assistance using information technology for the in-home employment of people with severe disabilities / Virtual workshop
- 4) Projects to create jobs for people with disabilities (6,000 jobs)
  - cf. “Prospective System for Promoting Special Support Education” (interim report) compiled by the Central Council for Education under the aegis of the Ministry of Education, Culture, Sports, Science and Technology (December 2, 2004)

Law for Assistance to People with Developmental Disabilities (Enacted on December 3, 2004 and put into force on April 1, 2005)
3. Notable points of the hitherto-implemented labor-related measures
  - 1) Emergency job security project (Measures to promote the rehiring of displaced workers with disabilities: Effective from February 1998 to March 2001)  
 Job creation project for people with disabilities (trial employment scheme): Effective from December 2001
  - 2) “Revisions to the system allowing exceptions to the application of the statutory quota for the employment of people with disabilities” (gradual implementation from 2004) and the possibility of subsequent creation of job creation
    - \* 9,000 jobs to be generated (Japan Business Federation or Nippon Keidanren)
    - \* Measures to encourage the establishment of subsidiaries eligible for special treatments under the Law for the Promotion of Employment of the Disabled
    - \* The revisions to the exceptions to statutory quota application applied to the central and local government agencies (except for police officers, self-defense officials etc.)
  - 3) Disclosure by companies of the proportion of employees with disabilities / Required under the Information Disclosure Law
4. Employers and business establishments (companies, administrative offices, etc.) --- Corporate social responsibility (CSR) for stakeholders
  - 1) Compliance; 2) Disclosure; 3) Accountability
    - \* Socially responsible investment (SRI)
      - “Create a world in which human dignity and the sustainability of the environment are the governing principles for commercial activities by means of investment.”
      - Selecting companies for investment based on the degree of CSR efforts
    - \* Awards for companies (Osaka Employment Support Network for Persons with Disabilities, specified nonprofit organization)
      - Invitation for “Shopping for a Better World”
    - \* Policies for priority placement of orders

## **V. Employment and the viewpoint of local sovereignty**

1. Envisaging an “inclusive society”
  - In order to overcome efficiency worship and meritocracy that are the starting point for discrimination

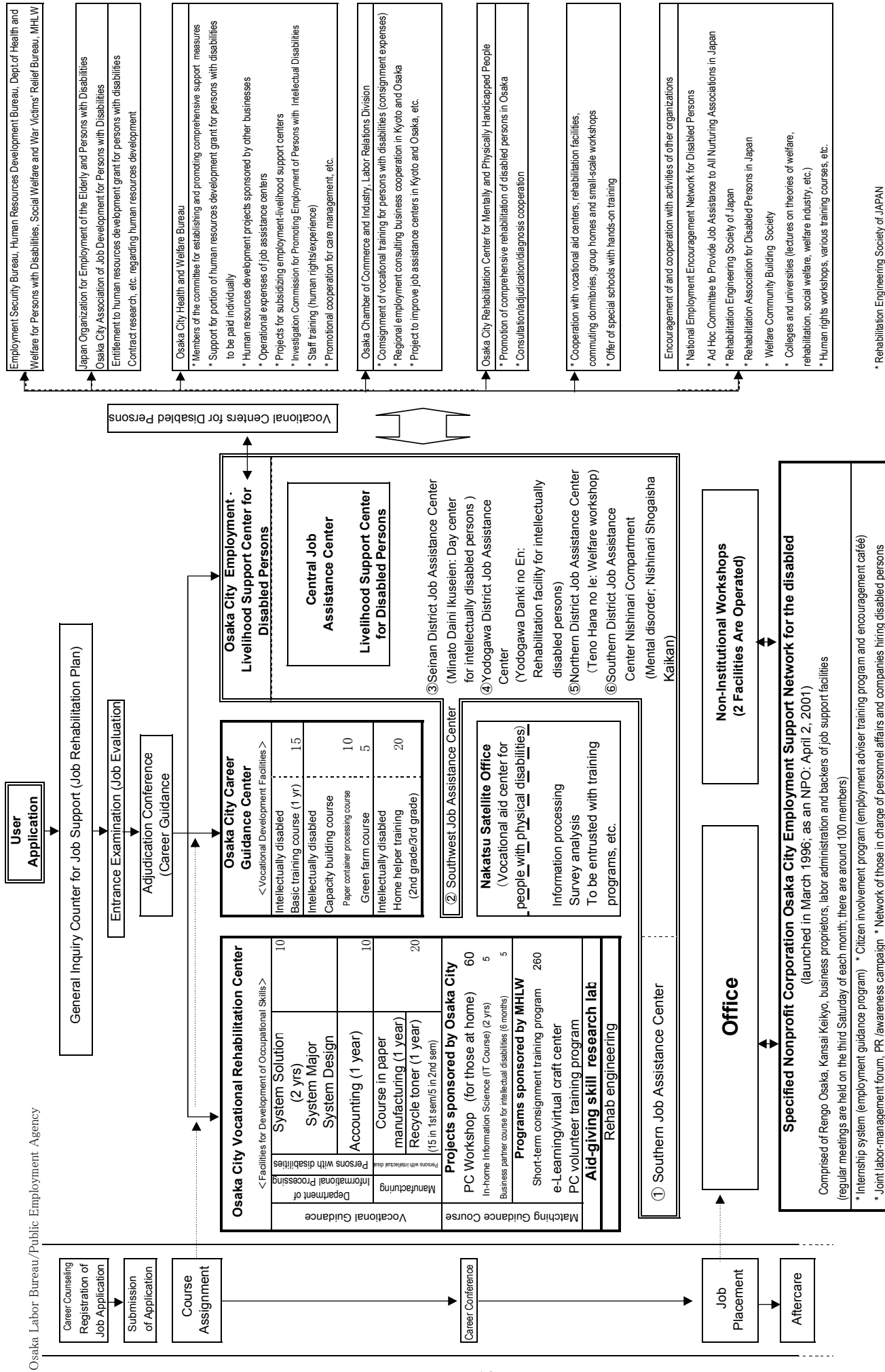
- 1) Britain abolished the employment quota for people with disabilities – From exclusion to inclusion
  - \* Exclusion through polarization → Bearing the cost of employment → Furtherance of stigma
  - \* Supported placement --- Looking at employment from the viewpoint of securing income
  - \* Social welfare policies for the social integration centering on inclusion into the mainstream workforce
- 2) Meaning of the International Classification of Functioning and Disability (ICF)
  - 1) The path that everybody has come or is to take / The riddle of the Sphinx --- Development of man
  - 2) Rehabilitation International (RI) (September 1999)
 

“In the 2000s, we must come to accept disabilities as a normal part of a person with diversity.”
2. Social cooperatives (*cooperative sociale*) in Italy (Natsuko Tanaka, “Itaria Shakai-teki Keizai no Chiiki Tenkai (Local Development of Social Economy in Italy),” Nihon Keizai Hyoronsha, October 2004)
 

“Pursuing the universal interest of the community in human growth and the social integration of citizens” = Removing difficulties to live (*disagio*) through local collaboration (*associazione*) =
3. Independence and autonomy --- **Priority seats for elderly and people with disabilities have been eliminated from Hankyu trains**

**“Bunken wa Naze Ima Hitsuyoka (Why Decentralization Now)”** (Naohiko Jinno et al., “Sekai (The World),” August 1996)

“In a decentralized society, citizens are autonomous beings with an ability to control themselves, who have no sense of discrimination, respect the personal quality of all the people, and seek to achieve self-fulfillment. The society formed by such people is a barrier-free society where the door to opportunities for self-fulfillment is never closed for anyone. There, the very activities of these people are the main actor, as a ‘counter partner’ or an alternative (the one offering a counter proposal) that makes brave commitment to social policies, in building public value from the grass-root level.”
4. Welfare society concept / Social firms (Shiga Prefecture’s attempt) **(Data No.10)**
5. Meanings and effective use of welfare plans for people with disabilities provided by the central, prefectural and municipal governments (local sovereignty)



# Business Establishments

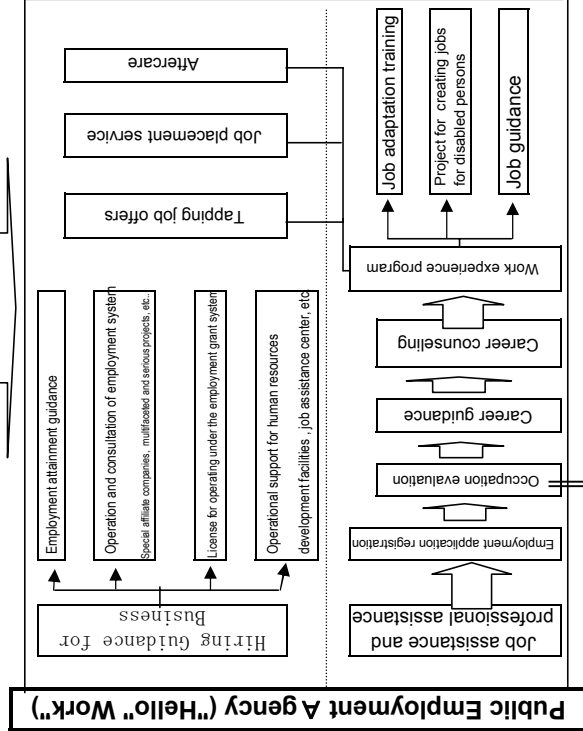
Business establishments as seen from employment rate system			
Type of business establishment	Employment rate	Employer ratio	Employment rate (2004.12.28.)
National/local public entities	2.10%	1 / 4 8	National: 2.15%/local : 2.28%
A certain number of education board	2.00%	1 / 5 0	1.33%
Government affiliated firms, etc.	2.10%	1 / 4 8	1.71%
Private firms	1.80%	1 / 5 6	1.46%
Percentage of non-attainment firms (58.3%/57.6% in previous year)			

Employment rate system and contribution system application	
* The employment contribution system will be applied to business establishments that have not attained the required employment rate (60,000/person)	
* Business establishments with more than 300 worker that have not attained the required employment rate will be exempt at a certain rate (10% reduction from 2004)	
* Double-count system under which a business establishment that employs a severely disabled person is credited with employing two disabled persons	

Form of business organization for employment of disabled persons	
General business establishments	
Special affiliate company: the number of disabled persons an affiliate company specializing in hiring disabled persons that may be included in the number of disabled persons the parent company employs.	
Semipublic joint venture companies: affiliate companies established by local governments and private firms through joint capital investment	
Welfare factories: business establishments on the welfare side	

In-house system for promotion employment of persons with disabilities, etc.
* Livelihood advisor for disabled persons : selected and appointed at business establishments with five or more disabled workers
* Promoter of disabled persons employment : selected and appointed at business establishments with 56 or more workers
* Notification of employment: promotes early reemployment of disabled persons by prohibiting their being easily discharged

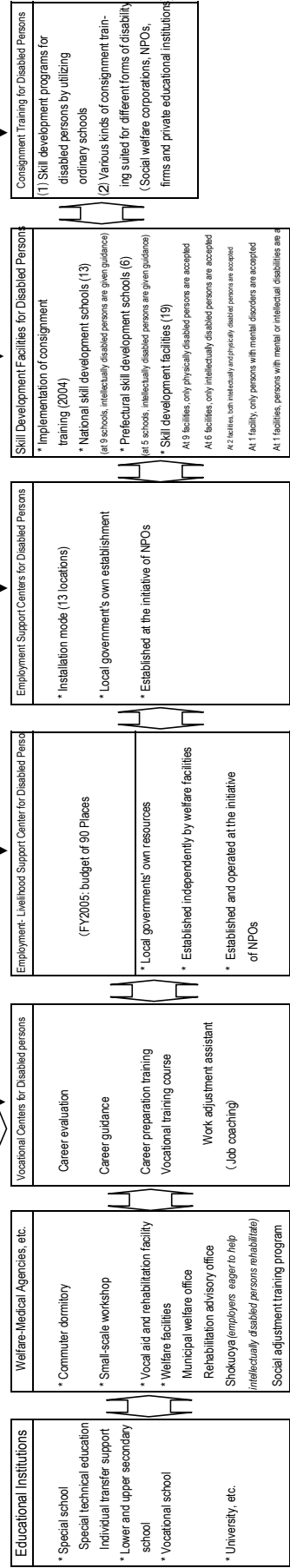
## Job offers for disabled persons, tapping hiring firms, matching firms to disabled persons



Various systems for employment promotion  
Japan Organization for Employment of the MHLW  
Elderly and Persons with Disabilities

Employment development grants for people who find it especially difficult to land a job : business proprietors who employ disabled persons are given wage grants for a certain fixed firm in accordance with the size of their business
Work adjustment training/ short-term work adjustment welfare factories: business establishments on the welfare side
Tax break/lending mechanism: lower national and local taxes, and accommodation of funds required for employment promotion from the Japan Development Bank

Employment adjustment grants: for firms with 301 or more workers that have attained required employment rate / financial incentives paid to firms with 300 or fewer workers that have hired a number of disabled persons in accordance with the number actually attained
<b>Grant in aid programs based on employment contributions</b>
Grants for establishment of work facilities for persons with disabilities. Grants for establishment and maintenance of facilities to make work easier as well as for establishment and maintenance of reconstructed facilities
Grants for establishment of welfare facilities for disabled persons. Grants for establishment and maintenance of welfare facilities friendly to persons with disabilities
Grants for assistance, etc. given to severely disabled persons: Grants for those who provide aid to severely disabled persons that require aid, etc. and for employment of employment managers
Grants for implementation of measures to help severely disabled persons to commute: Grants for bus rides from home to work, for those who help them commute, for parking lot rents, purchase of commuter cars, etc.
Grants for operation of business establishments that employ large numbers of severely disabled persons:
Grants for operation of business establishments that employ 10 or more severely disabled persons or more than half of whose employees are severely handicapped
Grants for skill development of disabled persons: Grants for establishment and operation of facilities for skill development of disabled persons
Grants for employment support centers for disabled persons: Grants for establishment and operation of employment support center operated by charitable corporations and social welfare corporations
<b>Projects for continuation of employment assistance to disabled persons</b>
Grants for establishment of work facilities for persons with somewhat severe disabilities: Grants for provision of work environment, etc. for continuing to employ workers after they have become disabled
Grants for helping severely and mildly disabled persons to make work adjustments: hands-on training to enable workers who have become handicapped to return to work



Employment Situation of Disable Persons in Japan (draft concerned)					< updated November			
Job Gain	Employment genre	Characteristics of service	Applicable laws	Number of employees				
Pattern	< Main Constituent >			Estimated total number 18 and over Source	Physical disability (3.24 million)	Intellectual disability (3.24 million)	Mental disability (2.04 million)	Total
Employ- ment	Contract employee Board member of association	Business establishment (including public offices)	Application of relevant labor law	MHLW (Note 1)	369,000	114,000	13,000	496,000
Job Gain	Regular employment (including contract employment) Part-time (temporary) employment Temporary, short-term (transitional) employment	Third-sector firms Special affiliate company Business establishments that hire large numbers of severely disabled persons Stay-home work / detached service	Employment contract Social insurance Benefit package, etc.	(FY1998/) (Note 2) MHLW (Note 3) MHLW (Note 4)	396,000 305,000	69,000 43,000	51,000 — 1,380	516,000
Custody	Welfare Factory	Regular employment, contract employment, part-time employment	Application of relevant labor laws	MHLW (Note 4)	1,324	1,383	289	2,996
Job Gain	< Social Welfare Corporation >		Employment contract/social insurance Benefit package, etc.					
Backup	Vocational aid facilities for disabled persons	Provision of labor charge for operation	No applicable labor related laws	MHLW (Note 3)	13,000	43,000		
	Vocational aid facilities for severely disabled persons	Facilities used		(Vocational aid facilities, etc. and notation	3,304			
	Day care vocational aid facilities for disabled persons	Satellite office		MHLW (Note 5)	8,123			
Job Gain	Small-scale day care vocational aid facilities for disabled persons	Stay-home work			6,914			
	< Total number of disabled persons >	In-house vocational aid			918			
		Duty performed at business establishments to which one is dispatched			(19,259)			19,259
Job Gain	Vocational aid facilities for intellectually disabled (institutionalize)					14,041		
	Vocational aid facilities for intellectually disabled (day care)					39,480		
	Small-scale day care vocational aid facilities for intellectually disabled persons					2,087		
Job Gain	< Total number of intellectually disabled persons >					(55,608)		55,608
	Vocational aid facilities where mentally disabled persons are institutionalized						595	
	Day care vocational aid facilities for mentally disabled persons						5,056	
Job Gain	Small-scale day care vocational aid facilities for mentally disabled persons						2,359	
	< Total number of mentally disabled persons >						(8,010)	8,010
Support	Small scale workshops (management matrix)	Provision of labor charge for work	No applicable labor related laws	Kyosaren (Note 6) (excluding the other 296)	2,515	5,501	4,884	12,900
	Shokuoya employment (intellectually disabled persons)	Business establishment service (labor charge for work)	Strictly speaking, no employment relationship, but are under contract in many cases	White Paper on Developmental Disorder (Note 7)	—	—	768	768
	Jb Gain	Social adjustment training for mentally disabled persons (Rehabilitation program for outpatients)	Business establishment service (labor charge for work)	MHLW (Note 8)	—	—	1,303	1,303
Self-employed		No employment relationship		MHLW (Note 4) MHLW (Note 5) Self-employed proprietor Sideline business	98,000 12,000	1,000 —	244 —	99,000 12,000
		No employment relationship	Actual condition is not understood					
Family employees / domestic help		No employment relationship		MHLW (Note 4) MHLW (Note 4)	27,000	4,000	222 —	222 31,000
			Sum total					740,446

(Note 1) Ministry of Health, Labor and Welfare, "FY2003 Fact Finding Survey on Employment of the Disabled" (October 19, 2004) / Employment Measures for Disabled Persons Division, Employment Measures for the Elderly and Persons with Disabilities Department, Ministry of Health, Labor and Welfare

(Note 2) Ministry of Health, Labor and Welfare, "Results of FY1998 Fact Finding Survey on Employment of Disabled Persons (January 2000)": Based on the "Business Establishment Survey" of private business establishments employing five or more workers conducted November 1998 and an attitude survey of employees with physical or intellectual disability

(Note 3) Ministry of Health, Labor and Welfare's Employment Measures for Disabled Persons Divisions "Results of a Fact Finding Survey on Employment of Persons with Physical or Intellectual Disabilities (March 27, 2003)." <http://www.mhlw.go.jp/houdou/2003/03/h0327-3>

(Note 4) Ministry of Health, Labor and Welfare's Mental Health and Welfare Divisions "Results of Study by an Investigative Commission on the Need to Provide Service to Rehabilitate Mentally Disabled Persons into Society, Etc. (November 11, 2003)." <http://www.mhlw.go.jp/shing/2003/11/s1111-2c>

(Note 5) Ministry of Health, Labor and Welfare's "Review of "FY2003 Survey on Social Welfare Facilities, Etc." <http://www.mhlw.go.jp/toukei/saikin/toukei/02/toukei4.htm>

(Note 6) Kyosaren's "Number of Disabled Persons Who Use Small-Scale Membership Workshops and Principal Disabilities ( 831 Workshops with 13,196 Members as of July 2003)." <http://www.kyosaren.or.jp>

(Note 7) White Paper on Developmental Disorder 2003, "Number of tokuoya: Number of Intellectually Disabled Persons Entrusted with Shokuya - by Prefecture (as of FY2000, Ministry of Health, Labor and Welfare's "Report on Social Welfare Affairs" (October 2000:

(Note 8) Ministry of Health, Labor and Welfare, FY1998 Exchange Data of Career Counselors in Charge of Persons with Mental Disability, Minister of Health, Labor and Welfare Secretariat's Department of Accident Isura



<Data 5-1-1> Trends in Employment Rates in Private Companies (1.8% of rate designated by law)

No. of Employees \	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
56- 99	2. 11	2. 07	1. 99	1. 95	1. 91	1. 86	1. 72	1. 66	1. 63	1. 52	1. 47	1. 46
100-299	1. 52	1. 50	1. 48	1. 47	1. 46	1. 41	1. 41	1. 40	1. 68	1. 31	1. 29	1. 25
300-499	1. 30	1. 33	1. 35	1. 35	1. 37	1. 39	1. 39	1. 40	1. 41	1. 46	1. 48	1. 44
500-999	1. 23	1. 28	1. 30	1. 35	1. 36	1. 38	1. 44	1. 46	1. 46	1. 43	1. 47	1. 44
1000 or more	1. 33	1. 36	1. 41	1. 44	1. 46	1. 48	1. 52	1. 55	1. 57	1. 56	1. 58	1. 60
<b>Overall</b>	<b>1. 41</b>	<b>1. 44</b>	<b>1. 45</b>	<b>1. 47</b>	<b>1. 47</b>	<b>1. 48</b>	<b>1. 49</b>	<b>1. 49</b>	<b>1. 49</b>	<b>1. 47</b>	<b>1. 48</b>	<b>1. 46</b>

<Data 5-1-2> Trends in Employment Rates in Public Institutions (%)

FY \ Public institutions	1998	1999	2000	2001	2002	2003	2004
Government affiliated firms (2.1%)	1. 99	2. 04	2. 08	1. 97	1. 96	2. 09	1. 71
State-run (2.1%)	2. 15	2. 16	2. 15	2. 14	2. 14	2. 19	2. 15
Prefectural and city governments(2.1%)	2. 40	2. 43	2. 43	2. 45	2. 46	2. 49	2. 28
Municipality (2.1%)	2. 40	2. 44	2. 44	2. 46	2. 44	2. 45	2. 20
Board of education (2.0%)	1. 15	1. 18	1. 22	1. 22	1. 23	1. 24	1. 33

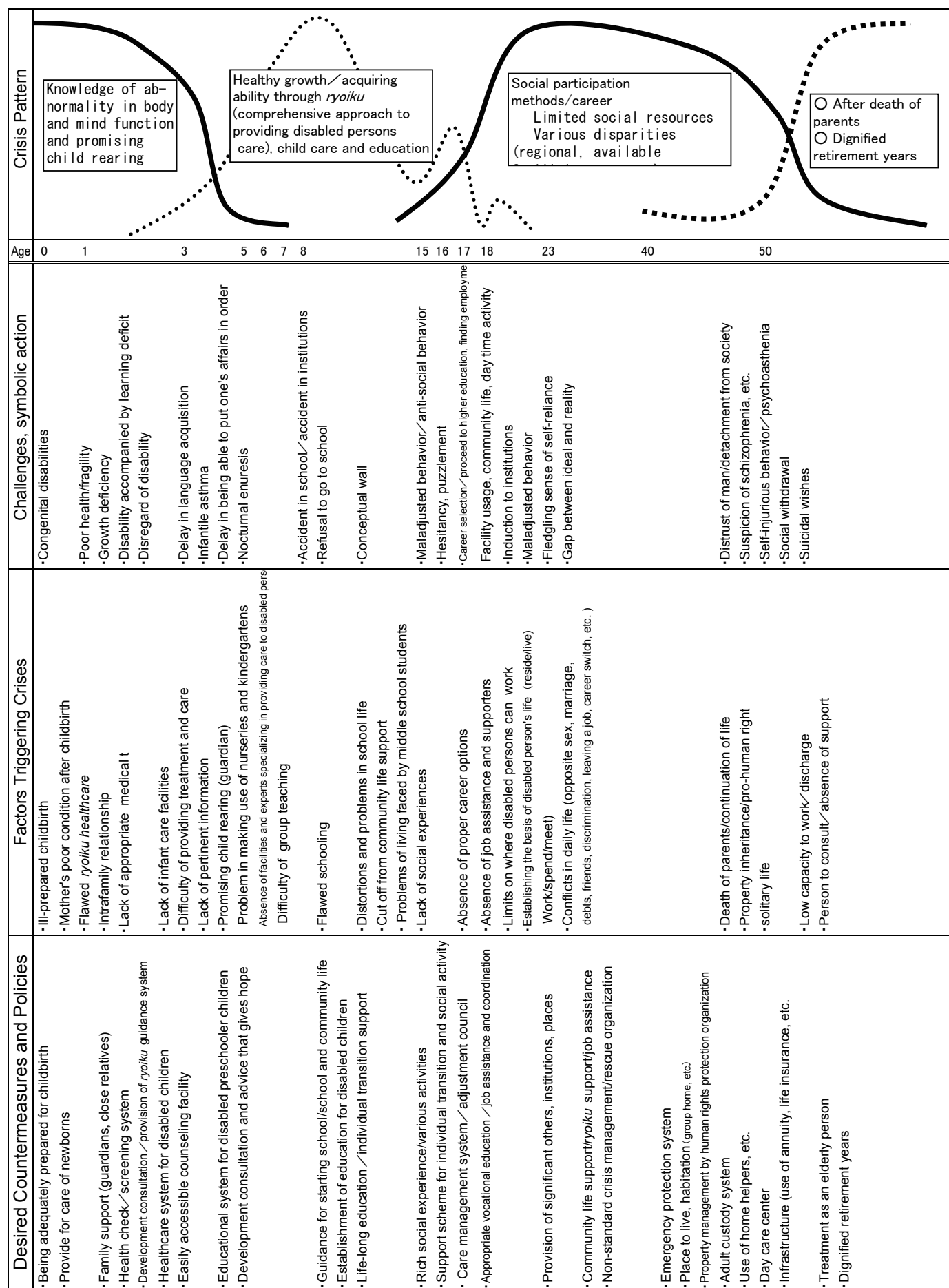
<Data 5-2-1> Number of Employment Referrals and of Placements at Public Employment Agencies ("Hello Work") (person)

Fiscal Year	Number of New Job Applications							Number of Job Placements						
	Total	Physically disabled		Intellectually disabled		Mentally disabled	Others	Total	Physically disabled		Intellectually disabled		Mentally disabled	Others
			Severe		Severe					Severe		Severe		
FY1970	<b>25, 041</b>	18, 891	—	—	—	—	6, 150	<b>14, 743</b>	—	—	—	—	—	—
FY1975	<b>44, 064</b>	34, 499	—	7, 925	—	—	1, 640	<b>21, 891</b>	15, 056	—	—	—	—	6, 835
FY1980	<b>55, 807</b>	45, 715	—	—	—	—	10, 092	<b>30, 043</b>	22, 862	—	—	—	—	7, 181
FY1985	<b>58, 844</b>		14, 917	9, 217	—	—	881	<b>27, 168</b>	20, 324	7, 036	6, 588	—	—	256
FY1990	<b>60, 197</b>	47, 513	17, 931	11, 572	—	—	1, 112	<b>29, 590</b>	21, 266	8, 290	7, 799	—	—	525
FY1995	<b>71, 819</b>	55, 044	22, 447	13, 465	—	3, 076	234	<b>27, 361</b>	18, 856	7, 495	7, 195	—	1, 236	74
FY2000	<b>77, 612</b>	57, 393	24, 216	15, 143	3, 132	4, 803	273	<b>28, 361</b>	19, 244	7, 693	7, 414	1, 962	1, 614	89
FY2001	<b>83, 557</b>	61, 548	25, 839	16, 357	3, 382	5, 386	266	<b>27, 072</b>	18, 299	7, 480	7, 669	1, 797	1, 629	75
FY2002	<b>85, 996</b>	62, 888	26, 514	16, 511	3, 156	6, 289	308	<b>28, 354</b>	19, 104	7, 402	7, 269	1, 749	1, 890	91
FY2003	<b>88, 272</b>	62, 450	26, 944	17, 602	3, 292	7, 799	421	<b>32, 885</b>	22, 011	8, 678	8, 249	1, 966	2, 493	132
FY2004	<b>93, 182</b>	63, 350	26, 790	18, 953	3, 245	10, 467	457	<b>35, 871</b>	22, 992	9, 210	9, 102	2, 126	3, 592	185

<Data 5-2-2> Percentage of Effective Job Seekers by Damage Segment (march 2004)

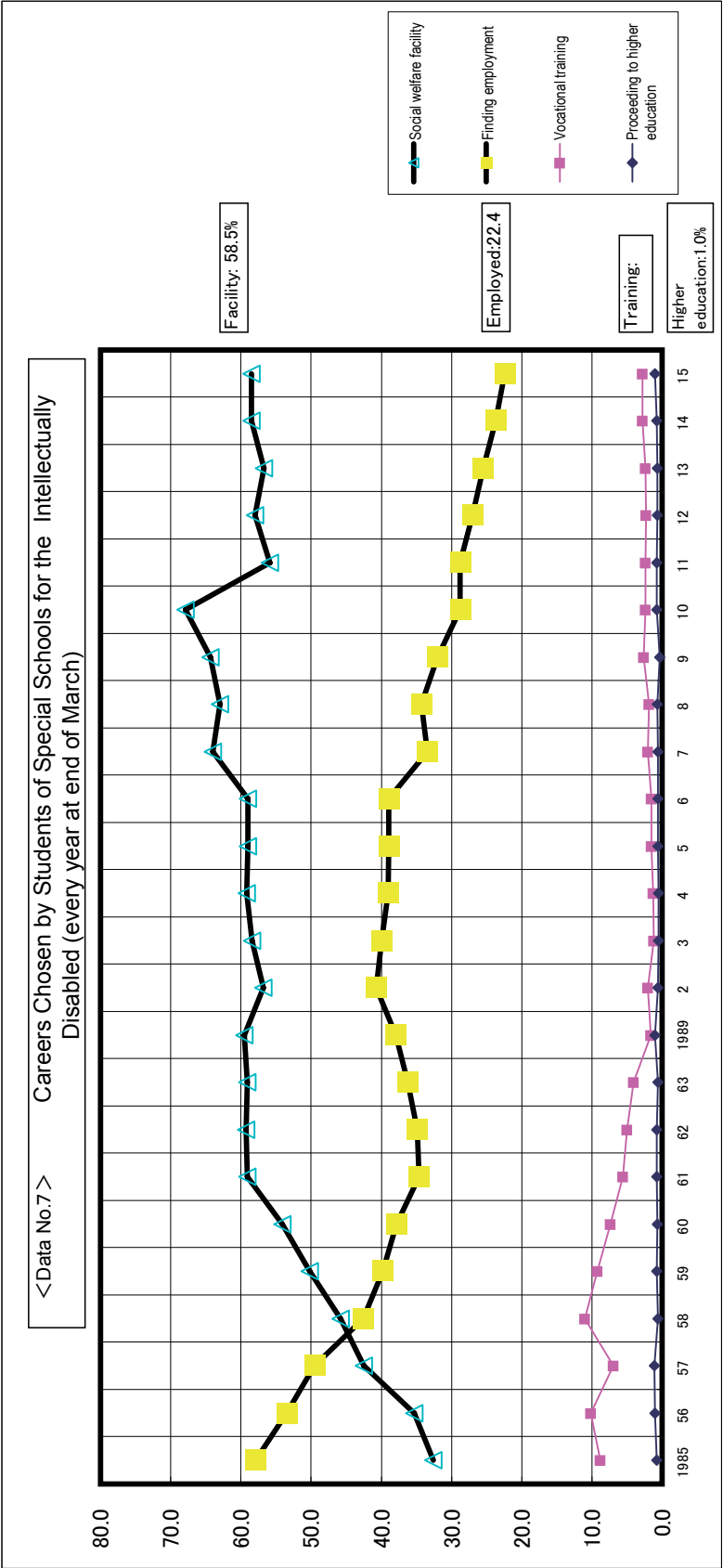
Total	Vision	Hearing	Superior limb	Inferior limb	Torso	Motor ability by cerebral lesion	Innards	Intellectual disabilities	Mental disabilities	Others
153, 544	8, 076	16, 804	22, 677	29, 261	6, 013	2, 428	21, 854	31, 544	14, 333	554
100. 0%	5. 2%	10. 9%	14. 7%	6. 0%	4. 0%	1. 6%	14. 2%	20. 5%	9. 3%	0. 4%

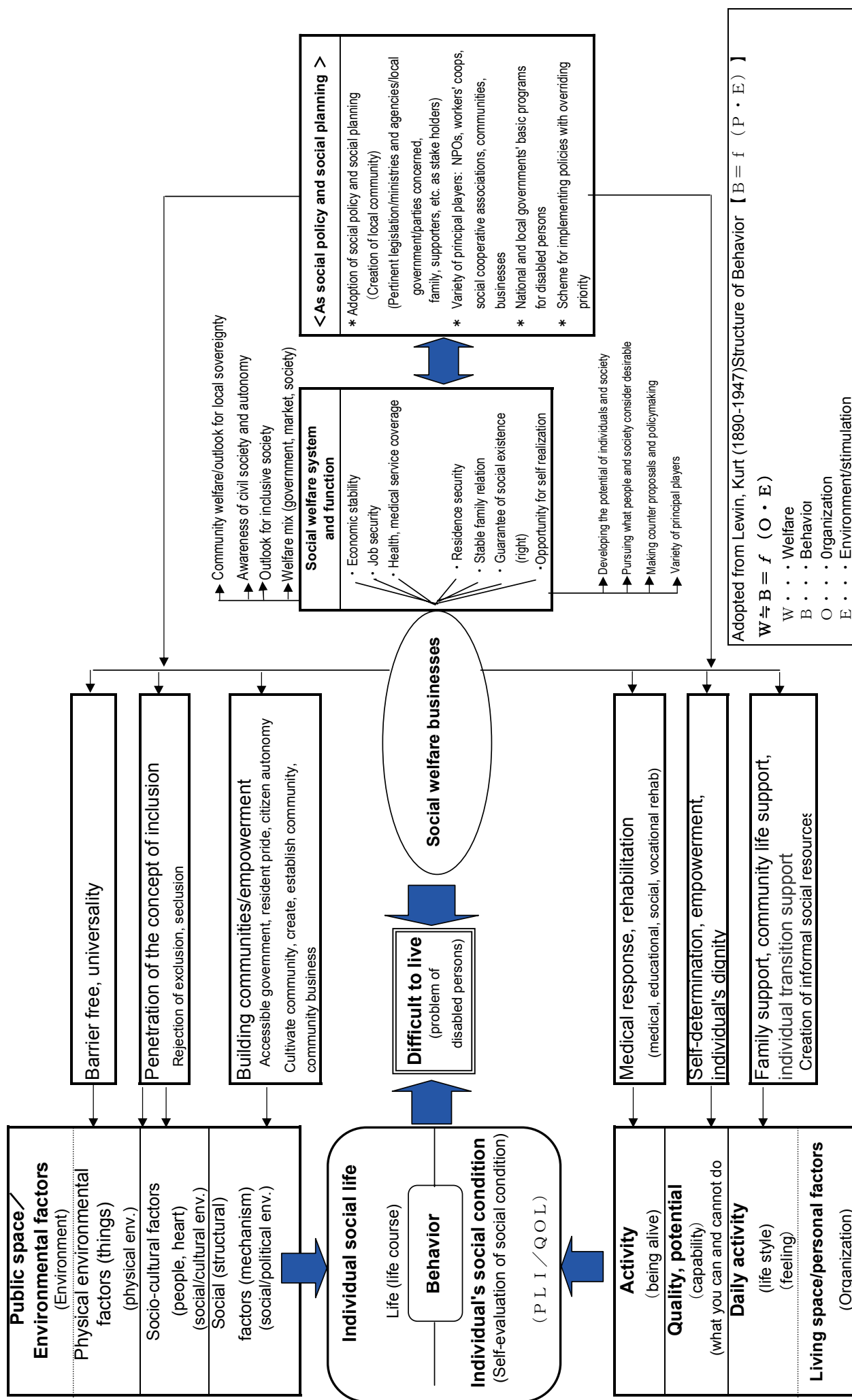
(Source: Employment Security Bureau, Ministry of Health, Labor and Welfare)



Classification	Graduates No. of students	Proceeding to higher education No. of students	Vocational de- velopment school Miscellaneous school, etc. No. of students	Finding employment No. of students	Social welfare facility Medical institution No. of students	Other No. of students
Total, upper secondary departments of special schools	12,287 (100.0)	584 ( 4.7)	453 ( 3.7)	2,379 (19.4)	6,935 (56.4)	1,936 (15.7)
<sup>*)</sup> Upper secondary dept. of special schools						
Graduates of March 2002	11,717 (100.0)	537 ( 4.6)	466 ( 4.0)	2,404 (20.5)	6,552 (55.9)	1,760 (15.2)
School for the blind	337 (100.0)	162 (48.1)	12 ( 3.6)	40 (11.9)	82 (24.3)	41 (12.0)
School for the deaf	470 (100.0)	247 (52.5)	51 (10.8)	120 (25.5)	38 ( 8.1)	14 ( 3.0)
Special school	11,480 (100.0)	175 ( 1.5)	390 ( 3.4)	2,219 (19.3)	6,815 (59.4)	1,881 (16.4)
Intellectual disabilities	9,210 (100.0)	95 ( 1.0)	256 ( 2.8)	2,067 (22.4)	5,388 (58.5)	1,404 (15.2)
Orthopedically impaired	1,895 (100.0)	33 ( 1.7)	86 ( 4.5)	114 ( 6.0)	1,275 (67.3)	387 (20.4)
Poor health	375 (100.0)	47 (12.5)	48 (12.8)	38 (10.1)	152 (40.5)	90 (24.0)

(Ministry of Education, Sports, Science and Technology Homepage: [http://www.mext.go.jp/a\\_menu/shotou/tokubetu/main.htm](http://www.mext.go.jp/a_menu/shotou/tokubetu/main.htm))





<Data No. 9>Program to Develop Occupational Skills of Disabled Persons in Ordinary School, Variety of Consignment Training Suited for Different State of Disability, and e-Learning Model Program for Remote Educational Training (FY2005 Local Prefectural Government Action Plan)

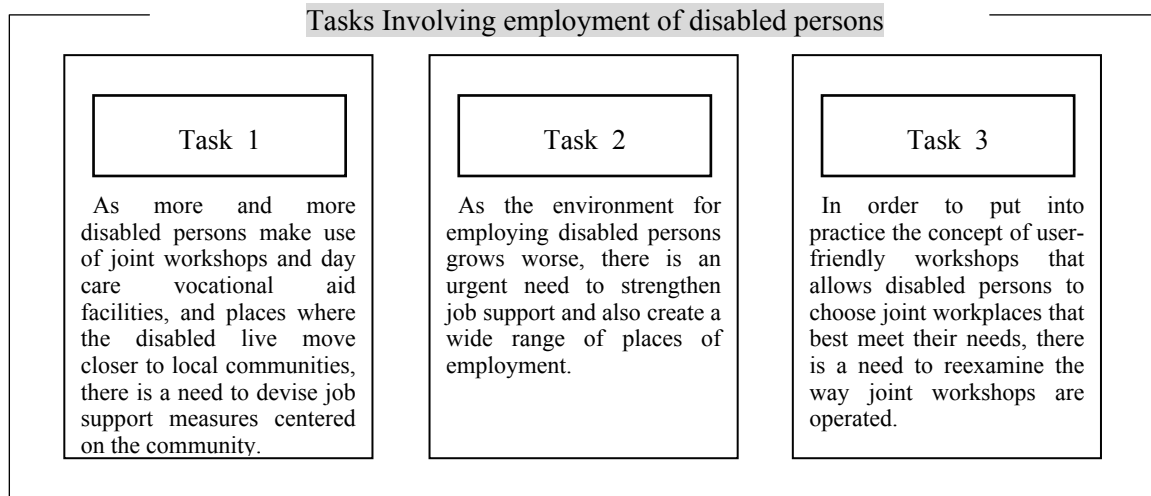
	Program to Develop Occupational Skills of Disabled Persons in Ordinary Schools				Consignment Training Program for Disabled Persons				e-Learning Model Program	
	Prospective school for implementation	Training course, fixed number of trainees	Training course and term	Start of training (scheduled)	FY2005				FY2005	
					Action plan	Training to acquire knowledge, skills	Combine home and on-the-job	Practical training for skill acquisition	Action plan	Training term
Hokkaido	Hakodate Koto Gijutsu Senmon Gakuin, Asahikawa Koto Gijutsu Senmon Gakuin	Hakodate-ko: sales practice (10) Asahikawa-ko: care service (10)	Short-term course (1 yr)	Continue	240	180		60	-	-
Aomori					45	45			-	-
Iwate	Iwate Kenritsu Sangyo Gijutsu Tanki Daigakko	Sales practice (10x2 terms)	Short-term course (6 mos.) x 2 terms (1st semester: Mar.-Aug. 2005)	Continue	15	15			-	-
Miyagi					80	75		5	5	4 mos.
Akita	Under review	Under review	Under review	Under review	20	20			-	-
Yamagata					106	98	19	8	-	-
Fukushima					20	20			-	-
Ibaraki	Mito Sangyo Gijutsu Senmon Gakko	Sales business (20)	Short-term course (1 yr)	Continue	50	15		35	-	-
Tochigi	Ken-o Koto Sangyo Gijutsu Gakko	Sales business (10)	Short-term course (6 mos.)	October	100	60		40	-	-
Gunma	Maebashi Sangyo Gijutsu Senmon-ko	General service (tentative name) (10)	Short-term course (6 mos.)	October	30	30			-	-
Saitama					65	40		25	-	-
Chiba	Abiko Koto Gijutsu Senmon-ko	Sales business (10x2 terms)	Short-term course (6 mos.) x 2 terms	Continue	230	170		60	20	4 mos.
Tokyo					600	250		350	30	4 mos.
Kanagawa					315	105		210	-	-
Niigata	Niigata Techno School	Sales (20)	Short-term course (1 yr)	Continue	50	40		10	10	6 mos.
Toyama					25	20		5	-	-
Ishikawa					50	45		5	-	-
Fukui					20	20			-	-
Yamanashi	Yamanashi Kenritsu Shugyo Shien Center	Sales business (20)	Short-term course (1 yr)	Continue	50	40		10	-	-
Nagano	Under review	Under review (20 expected)	Under review (6 mos. or 1 yr)	Under review (Oct)	180	140	70	40	5	6 mos.
Gifu					80	50		30	5	6 mos.
Shizuoka	Shimizu Gijutsu Senmon-ko	Sales business (10x2terms)	Short-term course (6 mos.) x 2 terms	Continue	140	95		45	-	-
Aichi					360	260	60	100	-	-
Mien					80	40		40	-	-
Shiga	Kusatsu Koto Gijutsu Senmon-ko	General business course (20) (sales business course, OA business course)	Short-term course (1 yr)	April	80	50		30	-	-
Kyoto	Fukuchiyama Koto Gijutsu Senmon-ko (intellectually disabled), Kyoto Koto Gijutsu Senmon-ko (physically disabled)	Intellectually disabled: sales business (10) Physically disabled: OA business (10x2 terms)	Short-term course intellectually disabled: 1 yr physically disabled: 6 mos. x 2 terms	Continue	155	75	40	80	-	-
Osaka	Sekiyo-oka Koto Shokugyo Gijutsu Senmon-ko	Work assistant course (20) (office work field and service work field)	Short-term course (1 yr) (Oct. 2004 - Sep. 2005)	Continue	665	488	206	177	10	4 mos.
Hyogo					240	220		20	-	-
Nara	Under review	Under review	Under review	Under review	70	46		24	-	-
Wakayama					95	85	20	10	-	-
Tottori	Kurakichi Koto Gijutsu Senmon-ko	General business course (10) (manufacturing process course, environment course)	Short-term course (1 yr)	Continue	50	10		40	-	-
Shimane	Izumo Koto Gijutsu-ko	Care service (10)	Short-term course (1 yr)	April	50	20	5	30	-	-
Okayama					30	15	5	15	-	-
Hiroshima					130	95	55	35	20	5 mos.
Yamaguchi					60	50	20	10	-	-
Tokushima					50	40		10	-	-
Kagawa					75	30		45	-	-
Ehime	Matsuyama Koto Gijutsu Senmon-ko	Sales business (20)	Short-term course (1 yr)	Continue	50	20		30	-	-
Kochi					50	40		10	-	-
Fukuoka	Kurume Koto Gijutsu Senmon-ko	Care assistant (10x2 terms)	Short-term course (6 mos.) x 2 terms	Continue	210	160	10	50	-	-
Saga	Saga Kenritsu Sangyo Gijutsu Gakko	Care service (10x2 terms)	Short-term course (6 mos.) x 2 terms (1st term: Jan. - Jun. 2005)	Continue	40	40			-	-
Nagasaki	Sasebo Koto Gijutsu Senmon-ko Senjin-ko	Janitorial business (10x2 terms)	Short-term course (6 mos.) x 2 terms (1st term: Jan - July 2005)	Continue	60	32		28	-	-
Kumamoto	Kumamoto Koto Gijutsu Kunren-ko	Sales business (20)	Short-term course (1 yr)	Continue	110	70	20	40	-	-
Oita	Oita Koto Gijutsu Senmon-ko	Service business (tentative name) (10)	Short-term (6 mos.)	October	52	30		22	-	-
Miyazaki	Miyagi-ken Sangyo Gijutsu Senmon-ko	Sales business (10)	Short-term course (7 mos.)	September	70	50		20	-	-
Kagoshima					110	80		30	-	-
Okinawa	Gushikawa Shokugyo Noritsu Kaihatsu-ko	Sales business (10x2terms)	Short-term course (6 mos.) x 2 terms	Continue	46	16		30	-	-
Total	Launched in FY2004: 15 prefectures and Hokkaido/18 courses/320 students (intellectually disabled: 17 courses/300, physically disabled: 1 course/20) Launched in 2005: 6 prefectures/6 courses/70 intellectually disabled students (3 other prefectures are considering offering these courses) Total: 22 prefectures (including Hokkaido)/24 courses/390 students (intellectually disabled: 23 courses/370, physically: 1 course/20)				5,499	3,635	530	1,864	8 prefectures/105 students	

(Note) Shaded parts represent prefectures expected to launch the programs concerned in FY2005

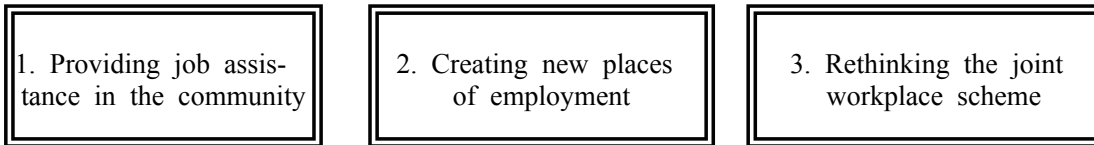
(Source: Human Resources Development Bureau, Ministry of Health, Labor and Welfare, May 9 2005)

## Future Direction of Job Assistance for Disabled Persons (summary)

-- Shiga Prefecture: Report of the Exploratory Committee on Job Assistance for Disabled Persons (December 2004) --



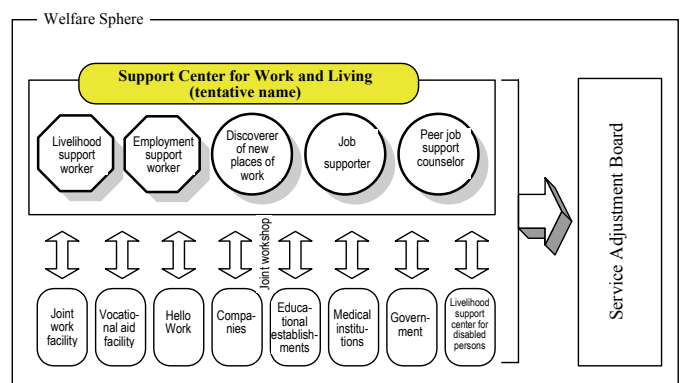
### Creation of a “Shiga Model” for Working and Living Together



### 1. Providing Job Assistance in the Community

#### Creation of a Support Center for Work and Living (tentative name)

- In addition to striving to match the needs of the disabled with the company's need to employ workers, creating new jobs and employment patterns that meet various employment needs will enable the disabled to move closer to the way ordinary people work in the community (within each welfare sphere).



- ▶ Employment and livelihood support should be provided in an integrated fashion by installing a Support Center for Work and Living (tentative name) that performs in the community the function of a job assistance support center.
- ▶ At each support center are assigned in an integrated fashion a “livelihood support worker,” an “employment support worker,” a “discoverer of new places of work,” a “job supporter” and a “peer job support counselor.”
- ▶ While working closely with livelihood support centers for disabled persons and other facilities, the Support Center for Work and Living should use the Service Adjustment Board to provide integrated and comprehensive support that responds to the actual living condition of disabled persons and their need to be employed.
- ▶ The Support Center for Work and Living has a one-step service function that enables the Center to provide in a single location a wide range of services to facilitate the employment of disabled persons.
- ▶ In promoting these programs, municipalities and prefectures, as well as the welfare side and the labor side, should work together to raise the required funds.

## 2. Creating New Places of Employment

### Creation of a Society like Business Establishment (tentative name)

- To help disabled persons become economically self-reliant, rather than continuing to implement traditional policies and measures, it is necessary to create new places of employment by cooperating with welfare and labor.



As part of the effort to create a business establishment type workplace, a “society like business establishment” (tentative name) should be established that would serve as a place of employment that goes beyond the framework of a welfare-based employment.

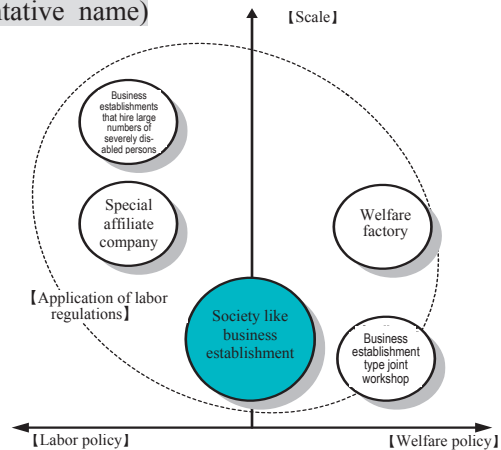
- ▶□□ With regard to any grant that may be made toward the creation of a society like business establishment, the following efforts may be considered as legitimate targets for such a grant.

#### ◆ Efforts to improve the quality of work like (QWL) of employees with disabilities

(Efforts to develop and improve the skills of employees with disabilities, assignment of human resources designed to provide support to employees with disabilities, etc.)

Support for the creation of society like business establishments should be provided, not under the conventional vertically segmented administrative system, but under a system based on cooperation between the welfare side and the labor side.

In addition to examining the adoption of society like business establishment, a “**Society Like Business Establishment Corporate Strategy Council**” (tentative name) that advises on, among other things, the operation of society like business establishments and cultivation of human resources. Moreover, in the future, disabled persons should be provided with vocational and employment support by launching a prefecture-wide network linking companies and other various organizations within the prefecture.



## 3. Rethinking the Joint Workplace System

### Further Functional Enhancement of the Joint Workplace

- Further functional enhancement of joint workplaces is required before services that meet the wide variety of needs disabled persons have can be provided.



It is important to take a fresh look at the function of joint workplaces and aim to create joint workplaces that disabled persons will be able to use more easily than in the past.

#### ① Wage secured joint workplace

For example, a joint workplace where workers with disabilities are guaranteed a fixed wage so that, when combined with their disability pension, they would be able to live on their own.

#### ② Creative work and work on light duty joint workplace

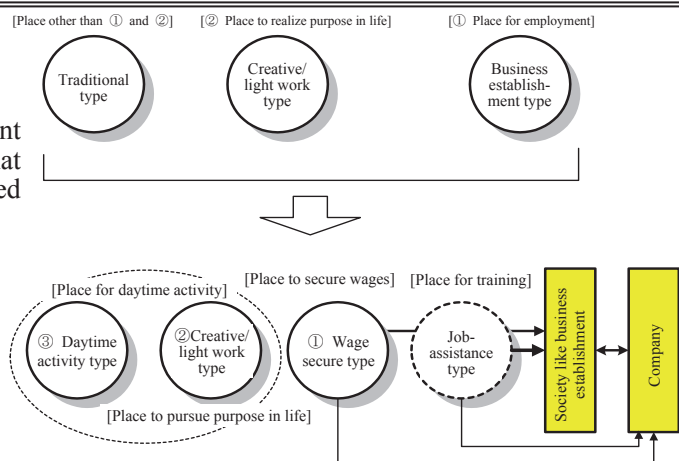
A joint workplace where workers with disabilities can make their life meaningful and achieve self-realization through creative activities and work on light duty.

#### ③ Daytime activity joint workplace

A joint workplace where disabled persons engage in a wide range of daytime activities. A wide variety of community-based activities are implemented by linking up with and capitalizing on the informal strength of local society (local communities, volunteers, etc.).

#### ④ Job assistance-based joint workplace ( or support based on past transition record

A joint workplace that emphasizes vocational rehabilitation support (or support based on past record of transition to ordinary employment).



Transition of disabled person's workplace

# ***Country Reports***





# **AUSTRALIA**

## **Educational Practice in Australian Schools to Ensure Participation in Employment for Students with Disabilities**

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for the

25<sup>th</sup> Asia-Pacific International Seminar on Special Education

### **Introduction**

This paper provides brief information on the broad structural features of the Australian school education system, with a particular focus on their role in supporting students with disabilities to ensure participation in future employment. The paper begins with an outline of the Australian school system, the educational participation and state of employment in relation to children with disabilities and the educational activities carried out at schools to prepare such children for employment.

### **Overview of Australia's school education system**

Australia's government is a parliamentary democracy with three levels: Australian, State/Territory and Local. Australian governments at all levels strive to continually improve education and training, to ensure the sector is responsive to changing social and economic needs. The Australian education and training system broadly comprises four major sectors: government and non-government pre-school, primary and secondary schools; public and private vocational education and training (VET) providers; public and private higher education institutions; and, adult and community education providers.

In relation to Australia's school education system, it is important to understand that the Australian Government works with State and Territory governments, non-government school authorities, parents, educators and other organisations to seek the best possible outcomes for young Australians. Strategic policy development and delivery of programmes and services at the national level are coordinated through the Ministerial Council on Education, Employment, Training and Youth Affairs.

### *School Education*

School education has a central role in preparing young people for the challenges of the future. In particular, those students who complete Year 12 (upper secondary school or equivalent) will be more likely to undertake further education and training during their working lives, and more able to cope in a dynamic labour market. There is a continuing focus in Australia on quality of the schooling, including more support for teachers and principals, more national consistency and increased feedback to parents. This focus on quality aims to ensure that the high performance of Australian students – as shown in the OECD Program for International Student Assessment (PISA) is maintained in the future. Despite the overall high level of school performance, there is continued concern about those students who perform less well (Indigenous students, boys, and students from low socio-economic backgrounds). In addition, improving the learning outcomes of educationally disadvantaged school students, including students with disabilities, is a major Australian Government priority.

### *Structural features*

In 2004, there were 9615 schools in Australia of which 6938 were government schools and 2677 were non-government schools. Primary schools comprised 68.8 per cent of schools while 15.2 per cent were secondary schools. A further 11.9 percent were combined primary and secondary school and 4.1 per cent were special schools. In 2004, there were 3,331,964 full-time students attending school. In 2004 there were approximately 129,135 students reported with disabilities in Australian schools, of which 104,922 (or 81.2 per cent) were in the government sector and 24,213 (or 18.8 per cent) were in the non-government sector.

### *Starting Age and school year*

Pre-school and school education has a similar structure across Australia but with variations in the starting age and the number of years after which students move from primary to secondary education. Children usually start pre-school between the ages of four and five. Primary schooling is six or seven years and secondary schooling is five or six years. School education is compulsory until the age of 15 except in two States (Tasmania and South Australia) where it is compulsory until the age of 16. The final two years of secondary schooling, Years 11 and 12, are necessary for those wishing to proceed to higher education (mainly university). The Year 12 qualification is competitive and recognised by all Australian tertiary institutions, regardless of the State in which the qualification was obtained. Private school education exists in parallel with the State system at all levels of schooling. Many private schools have been established in association with religious groups, ethnic communities or particular pedagogical orientation.

### *Students with special education needs*

Special education is provided by government and non-government authorities in special classes or units in regular schools, by withdrawal from regular classes for periods of intensive assistance by special staff, or in specialist schools. Special schools provide education for students with disabilities who require intensive support. More commonly, with the move toward inclusive schooling, children with disabilities in Australia are attending regular schools, with the assistance of special support services. Services that may be available to support students in school include advisory visiting teachers in impairment areas, early special education advisory teachers, speech-language pathologists, occupational therapists, physiotherapists, nurses, school transition officers, guidance officers and orientation and mobility teachers. Teacher aides have come to occupy a significant place in the overall approach to service provision for students with special and/or additional education needs.

With the move toward inclusive schooling and increasing opportunities for students with disabilities to be educated in mainstream classrooms, particularly in the primary years, a new role for special schools seems to be emerging in Australia. This new role involves acting as a “centre of expertise” for primary and secondary schools in their area who have students with disabilities enrolled. In this role, the special school is seen as a provider of support and advice to the school, and in some cases a visiting teacher service. This is of particular value for special schools located in smaller country towns. The *2002 Senate Inquiry into the Education of Students with Disabilities* highlighted that “special schools have become ‘lighthouse’ schools of best practice in some States and Territories, and a source of concentrated knowledge and experience” (Australian Senate, 2002, p40).

### *Primary and secondary schooling*

In early primary education, the main emphasis is on the development of basic language and literacy skills, simple arithmetic, moral and social education, health training and some creative activities. In the upper primary years the focus is on development of the skills learned in earlier years.

In some systems the first one or two years of secondary school consist of a general program which is undertaken by all students, although there may be some electives. In later years, a basic core of subjects is retained, with students able to select additional optional subjects. In senior secondary years, a wider range of options is available in the larger schools and there is an increasing trend towards encouraging individual schools to develop courses suited to the needs and interests of their students, subject to accreditation and moderation procedures. There is also an increasing emphasis on the incorporation of vocational programs into the senior secondary curriculum. School students may New Apprenticeships in the VET sector as part of their senior school study and undertake some parts of their programs in the workplace.

Students reaching the minimum school leaving age may leave school and seek employment, or enrol in a vocational course with a VET institution, such as a technical and further education (TAFE) institution or a private business college. For many VET courses, completion of Year 10 of secondary school is a minimum entry requirement. For those continuing to the end of secondary school (Year 12), opportunities for further study are available at higher education institutions, VET institutions and other educational institutions. For students continuing to higher education, eligibility to undertake university courses is almost always based on completion (at a satisfactory level) of a senior secondary school certificate.

## **Relevant National Frameworks**

### *National Goals for Schooling*

The National Goals for Schooling in the Twenty-first Century (MCCETYA 1999) developed and agreed by MCEETYA provide a common and agreed framework for the development of outcomes-based curriculum in the compulsory years of schooling. While each State and Territory has its own curriculum framework, they all share a number of common principles. The National Goals have a strong equity dimension as they call for schooling to be free of discrimination based on sex, language, culture and ethnicity, religion and disability, and of differences arising from a student's socioeconomic background or geographic location. They also provide that the learning outcomes of educationally disadvantaged students, including students with disabilities, should improve over time to match those of other students. For more information, please refer to:

[http://www.dest.gov.au/sectors/school\\_education/policy\\_initiatives\\_reviews/national\\_goals\\_for\\_schooling\\_in\\_the\\_twenty\\_first\\_century.htm](http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/national_goals_for_schooling_in_the_twenty_first_century.htm)

### *Anti-Discrimination and Human Rights Legislation*

In Australia, legislation has provided the community with an imperative that children and students with disabilities will not be discriminated against so that they can access educational services and expect educational outcomes from educational services. One of the aims of the current legislation is to establish a national framework of consistent, reasonable, fair and transparent services for the education of children and students with disabilities. The Commonwealth *Disability Discrimination Act 1992* (DDA) seeks to eliminate, as far as possible, discrimination against people with disabilities. Under this Act, it is unlawful for an educational authority to discriminate against a person on the ground of the person's disability or a disability of any associates of that person.

The Disability Standards for Education are subordinate legislation which came into effect on 18 August 2005. The Standards clarify and make more explicit the obligations of education and training service providers under the DDA, and the rights of people with disabilities in relation to education while, at the

same time, balancing the needs of students with the interests of all parties affected, including providers. The Standards seek to ensure that students with disabilities can access and participate in education on the same basis as other students. Put briefly, the standards cover the areas of enrolment, participation, curriculum development, accreditation and delivery, student support services, and the elimination of harassment and victimisation.

More information is at: [http://www.hreoc.gov.au/disability\\_rights/dda\\_guide/dda\\_guide.htm](http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm). The Standards, accompanying Guidance Notes and the Regulation Impact Statement on the Standards are available at: [http://www.dest.gov.au/research/publications/disability\\_standards/default.htm](http://www.dest.gov.au/research/publications/disability_standards/default.htm).

## **Educational Participation and State of Employment for Students with a Disability**

### *Year 12 Completion*

Research based on data from the Longitudinal Surveys of Australian Youth (LSAY) shows that having a disability is a factor contributing to lower retention rates to the end of secondary schooling <sup>(1)</sup>. Having a disability also continues to have a separate influence on educational participation beyond the school years, additional to whether or not Year 12 or an equivalent qualification was completed <sup>(2)</sup>.

### *Participation in Education*

In VET, the participation and outcomes of various equity groups, such as students with disabilities, are monitored and reported. Students with a disability are under-represented in the Australian VET system. However, the proportion of students with a disability in VET has been increasing from 3.5 per cent of all students in 1998 to 4.8 per cent in 2002. In higher education, people with disabilities are identified as targets for equity planning on the basis of their history of their relative disadvantage in accessing higher education. The number and proportion of students with disabilities has increased markedly over recent years, with a 50 per cent increase over 1996 to 2003.

### *Participation in Employment*

There are a number of different employment service providers in Australia that work with job seekers with a disability to help them get a job. The type of assistance provided to people with a disability will depend on to what extent they need ongoing support or rehabilitation to find or keep a job. Many employment service providers specialise in assistance for those with intellectual disabilities, for example, NOVA Employment & Training Inc which supports regions in New South Wales. Refer to <http://www.novaemployment.com.au>. Over 2004-05, a total of over 8,500 job placements were recorded by job placement organisations for job seekers receiving the Disability Support Pension which is an increase of more than double the previous financial year. Wilkins <sup>(3)</sup> has recently studied the effects of disability on labour market outcomes in Australia and has found that disability has substantial effects on labour force status, on average acting to decrease the probability of labour force participation by one-quarter for males and one-fifth for females. Analysis of disability characteristics shows that adverse effects on labour force status increase with severity of the disability and are also worse for those with more than one type of impairment.

## **Role of Schools in Preparing Students with Disabilities for Employment**

School administrators and teachers use a whole-schooling approach to cater for the individual needs of all children in their schools, regardless of their physical, intellectual, social, emotional, linguistic or other differences. Schools play a key role in equipping children who enter education with basic literacy and numeracy skills. It is in the first years of school that all children can be helped to acquire the foundational skills which will set them on the path of success in reading and writing. Preparation

of students for participation in the world of work is another essential element of the education mission of a school.

#### *Enrolment of Students with Disabilities*

Parental choice underlies where a student will be enrolled, regardless of whether they have a disability or not. As a matter of practice, State and Territory education authorities prefer to negotiate the most appropriate placement for students who have special and/or additional educational needs, involving the parents, school and departmental representatives in working out which school setting best addresses the need of the student.

#### *Individual Education Programs and Curriculum Focus*

In all States and Territories, there have been extensive reviews of policies and practices, with detailed guidelines developed relating to the education of students with disabilities. In particular, guidelines relating to the identification and ascertainment of student needs and the development of individual education programs or negotiated curriculum plans have been drawn up. Early identification of disability and early intervention are seen as critical aspects of educational provision for students with disabilities.

Schools use individual education programs to ensure that an appropriate curriculum is provided for each student. The general nature of a curriculum being followed by a student with a disability will depend on a range of factors such as the age of the student, the rate of development, the need for modified teaching techniques, the extent to which the curriculum needs to help with the acquisition of self-help and daily living skills and development of communication skills, in cases of severe or profound disability. However, this does not necessarily equate to the provision of alternative curricula to meet the needs of individual students. High-performing schools in Australia tend to achieve right across all student ability levels, including students with special educational needs. Therefore, the ongoing challenge in planning for individual needs is good teaching and curriculum practices that produce good educational outcomes across all student ability levels, including students with special educational needs.

Ongoing monitoring is essential for the continued implementation of the appropriate curriculum. In the case of students with disabilities, communication between the school and the parent is seen as of particular importance in monitoring students' progress and in identifying any problems that the student may be experiencing, either in learning or in social adjustment.

At the school level, Australian schools are also implementing systems to identify and respond to the educational needs of students with disabilities, for example, through the use of educational adjustment programs. Teachers need to be sure that the education adjustments they are making are appropriate to the child's needs and they may also need specialist advice on the type of education adjustment they should make for particular disabilities. These practices ensure that teaching adjustments are identified as early as possible and are made in a class/school program to provide an inclusive education for students with a verified diagnosis. For an example, refer to:

<http://education.qld.gov.au/students/disabilities/adjustment/index.html>.

#### *Students experiencing literacy and numeracy difficulties*

Australian surveys have indicated that 10 to 16 per cent of students are perceived by their teachers to have learning difficulties and have support needs, particularly in literacy, that go beyond those normally addressed by class teachers <sup>(4)</sup>. Within the population of students with learning difficulties,

there is a smaller sub-set of students who show persistent and long lasting impairments and these are better identified as students with specific learning disabilities. Approximately 4 per cent of Australian students have a specific learning disability <sup>(5)</sup>. The incidence of numeracy difficulties may be even higher than those reported for literacy <sup>(6)</sup>. In terms of percentages of disability by type, any national comparisons need to be interpreted with caution due to the different classifications used by the States and Territories. However, the *2002 Senate Inquiry into the Education of Students with Disabilities* highlighted that intellectual disabilities accounted for over half the disabilities that receive funded support.

#### *Attainment of Literacy and Numeracy*

Improving literacy and numeracy levels in schools is a key equity issue as early diagnosis of a disability and early intervention will facilitate the educational prospects for a student who is experiencing difficulty in acquiring these skills. At the national level, the Australian Government has worked closely with its State and Territory colleagues to develop the Government's national goal of improved literacy and numeracy standards through implementation of the National Literacy and Numeracy Plan (the National Plan). The National Plan was developed in 1997 and includes the following key and interrelated elements:

- *assessment of all students* by their teachers as early as possible in the first years of schooling;
- *early intervention strategies* for those students identified as having difficulty;
- *the development of agreed benchmarks* (Years 3, 5 and 7), against which all children's achievement in these years can be measured;
- *professional development for teachers* to support the key elements of the Plan. The focus of professional development is support for teachers to effectively address the needs of all students.

In each State and Territory substantial programmes, concentrating particularly on the early years, have been put in place to support the National Plan. The Australian Government, through its targeted programmes for schools, will provide significant support of some \$2 billion over the 2005-08 quadrennium for the most educationally disadvantaged students, to assist them in developing their literacy and numeracy skills.

The Australian Government Department of Education, Science and Training (DEST) recently published a "Schooling Issues Digest" which summarised national and international research in relation to students with learning difficulties in literacy and numeracy. A key finding was that students experiencing literacy and numeracy difficulties require explicit teaching of how, when and why to use reading and numeracy strategies. Another important finding was that students with literacy and numeracy difficulties require appropriate programmes of intervention to begin as soon as memory, organisation and language difficulties become apparent <sup>(4)</sup>. A copy of the Digest can be found at: [http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/schooling\\_issues\\_digest](http://www.dest.gov.au/sectors/school_education/publications_resources/schooling_issues_digest).

At the national level, late last year the Australian Government Minister for Education, Science and Training, the Hon Dr Brendan Nelson announced a National Inquiry into the Teaching of Literacy in Australian schools. The Inquiry is conducting an independent examination of the way reading is taught and assessed in classrooms as well as the adequacy of teacher training courses in preparing teachers for reading instruction. The Inquiry will be informed by a review of national and international research on reading methods, including those used to help students with reading difficulties. It will, therefore, provide much needed evidence as to the most effective ways to teach reading in schools and will comment on the adequacy of teacher training courses in preparing our teachers for reading instruction.



Information about the Inquiry is at [www.dest.gov.au/schools/literacyinquiry](http://www.dest.gov.au/schools/literacyinquiry). The Inquiry is due to report its findings to the Minister by the end of this year.

### *Transfers*

In addition to the vertical progression, students with disabilities may also experience horizontal transfers if students move from one school or from one form of provision to another. Transferring from one school to another may pose a particular problem for students with disabilities, both in terms of having their special needs met, and in terms of adjusting to a new situation. Schools play an important role in information sharing to ensure that adequate communication of information between schools to ensure that relevant information is passed on and that continuity in the educational program and provision of specialist support services is maintained.

### *Preparation for post-school activities - Vocational Learning and VET in Schools*

Preparation for post-school activities is one of the long-term objectives of educational provision for students with disabilities. Schools also have a responsibility for the development of individualised transition plans for all students, to the integration of careers development activities into their curriculum as part of the development of transition or 'exit' plans and to the provision of access to relevant curriculum in the senior years which reflects the career aspirations of the students.

Since 1996, VET programs have been available to senior secondary students as part of their senior secondary studies. VET in Schools refers to subjects or programs taken as part of a senior secondary certificate that on completion provides credit towards a nationally recognised VET qualification. Some VET in Schools count towards entry to university courses, while all such programme provide credit for particular TAFE courses and lead into traineeships and apprenticeships. A main goal of VET in Schools is to increase access to vocational pathways and in doing so, aid the development of skills and attributes of young Australians that will enable their full and ongoing participation in learning and work. Further growth is anticipated as more students recognise that VET in Schools programmes increase the range of post-school pathways available to them.

School-based New Apprenticeships provide the opportunity for young people to undertake paid training in the New Apprenticeship system whilst still remaining at school. Completion of a School-based New Apprenticeship is recorded on the Senior Secondary Certificate.

Structured Workplace Learning (SWL) is a component of a VET in Schools programme/course that is situated within a workplace and offers students the opportunity to experience workplace life first hand, exposing them to more information about career choices. Businesses provide on-the-job training and mentoring to develop both the technical and generic employability skills. This knowledge helps students to make more informed choices about the type of learning and life-skills development they require for future education and employment. The programme is administered at a local level by Local Community Partnerships (LCPs) right across Australia. These partnerships bring together schools, employers and community groups to work together to provide students in Year 11 and 12 with real opportunities in workplaces to assist them in making the right educational and vocational choices. Further information about these initiatives can be found at:

[http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/programme\\_categories/key\\_priorities/vocational\\_education\\_in\\_schools/vocational\\_education\\_in\\_schools\\_initiative/vocational\\_learning\\_and\\_vet\\_in\\_schools.htm](http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/key_priorities/vocational_education_in_schools/vocational_education_in_schools_initiative/vocational_learning_and_vet_in_schools.htm)

## **Brief Overview of Training in Australia for People with a Disability**



Under the national training arrangements, State and Territory Training Authorities have responsibility for the delivery of training and other initiatives for people with a disability. Australian Government, State and Territory Ministers of training have agreed to *Bridging Pathways: a National Strategy and Blueprint for increasing opportunities for people with a disability in vocational education and training (VET)*. The Blueprint sets out the future priorities for improving outcomes for people with a disability in the national training system. The Blueprint recognises the need to improve pathways for people with a disability while still in school. The Australian Government also funds a number of programmes which assist people with a disability to access VET and improve employment outcomes for these people. These include the Disability Coordination Officer (DCO) Programme to assist people with a disability with transitional arrangements between school, post-secondary education and training and employment and the Disabled New Apprentice Wage Support (DNAWS) Programme which provides assistance for New Apprentices with a disability. These initiatives have contributed to a nearly 50% increase in the participation of people with a disability in training from 61,541 (3.6%) in 2000 to 90,200 (5.7%) in 2004.

## **Conclusion**

Schools play an important role in preparing all students, including students with disabilities, for work and for life in general. An important principle is that students with disabilities will experience a curriculum and high quality school education which is responsive to their needs and which actively promotes independence, self esteem, social skills and academic achievement. All level of government in Australia recognise the national, social and economic benefits from ensuring that all young people, including students with disabilities, can experience smooth transitions through school and from school into further education, training or employment. In order to ensure that this is an important outcome for students with a disability rather than a vague possibility that may follow, the Australian Government will continue to focus on improving pathways for people with a disability through their transitions in and beyond school.

## **ENDNOTES**

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# ***BANGLADESH***

## **COUNTRY REPORT BANGLADESH**

The 25<sup>th</sup> Asia-Pacific International Seminar on Special Education  
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### **Background:**

Access to education is, by far, one of the most fundamental rights of any person, living in any country in the world. In Bangladesh, vide Article 28(3) in the National Constitution; the government had also given the required stress to declare its mandate in the same tune. In pursuance of the Jomtien declaration (1990), the Salamanca Statement (1994) and the Dakar Framework (2000), the Government of Bangladesh is pledge bound to ensure enrollment of all children into education by 2015. Also as a signatory to the Millennium Development Goals (MDG), all children, including children with disabilities, should be in education by 2015.

There is a growing consensus among professionals and disability rights promoting organizations- that inclusion in the mainstream schooling system is the only way to provide a means for education and learning for all children. Promoting inclusive education means that support services will be brought to the child, rather than moving the child to the support services; teachers and classrooms will adapt rather than focusing on the child to change to keep up with the other students.

While an inclusive environment in the mainstream schools is being suggested as the best possible option, it is recognized that, many children with disabilities, especially

those with profound degree, will need to be enrolled in integrated and special education setups. But, such integrated and special education setups should be designed such way that, they will prepare the learners gradually towards inclusion in the mainstream education system.

The Bangladesh Disability Act 2001 provides legislative support to ensure protection of rights and to ensure equal opportunity of people with disabilities. The Bangladesh National Policy on Disability 1995, approved by the Cabinet in 9<sup>th</sup> Nov. 1994 indicated creation of options for proper facilities and support to strengthen the integration of people with disabilities in development initiatives with specific mention on education of people with disabilities.

Bangladesh is a signatory and active follower of different international declarations, conventions and charters namely the Universal Declaration of Human Rights, UN convention on the Rights of the Child, UN Standard Rules on Equalization of Opportunities for Persons with Disabilities, Salamanca Declaration, Jomtien Declaration, E-9 Declaration, UNESCAP decade declaration for equalization of opportunities for persons with disabilities.

All these have highlighted enrollment of disabled children into education. Over the last three decades, the government of Bangladesh had formed three Education Commissions, which also have recommended education for children with disabilities. However, the National Policy on Education, though has touched the issue, but has not addressed it adequately.

All children, with or without disability, have right to education. Children with disability, no matter how serious their disability, have a right to education that promote their fullest potential and their inclusion into the society.

### **The School System in Bangladesh:**

The school system in Bangladesh has 3 levels. i) Primary, ii) Lower Secondary, iii) Secondary. The primary level is compulsory and it's length is 5 years. The length of Lower Secondary level is 3 years and Secondary level is 2 years and these two levels of education is not compulsory.

Due to the Rules of Business of the Government the Education issue of Children with disabilities is under the Ministry of Social Welfare (MOSW) as the MOSW is looking after the disability issues. This is the major barrier of mainstreaming the children with disabilities in to the education system. Recently Ministry of Primary and Mass Education has decided to admit the children with disabilities in the 78000 Primary School.

A Research titled “Situation Analysis and assessment of education for Children with Disabilities in South Asia; East Asia and South Africa” conducted by Centre for Services and Information on Disability (CSID)- Bangladesh, commissioned by the University of East Anglia, UK found that - In Bangladesh for education of children with disabilities Special, Integrated, and Inclusive all 3 systems are being practiced. The Government of Bangladesh established Special and Integrated education system and NGOs are implementing Special and Inclusive education system. Department of Social Services (DSS), Government of Bangladesh operating 5 Special Schools for Blind Children, 7 for Deaf Children, 1 for Intellectual disabled children. The DSS also operating a total of 64 Integrated schools (Special Classes in the mainstream schools) for blind children in 64 districts. NGOs are operating many Special and Inclusive Education Centres but there is no reliable data available on the number of schools and enrollment of children. It can be assumed from the secondary data that; for Intellectual Disabled (ID) Children in Bangladesh NGOs are operating a total of 454 Special Schools apart from the 2 schools of Government and a total of approximate 7000 ID children are having opportunity to learn from those schools. In the Special Schools there are no levels and separate classes in accordance with the degree of disability. Some NGOs have home-based education programme for ID for those can not participate in school programme due to severe handicapness, and or problem of transportation and where there is no one to help carrying children in to school. Emphasis is being given to self-care, behaviour training and vocational skill training rather than academic lessons in the special schools.

#### **State of Employment in relation to children with ID:**

Employment is very difficult for ID persons in Bangladesh. There are no legislative/legal bindings for employment of ID. The Government declared an executive order of 10% Quota in Public Services for Orphans and Disabled Persons but not segregated the

percentages among 2 groups and nothing mentioned about the types and degrees of disabilities. The Private sectors are not implementing this order and there is no obligation, even the Government departments are not always following this order. The management/staff of special schools trying to employ them after training by motivating different employers and facilitating self-employment's. The types of employment they have been able to seek for ID persons at a very limited scale are: Wood work (Jig saw puzzle, educational toys), Cooking, Gardening, Candle making, Packaging, Poultry and Dairy, Shop keeping etc. Some of them have been employed in Garments Factories and some in the Pharmaceutical Companies as packager.

The employers are very much reluctant to employ persons with ID. It is due to absence of legal bindings and social negative attitude towards persons with ID.

#### **Educational activities carried out to prepare Children with ID for Employment:**

One of the major focuses of the Special Schools is to prepare the ID persons for employment. So, the special schools curriculum includes Training on Self-care, Developing mobility and functional ability including Behaviour therapy so that they can socialize them-selves. At the same time providing academic education and different vocational skill training in accordance with the capacity of individual ID child. The education is being provided on the following trades for wage and self-employment:

Weaving (net, jute bag, rug), Sewing (children's dress, bed spread, napkins, tea cozy), Printing (block print, string print, screen print, press print), Dress making, Pasting, Card making, Painting (fabric painting), Wood work (Jig saw puzzle, educational toys), Cooking, Gardening, Candle making, Packaging, Shop keeping etc.

#### **Conclusion:**

Among the all types of children/persons with disabilities children/persons ID are in the most vulnerable situation. They are often being treated and regarded as Mad. People can not differentiate between ID and Mental illness and or mad due to unawareness and ingrained prejudice. Children with mild and moderate degrees of disabilities of other types except ID can enroll in to mainstream schools but the children with ID are not. The special schools for ID children do not have separate classes or levels in accordance

with the degrees of ID. There are no legal bindings to enroll the ID children in to education system and or employ persons with ID. This group of children are totally ignored by the society and Government and deprived from all the basic rights. Even they are often ignored by the families. So, there should be a national policy guideline and legislative support for protecting the rights of education and employment of persons with ID. An extensive awareness and advocacy programme should undertake to bring these deprived groups of children in to development process.



# **CHINA**

## **Improvement of Educational Practice and Environment for Students with Intellectual Disabilities --for active participation in society through employment**

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In our society today, the equal and free rights of the crowd with intellectual disabilities are valued highly along with the human rights attached importance to. Under the acceleration of the trend of thought about educate for all, lifelong education, inclusive education, we are pursuing raising the quality of life of the students with intellectual disabilities perseveringly. This report will discuss the question on *“improvement of educational practice and environment for students with intellectual disabilities --for active participation in society through employment”* in China during latest years from the aspects of *background, experience, result and suggestion*.

### 1. Background

According to the sampling statistic data from the census of Chinese national scope in 1987, 13 hundred million people exist in China now and 51.64 million are with disabilities by reckoning. And there are 10.17 million people with intellectual disabilities, 19.7 percent of the whole disabilities. The data investigated by China Disabled Persons' Federation shows that about 0.40 million children with intellectual disabilities are of school-age currently and more than 0.32 million among them are at school. Some children of school-age above accept the education or trainings in other organizations.

There are unambiguous laws and the systems to guarantee the educational right of the retarded crowd in China. The laws such as *“Constitution”*, *“Compulsory Education Law”*, *“Regulations on the Education of Persons with Disabilities”*, *“Protection Law of Disabled Persons”* have the specialized items to elaborate the educational right of the disabilities. State Council establishes Disabilities' Work Coordination Committee, which consists of 34 departments, commissions or social groups like National Development and Reform Commission, Ministry of Finance, Ministry of Education, Ministry of Civil Affairs, China Disabled Persons' Federation and so on. They draw up “five-years development program for the disabilities” every five years, hold the meeting annually, research the deployment of



the disabilities' work. The Ministry of Education also makes up of the leadership group for the disabilities' educational business to moderate the educational work of each section.

In China, except special school, there are other educational placements for students with intellectual disabilities such as the special class attached to the ordinary school, learning in regular class, education in welfare hospital, sending to teach in family. Generally, the severe ones enter the special schools, the mild ones enter the ordinary schools, some orphans study in the welfare hospital, and a few ones that can't take care of themselves completely are sent to teach in family (in some regions). The students with intellectual disabilities who live in the villages or in the remote regions, however, can enroll in the nearest ordinary school regardless of the degree of the intellectual disabilities by considering the condition of running a school or transportation there and child's behaviors and parents' wills.

The educational system for students with intellectual disabilities is divided into 3 stages, namely infant education stage (below 6 years old), compulsory education stage (6 to 16 years old) and vocational education stage (above 16 years old). The education on occupational career development for the retarded students is strengthened in the field of special education based on the knowledge tutoring and rehabilitation training. For this, the course construction has been changed from the subject curriculum (focusing on knowledge and information) to functional curriculum (to adapt to society and form the abilities). Currently, ecotypes curriculum has been advanced. Program on vocational and prevocational education are set up for the students' occupational career development in the national course plan.

Recently, China has improved the educational system of the students with intellectual disabilities by developing compulsory education, expanding to interfere in early days and infant education, developing the vocational education strongly; and they have promoted the way of learning in regular class, universalized the education for the retarded students, guaranteed each student to possess the educational right; provided the tracking service for the students who have already take up an occupation after graduation, strengthened the adaptation ability by giving them the education opportunity continuously.

Based on the background above, we conclude that we face several problems to be solved such as how to establish the target, contents or methods of the occupational career education, how to set up the goal of labor technology and the method of employment to satisfy with each student's demand, and how to create the educational environment which is propitious to learn labor technique, and with high-quality, durative and zero-reject according to the students' various characteristics in physiology, mental development in the different stage.

## 2. Improving the practice and environment of the occupational career education for students

Presently, special education schools in some big or moderate cities try to change the environment of learning and practice during compulsory education stage or being graduated, and carry on the

occupational career education, seeking the methods and the assuring systems to enhance these students' ability to participate in social activity (the students with intellectual disabilities who study in ordinary schools are included in the liberal education system. the report will not provide unnecessary details)

2.1 The practical experience on the prevocational career education during compulsory education stage.

#### 2.1.1 Object

At present, the students with intellectual disabilities of 6 to 16 years old are considered as the students who will be offered to the compulsory education in the special schools. And they will keep 9 years at school. These schools will mainly accept the moderate or severe children, including Down's syndrome, phenylketonuria, autism, cerebral palsy, X-brittleness syndrome and so on.

#### 2.1.2 Goal

Final goal of the compulsory education is to enhance the skill of the students with intellectual disabilities to accommodate to society and be included by society.

#### 2.1.3 Curriculum framework

(a)The curriculum for mental retardation in compulsory education goes through three stages.

First stage (before the middle of 1990s, more mildly retarded students) - subject course. The special schools mostly adopt the subject course, which emphasizes that the students must possess the practical knowledge and technical abilities through the language, mathematics and so on.

Second stage (the middle of 1990s to early in 21 century, more moderately or severely retarded students) - functional course. The special schools mainly depend on the functional course - it is divided into 6 realms, stressing that developing and culturing the student's ability in 6 realms. All the learning contents and learning methods are served to form ability and become a habit.

Third stage (early in 21 century, more moderately or severely retarded students) - ecotype course. The school emphasizes that the students study in the natural and social condition, and the learning contents come close to the student's "proximate development area" (the ability point of departure). The new course standard is drawing up now, which puts forward the purpose of improving the students' quality of life.

(b)The content of functional course and the vocational career education

The functional course is divided into 6 realms, namely social skill, cognition, communication, laboring, sport, leisure and amusement.

- Social skill (mainly pointing to adapt to the society): Include the contents such as social interaction (skill of family life, human interaction), environmental accommodation (house, school, community) and safety (individual, home, transportation) and so on;

- Cognition: Involve the contents such as thinking training, mastery of the number, and practical knowledge (comprehending the time, paper currency, length, weight, unit, calculator) and so on.

- Communication: Include the contents such as non-language (pre-language, non-language communication), basic sentence (comprehending, expressing, reading, writing), social intercourse and conversation (contact, comity and communication skills) in order to rectify the language barrier and express their personal thought and needs;

- Laboring: Consist of the contents such as the self-service (eating and drinking, going to toilet, dressing), housework (shopping, cooking, cleaning, using home appliances), pre-training (service working, art designing and handicraft, occupational labor, working attitude and habit, the understanding of the job and other) for the purpose of enhancing the student's ability on self-management or self-service;

- Sport: Include the contents such as basic movement and skills for the sake of forming a habit, strengthening the constitution, and improving the ability of body coordination and flexible degrees;

- Leisure and amusement: Include the contents such as music and rhyme, art designing as well as leisured life for the sake of training the students to dominate leisured time, fostering the good personality. These realms are carried on independently, but integrated according to instance and extent of mastery at any time.

According to implement principle of the course plan mentioned above –livingly, actively, and synthetically, these courses are full of the contents of the prevocational education and training on accommodation in society.

#### 2.1.4 Improvement of educational practice and environment

##### (a) Exploring curriculum pattern based on integrative topic

For helping the retarded students to possess the abilities of 6 realms in the course above, the special schools concentrate on exploring the curriculum pattern based on integrative topic, which involves a kind of living problems that the students likely face to in future. These topics which contain all the correlative knowledge and skills that they would contact with possibly are integrated and shown to the students in the form of activity. For example, the teachers divide all courses to more than ten big topics related with the students' living directly based on 6 realms, such as knowing myself, our school, clothes, food, transportation and safety, lovely animals, festival and so on.

##### (b) Establishing the learning environment livingly

In order to insure the valid implement of the curriculum based on integrative topic, the teachers attempt to select the learning resources from the life, daily activity, medium (information and technique), book, community and so on and adopt the ways of grouping and layering, teaching with cooperation, individual training to investigate the living learning environment. Concrete methods are as follows:

A. Establishing learning environment livingly means all the environment of the learning and living ultimately served for the retarded students. For example: opening the topic classrooms (designing the learning environment by the learning topic), building the functional classrooms (such

as family room, rehabilitation room, recreation room, individual training room) and establishing the functional or individual learning area in some classrooms.

B. Creating the learning environment to develop the students' emotion, attitude and human interaction, which are beneficial to help the students to communicate or develop their self-confidence.

C. Setting up the learning environment which fits to the society, contacting with the restaurants, supermarkets, cinemas, and service organizations around as well as providing the actual surroundings to train the ability of existence.

(c) Strengthening environment with the support relations

A. Reinforcing guidance and training – Adding the personnel of teaching, education or rehabilitation, who will make the IEP for the retarded students together. The contents of teaching are various because of combining with the learning, training and rehabilitation.

B. Using the cooperative teaching – Increasing one or more teachers in each class, who should complete different task of guidance and training respectively according to the goal of learning.

C. Adopting the method of learning by grouping or layering - Teachers make certain the learning goal or method by grouping or layering according to the students' abilities. In the same of contents, each student will learn those contents they can. The important or deep contents are separated, which is easy to give different students different guide respectively.

2.1.5 Result

- The equal right of education is carried out and the education with high quality is acquired.

For example (photograph):

- The potential abilities of the students with intellectual disabilities have been enhanced;

For example (photograph):

-The degree of social approbation is raised, and the students' self-confidence to exist independently is strengthened;

For example (photograph):

-The burden of the retarded students' parents is lightened;

- The teachers' self-consciousness and creative ability is advanced.

For example (photograph):

2.1.6 Problem

- The related policies everywhere are different, and it is greatly different among the regions. So the compulsory education of the retarded students develops without balance. Some are still in the stage of adopting "the subject course", but some have already followed "the ecotype course";

- Because of the restriction of the budget, research ability of the teacher as well as time, there are not enough support tools to be applied in learning or tutoring which is studied for lightening learning difficulty

2.2 Vocational education practice

### 2.2.1 Object

At present, the age of the mental retarded students who have finished their compulsory education and enrolled in vocational education is beyond 16 years old, and this school life span is 3 years. Because of the obvious difference in the degree of intellectual disability and the students' development level, school must choose and design different contents and aims on vocational training .

### 2.2.2 Goal

The general aim of training for the vocational education are to master corresponding professional knowledge, to promote mental retarded students' vocational skills, ability and vocational moral quality.

The concrete training goals are as follows:

- Living in the community independently or half independently;
- Experiencing or mastering one or more vocational skills, being qualified for the vocation in personality and ability;
- Obtaining employment in the form of refugee pattern and supportive pattern based on the vocational education of preparing and supportive pattern, he or she can;
- Owning the ability of lifelong learning, adapting to the continually changing environment, and owning some sense and ability to run an enterprise.

### 2.2.3 The curriculum setup of vocational education

For the moment, the curriculum of vocational education for the mental retarded is classified into 3 kinds, namely the basic, professional or comprehensive practice curriculum. The basic curriculum contains 6 courses: Chinese language in daily life, mathematics in daily life, social adaptation, music and leisure, sports and health, and computer; The professional curriculum consists of housekeeping, cooking popularized, cooking advanced, handcraft, machine weaving, sewing, mental working and carpentry, comprehensive service; The comprehensive practice curriculum is made up of following courses: community service and social practice (including practical training ), class pioneer activities, social activities, activities concerning students interest and hobbies, and activities of mental health.

The curriculum of vocational education is made up of subject curriculum and comprehensive practice curriculum. And 80 percent of whole teaching hours is for course of laboring skills and practice, while 20 percent is for the curriculum of knowledge and rehabilitation, which is just opposite to the stage of compulsory education.

### 2.2.4 To improve the educational practice environment

#### (a) Establishing the vocational education pattern of market-oriented

- School for Mental Retarded in Xuanwu District in Beijing makes great efforts to probe a new vocational education pattern, *multi-level, wide foundation, flexible module, multi-ability*, to proceed to obtain employment through vocational education.

“Multi-level” reflects the education thoughts of individualization; “wide foundation” and “flexible module” are mainly reflected in the setting up of the disciplinary and curriculum, and they are the contents of the whole pattern; “multi- ability” refers to students’ abilities. Only achieving the standard of being “wide” and “flexible”, can it be described as an “individualized” vocational education to cultivate students with “multi-ability” and to realize the target of “multi-level”.

- Yuanping Special Educational School in Shenzhen comes up with the idea that “*the integrated pattern of education, rehabilitation, and employment*”. Because the vocational education contacts the market economy closely and immediately, the qualified graduates can obtain more job opportunities. These patterns, as mature experience, are beneficial for the mental retarded school to cultivate qualified graduates systematically.

(b) Making use of proper methods for educational training

The common ways of vocational education are stratified tutorship and individual tutorship.

Stratified tutorship- It emphasizes that the aims of vocational education must account in students’ individual difference, and put prominence on the stratification. Except the basic teaching methods, it begins to pay more attention on teaching practice and social practice. For instance, the vocational education section in Xuanwu School for Mental Retarded advocates explicitly that schools should decide different levels of vocational training aims according to the students’ difference; Self-support School in Dongli District in Tianjin takes diverse training measures for the mild, moderate and severe students when they carry out the cooking, or sewing training. Some schools open their own enterprises, which provide a convenient training place for their students.

Individual tutorship- Teachers must tutor the vocational skills individually for each student. The individual career program is designed firstly, and a pretest on professional ability is given then so as to make a decision about the learning content for the student. The forms and ways of tutorship are various. One is to carry out the program in group or class. That is to say that when one vocational training task is completed in the group, the teacher must teach students one by one according to the students’ different task requirements. For example, when making wooden dolls, each student can master one or two courses, so teachers have to tutor them respectively so that they can complete the task at the same time. Another way is one-to-one teaching. According to the students’ learning need, individual teaching is given. For instance, in the house holding class, the teacher trains the student to tidy up the wardrobe, from classifying the clothes and shoes, folding them, and placing them, until completing the whole contents of the teaching unit.

(c) Implementing the supportive vocational education and providing the tracking service.

According to the present situation, because some mental retarded students can not adapt themselves to the job after graduating from school, they are refused in the intern period. For this, some schools develop supportive education, not only training various vocational skills but also cultivating them to enhance social communicating ability, spirit of group, responsibility and so on. Through the

tracing service for the students who have obtained employment, we can solve the problems they will confront at work in time so as to ensure them to keep their job.

Case: XX is competent for the job by training, but he lacks the ability to take care of himself, like being not capable to go to toilet, and making the toilet dirty and smelly. The other workers don't accept him and the factory prepared to resign him. After knowing the information, the school suggests that the school and the parent cooperate to carry on retraining for the child, making sure the child stay in the factory.

#### (d) Striving for social support of other sections

Unfolding the occupational education of the retarded crowd need the support of the government. Therefore, the government is strongly requested to promote the working with the administrative power, and cause the schools to cooperate with Disabled Persons' Federation, Personnel Bureau, Labor Bureau as well as the factories and enterprises in order to support the vocational education of the retarded crowd.

#### 2.2.5 Result

- The formed training environment mentioned above lays the foundation for the employment of the retarded student;
- The training pattern mentioned above exploits the foreground of the employment widely;
- The occupational skill and the quality are exalted, the student's attitude on living and quality of life get improved, and the students' feeling in social achievement is built up.

#### 3. Discussion

According to incompleted statistics, although great efforts have been made for the retarded students' occupational education, 81.34 percent of them are still brought up by family, 0.94 percent of them are given amls by the nation and collectivity, and only 17.72 percent live by their own income from personal labor. Except the multi-disabilities, the employment rate of the retarded crowd are the lowest. The prevalence of the retarded crowd is high and they earn little by themselves, which become heavy burden for the nation, society and family, as the problem without neglect. Seeing to the actual experience, there are many problems to be changed in the retarded students' vocational and prevocational education. For example, the conception of the occupational education is more conservative. The career developmental programming for the moderate and severe students is lacking. The pattern of running a school of occupational education is not open or diverse enough. The adaptability of the retarded students in transition from the compulsory education to employment is neglected. The occupational training is not scientific enough, and not aimed at. There are just a few institutions for professional training. And the tracking service does not go on well. To solve these problems, we need not only renew our idea in time, but also fight for the strong support in manpower, material resources, and financial power. It is a continuous but urgent work, which needs the comprehend and support from each social section.

# **INDIA**

## **Improving Educational Practice and Environment for Students with Intellectual Disabilities – for active participation in Society through employment**

### **Country Report – India (Abstract)**

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#### **Prologue**

Indian society is traditionally an inclusive society where various groups of citizens with different cultural, religions and linguistic diversities live together. Children with intellectual disabilities are very much a part of our society and basically families are responsible for their care and upbringing.

#### **Facts about India and its Education**

India is a multilingual, multi-religion and multi-culture society with 28 States and 6 Union Territories. It has 593 districts, 5470 sub-districts, 5161 towns and 6,38,588 villages. As per Census of India, 2001 the total population of India is 10,027,015,247 with 531,277,078 males and 495,738,169 females. The literacy rate of the country stands at 65.38%. The difference between the male and female literacy rate comes to 21.69%. The multilingual nature of Indian society poses various challenges before the education system of the country. Besides India have 32 languages with numerous dialects. The Seventh All India School Education Survey conducted by NCERT (2005) with data upto September 30, 2002 has assessed the position of enrolment in schools. As per this survey India has 651381 primary schools, 245274 upper primary schools, 90761 secondary schools and 43951 higher secondary schools. The growth of these four types of schools since 1993 is 14.19%, 50.66%, 38.43% and 85.75% respectively. The total number of schools in India is 1031367, which has registered 25.40% growth. Overall rural habitations having primary schools within them had shown 23.68% growth from 1993 to September 30, 2002 the number of habitations being



653,076 in 2002. A large number of rural habitations i.e. 10,70,863 out of 12,31,391 had primary schools within 2 km. (21.13% growth). The number of rural habitations with upper primary schools was 227,146 (54.37% growth) and 961,899 (19.10%growth) and rural habitations had primary schools within 3 km. The enrolment in various classes and the growth rate since 1993 is given below:

Classes I to V	122397715 (growth rate 26.15%)
Classes VI to VIII	46845207 (growth rate 37.49%)
Classes IX & X	21795735 (growth rate 43.21%)
Classes XI & XII	9781856 (growth rate 78.99%)
Classes I to XII	200820513 (growth rate 32.31%)

The teacher-pupil ratio in primary, upper primary and secondary schools was found to be 42.01, 34.23 and 30.28% respectively.

The National Policy on Education (1986,1992) envisaged free and compulsory education to all children in 6-14 age group. Through 86<sup>th</sup> amendment in the Constitution of India the Govt. has made free and compulsory education to all children in the age group of 6-14 a fundamental right Sarva Shiksha Abhiyan (Education for All) is a programme of Govt. of India to provide education to all children including children with disabilities. Under this programme new schools have been opened in school less habitations and the existing school infrastructure has been improved by providing additional classrooms, toilets, drinking water, maintenance grant and barrier free access. Additional teachers, organization of teacher training programmes, intensive monitoring and special focus on education of children with special needs made the programme more effective. Decentralized planning is one of the specific features of this programme.

### **Disability Statistics**

The National Sample Survey organization through 58<sup>th</sup> round of its survey conducted in 2002 has shown that the total number of persons with disability in the country was 1.85 crore which constituted 1.8% of the total estimated population. About 10.63% of the persons with disabilities suffered from more than one type of disabilities. A break up for the population with disability (disability wise) is as follows:

### Estimated Number of Disabled Persons

Type of Disability	Rural			Urban			Rural+ Urban
	Male	Female	Persons	Male	Female	Persons	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Any Disability	83.102	57.748	140.850	25.811	18.249	44.060	184.91
Mental Retardation	4.34	2.561	6.995	1.824	1.128	2.951	9.946
Mental Illness	5.022	3.377	8.399	1.623	0.988	2.611	11.01
Blindness	7.494	8.536	16.030	1.793	2.311	4.104	20.13
Low Vision	2.982	3.563	6.545	0.711	0.877	1.588	8.133
Hearing Disability	12.516	11.171	23.687	3.617	3.313	6.930	30.67
Speech Disability	9.495	6.532	16.027	3.416	2.102	5.518	21.545
Locomotor Disability	49.987	29.839	79.826	16.352	10.162	26.514	106.44

The survey also revealed that for every one lakh persons in India, there were 1755 who were either mentally or physically disabled. Among the rural residents the prevalence of disability was 1.85% as against that for urban-based persons which was 1.50%. The prevalence of disability was also found to be marginally higher among males than females. The number of intellectually disabled (mentally retarded) persons per one lakh population comes to 115 male and 72 females while these numbers for mentally ill are 122 and 86 respectively. The survey also found that about 84% of the mentally retarded persons were born with the disability. So far as marital status is concerned, results showed that at the All India level, out of 1000 disabled males living in rural areas 471 never got married and this number for urban was 484. Amongst the females the number of never married females for rural and urban areas were 376 and 415 respectively. In the case of mentally retarded it was found that most of them have to lead an unmarried life. The percentage of illiterate disabled persons (age 5 years and above) was found to be 55% (59% in rural areas and 40% in urban areas). However, the highest percentage of illiterate disabled persons belonged to mentally retarded group (87%) followed by visually disabled persons (74-77%). The literacy figures of mentally disabled persons (mentally retarded and mentally ill persons) per 1000 disabled persons of 5 years + were as follows:

	<b>Mentally retarded</b>	<b>Mentally ill</b>
Not literate	866	591
Upto Primary level	106	215
Upto Middle level	24	102
Secondary to above	3	89

*Source NSSO Survey, 2002, India.*

The data given above has a great relevance to the employment situation of intellectually disabled persons as very few of them go beyond middle level of education (Class VIII). The NSSO 2002 survey also studied the activity status of disabled persons. The results of this status per 1000 distribution of disabled persons for persons with intellectual disability was found to be as follows:

<b>Category</b>	<b>Mentally Retarded</b>	<b>Mentally ill</b>
Employed	56	126
Unemployed	0	1
Out of labour force	943	873

## **Education**

### **A. Special Schools and Residential Schools for Mentally Retarded**

The Government of India has opened these two types of schools to cater to the educational requirements of children with mental retardation. Though special schools have been opened for all categories of disabilities, however, the number of such schools for mentally retarded is the largest. The total number of special schools working in the country for persons with Mental Retardation as on 30<sup>th</sup> April, 2001 was 1062 with an enrolment of 21,952 males and 12,129 females (Panda, 2003)

### **B. Home based programmes and Self Help Groups**

Home-based programmes have come into existence in India at places where service programmes are not available at district sub-district and rural levels and also for children who are more severe and young. In both centre based and home based programmes parents are trained to train their children at home and make required interventions. Self help groups help parents of children to help themselves and to improve programme of parents in the task of upbringing a child with retardation. Parents participation and cooperation in training and management of the child given positive and good results.

### **C. Sarva Shiksha Abhiyan ( Education For All)**

Under SSA an additional sum of Rs.1200/- per year per child with disability is also available. This amount can be utilized for various activities including early detection, formal and functional assessment, providing aids and appliances, support services like special equipment, reading material, physio-therapy for children with physical or multiple handicaps, occupational therapy for children with physical handicaps and mental retardation etc., parental counselling, awareness building, material development, resource support and harnessing support from NGOs (Draft National Policy for Persons with Disabilities, MSJ&E, 2005).

Under Sarva Shiksha Abhiyan the first step towards providing education to children with disabilities is to identify them. Till date, the categories of children identified and enrolled in schools is as follows:

Category	Children identified			Children enrolled		
	Total	Male	Female	Total	Male	Female
Visual Handicap	3,11,174	13,1958	114028	252176	118536	104248
Hearing Handicap	356550	161588	117840	254893	126508	93949
Orthopaedic impairment	599398	292282	187893	520917	276808	179922
Mental Retardation	285414	133571	96724	196266	104129	67609
Mentally Deficient	30663	12225	10977	15108	8435	6673
Learning Disabled	184322	102980	70039	157303	85806	67703
Others	131333	71745	49323	50785	27641	22979

**Note:** Regarding identification of 14 states have provided gender wise data, 8 only category wise data and 13 states have provided a lump sum figure. Children with Mental Retardation stand at 2.85 lakh (285 million). Regarding enrolment 14 states have provided category wise, gender wise data, 5 states have provided category wise break up, 8 states have not provided any data and 8 states have provided lump sum data.

Children with mental retardation stand at 1.96 lakh (0.19 million). Out of 11,17,944 schools covered 2,22,689 schools have now barrier free access which comes to 19.92% (source: DISE data 2003-04) Besides this 43.86% teachers have been benefited by Mass Teacher Training while 13.02% teachers have received 3-5 days training in inclusive education. Out of 20,60,756 children with special needs identified, which constitutes 1.02% of the child population, 15,85,916 children (76.96%) are enrolled in schools while 46591 are enrolled under Education Guarantee Scheme and 9594 are being provided home based education. The number of NGOs involved in this programme is 470. Out of 336371 children requiring aids and appliances 294881 have been provided the same. A total of 28,97,875 Village Education Committee members and 89,176 parents have also been benefited through orientation programmes. A total of 56,174 master trainers trained under the programme are equipped

with competence to improve the over all teaching learning process in the classroom thus influence the life of children with disabilities.

#### **D. National Policy For Persons With Disabilities**

A comprehensive National Policy for Persons with Disabilities is also being prepared by the Ministry of Social Justice and Empowerment, Govt. of India which has taken care of all the aspects of persons with disabilities including education, rehabilitation and employment. It has recognized that a large percentage of persons with disabilities (55%) are still illiterate and that there is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive Education. Under Sarva Shiksha Abhiyan the Govt. of India has set up the goal of providing eight years of elementary schooling to all children including children with disabilities. Various learning options like open learning system and open schools, alternative schooling, distance education and learning, special schools wherever necessary, home based education, itinerant teacher model, remedial teaching, part time classes, community based rehabilitation (CBR) and vocational education and cooperative programmes available to other children are also available to children with disabilities including children with intellectual disabilities. Government of India also provides scholarships to students with disabilities for pursuing studies at postdoctoral level.

The National Policy for Persons with Disabilities (draft) of the Ministry of Social Justice and Empowerment, Govt. of India has also dealt with the employment aspect. The Ministry of Labour and Employment is the main Ministry dealing with employment issues. This policy envisages that persons with disabilities shall be provided equal opportunities for productive and gainful employment and the Government will ensure 3% reservation for persons with disabilities against identified posts, which is the statutory requirement. It also envisages employment of these persons in private sector by developing appropriate skill for their employability and enhancing opportunities of self-employment.

Recently on March 23, 2005 Shri Arjun Singh, Union Minister of Human Resource Development, Government of India while presenting the scheme of inclusive education for children and youth with special needs stated that "The government is committed to provide education through mainstream schools for children with disabilities in accordance with the provisions of the Persons with Disabilities Act 1995." He made it very clear that "It should, and will be our objective to make mainstream education not just available but accessible,

affordable and appropriate for students with disabilities”. An action plan is being developed by Ministry of Human Resource Development to implement the same.

All these efforts made are directed at providing education to all children including children with disabilities and prepare them for leading quality life as well as provide them equal opportunity for gainful employment.

### **Disability Laws**

Equality, dignity, autonomy and liberty, which are the basis of International human rights law, are reflected in true sense in the Constitution of India. During the 1970s a group of persons with disabilities started a sustained movement demanding protection and recognition of their human rights. The Government recognized the need for such legislation and that is how the Persons with Disabilities (equal opportunities, protection of rights and full participation) Act came into existence in 1995. Other disability laws with focus on intellectual disabilities include National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, Act (1999), Mental Health Act (1987) and Rehabilitation Council of India, Act (1992).

### **Employment of Persons with Intellectually Disabled -Policy directives and status**

India passed the Mental Health Act in 1987. The Act covered various important aspects of support to mentally ill persons. The PWD Act, 1995 has dealt with Employment under chapter VI, section 38(1) has directed Governments and local authorities to formulate schemes through notification for ensuring employments of persons with disabilities and under section 39 directed all Govt. educational institutions and other educational institutions receiving aid from the Government to reserve not less than 3% seats for persons with disabilities. Under section 40 it directs all Government and local authorities to reserve not less than 3% in all poverty alleviation schemes for the benefits of persons with disabilities. Another important directive of this Act under section 41 to Government and local bodies shall within the limits of their economic capacity and development shall provide incentives to employers, both in public and private sectors to ensure that at least 5% of their work force is composed of persons with disabilities.

With the increased number of industries in India, the role of Corporate Sector in terms of generating job opportunities is increasing while the numbers of jobs available in government sector are becoming less and less. As a result of such opening during the post Persons with Disabilities Act (1995) period, efforts have been made to sensitize the corporate world towards their responsibilities in recognizing the abilities of persons with disabilities and provide them equal opportunities in the job market. One such study was conducted by National Centre for Promotion of Employment for Disabled People (NCPEDP) in 1999 in which top 100 companies were surveyed to study their employment practices vis-a-vis disabled persons. The study revealed that only 0.40% disabled persons were employed in all the three types of companies i.e. public, private and multi-national out of which very small percentage i.e. 0.62% had mental impairment.

The Ministry of Social Justice and Empowerment supports approximately 190 NGOs running vocational training programme for persons with disabilities. During the year 1992-2000, 11,400 persons had been placed through 40 Special Employment Exchanges. In 2001 the Government established expert committee to identify types of jobs suitable for persons with different disabilities. As a result of this a list of over 1,900 jobs has been prepared (<http://www.apedproject.org/countryprofile/india/india-current.html>).

The Government of India has established 47 special Employment Exchanges and 41 special cells in the normal Employment Exchanges for making employment available to persons with disabilities. It has also introduced a scheme to establish District Rehabilitation Centres (DRCs) in 11 selected districts of the country. A Central and Coordination Unit has been established to coordinate the administration. Four Rehabilitation Training Centres (RRTC) have also been set up to impart training to DRC functionaries. Besides these, a National Centre for Disability and Rehabilitation has also been established at the Central level. The Ministry of Social Justice and Environment has also formulated a scheme under which rehabilitation services are being provided to all categories of persons with disabilities through voluntary organisations. Vocational training to persons with disabilities is also being provided in specialized institutions as well as other training institutions. The number of such centres is 17 out of which two are exclusively for handicapped woman. They are mostly located in State Capitals and act as models for State Governments for setting up more such centres. Seven of these Centres also have facilities for skill training. Eleven Rural

Rehabilitation Extension Centres (RRECs) established during the Sixth Plan period at the Block Headquarters cover rural handicapped population and make vocational assessment of the handicapped as well as impart them short term training. Each year VRCs rehabilitate about 7000 handicapped persons in various areas.

### **Summing up**

A multi facet approach is being adopted for improving educational practices and environment for persons with disabilities including intellectual disability. Development of a National Policy for Persons with Disability and the statement made by the HRD Minister are concrete steps taken by the Government in this direction. Other Ministries involved in the tasks are Ministry of Labour and Employment, Ministry of Science and Technology, Ministry of Urban Development, Ministry of Health and Ministry of Railways.

As has been stated earlier, Ministry of Human Resource Development is providing support to institutions, organizations and NGOs for providing integrated education to disabled children under IEDC scheme. Sarva Shiksha Abhiyan has taken special care of children with special needs through identification, enrolment, creating barrier free environment, improving infrastructural facilities, organizing teacher training thus improving the whole system from the view point of children with disabilities. An attempt to develop and implement time bound plan for providing inclusive education to children and youth with special needs by the Ministry is praiseworthy. The statement made by the Union Minister of Human Resource Development shows the commitment and vision of the country and the Government for their education. Most of the schemes being implemented are common to different disability areas. However, some specific schemes for intellectually disabled are also in operation. All these efforts are likely to create a better environment for persons with intellectual disabilities in general and provide them equal rights and full participation in the society.





***INDONESIA***



**COUNTRY REPORT  
ON EDUCATION PROVISIONS FOR  
THE CHILDREN WITH INTELLECTUAL DISABILITIES  
IN INDONESIA**

By  
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Ministry of National Education  
Republic of Indonesia  
2005

## **COUNTRY REPORT ON EDUCATION PROVISIONS FOR THE CHILDREN WITH INTELLECTUAL DISABILITIES IN INDONESIA**

### **A. Introduction**

Indonesia is the largest archipelago in the world and is situated between the two continents, Asia and Australia and between the oceans, the Pacific and the Indian oceans. About 6,000 of the 13,667 islands and islets are inhabited by the population of 210 million. Today, it is estimated that there are about 1,460,333 children with disabilities or who need special education services (about 3% of school-age children population). However, only 0.13% of these children are served by special schools or inclusive schools.

The first special school in Indonesia is the school for children with visual impairment in Bandung, West Java established in 1901. In 1927 another special school was established, catering for the educational need of children with mentally retarded. Three years later, in 1930 a special school for children with hearing impairment was also established in Bandung. Later, other special schools for children with special needs were established since the independence of Indonesia in 1945.

Within the Ministry of Education and Culture, in 1965 a section of special Education was established. This section was later expanded into a division and in 1975 into a sub-Directorate for Special Education under the Directorate of Primary Education. The role of this sub-Directorate was to provide guidance and supervision for the development of public and private schools. The government of Indonesia is currently giving more emphasis on the development of special education as indicated by expansion of the sub-Directorate into the Directorate of special Education in the year 2000. The Directorate has to expand its responsibilities by providing education for all children with special needs, including the gifted and talented children, children with learning difficulties, and autistic children.

Besides the schools under the jurisdiction of the Ministry of national education, the Office of the Ministry for social affairs has some training centers for training of people with special needs. Vocational skills are also provided at these centers to give them the opportunity to become independent and be able to earn for their living.

### **B. Universal Nine-Year Basic Education**

From our national education perspectives, out of 217 provisions of the Declaration and Action Program on the Durban Conference, 47 paragraphs addressed the issues of education and human right education. All provisions are mutually reinforced to address four fundamental problems of education. *Firstly*, the conference addressed a quantitative issue which mandates of the need to increase participation rate at all levels of education from kindergarten to university level, especially at primary and secondary levels. For Indonesia, this provision constituted a paramount importance parameter to promote UNYBE to

combat various manifestations of exclusion and discrimination which still exist in our society.

*Secondly*, the Durban conference with its 47 provision on education and human rights education addressed a qualitative issue on the need to improve the quality of primary and secondary education. From our national perspective, the provisions address the need to put primary and secondary education as primarily human investment to a developed and democratic Indonesia. Faced with this highly segregated and underdeveloped primary school system and after independence, the country's founding father insisted on full access to education to every Indonesian citizen. As it was declared during the independence, that we want to intellectualize the life our nation, promoting general welfare, contributes to the creation of a just, peace, and social justice.

*Thirdly* is the Durban conference addressed the need to improve the relevance of the provisions to our national context. Against discrimination, backwardness, and various forms of intolerance, was developed to improve our people. In this respect, basic education and continuing education through functional literacy programs were developed to cater basic education drop outs and adult illiterates. As a reference, in 1945 some 95% of the total population was illiterate. About 26 years later, in 1971, 39.1% of population of ten years and older was still illiterate. During the subsequent 24 years, while the population was rapidly rising, this number was reduced to about 13.7% or 20.9 million people, as measured by 1995 census, and reflecting a continuing decline in the absolute number of illiterate.

In 1973 President of Republic of Indonesia, Soeharto started making a significant investment on primary six years basic education through SD Inpres (Presidential Instruction) Program. Between 1973-1974 and 1978-1979, 61,807 new schools were constructed. Through the Inpres policy, a six-year universal primary education could be declared compulsory in 1984. This was a monumental step of Indonesia to endorse the commitment which made UNESCO honored Avicenna Award to President Soeharto in the following year. Just ten years later, on May 2, 1994, a universal nine years basic education (UNYBE) was consecutively declared to be implemented covering six years primary and three years lower secondary education.

### **C. Special Education System**

Special education is provided at the primary and secondary education level and is a part of the national education system in Indonesia. There are two types of special education, namely (1) Special school, consisting of kindergarten, primary school, junior high and senior high school and (2) integrated or inclusive schools.

Special education in Indonesia covers all kinds of disabilities, such as: education for visual impairment, hearing impairment, intellectual disabilities, physical handicapped, emotional-social disturbances, multiple handicaps, and gifted and talented. Luckily that special education for intellectually handicaps has the most number of students. Because, there are 24,369 persons, meaning

that the number of intellectually disability is almost a half of the total number of handicapped students (57,449 persons) in 2005.

At present there are about 239 public special schools and about 1,000 private schools. Private schools are established and run by foundations or individuals. Their condition performs so various, from very good condition and very poor condition. Everything is back to their capability. Some private schools have a very big number of students and have permanent and complete building and facilities. These schools usually belong to the established foundation. In other side, there are some private schools which have a very small number of students and do not have permanent and less building and facilities. In addition, some schools are located in a garage of a house. These small schools are usually initiated by parents who have children with special needs and are not willing to send their children to the existing special schools.

Schooling system for intellectual disabilities is just designed and addressed to the mildly intellectual disabilities and the moderately intellectual disabilities. Usually the special schools for mentally retarded serve both of them. This system was created especially for serving them more effectively and efficiently, because the schools can use the common personnel and facilities.

To improve the quality of education for the intellectual disabilities, in 1980-s, the Directorate of Special Education built some model special schools for all kinds of disabilities, including for the intellectual disabilities whether at the national or provincial levels. The directorate always gives technical supports including curriculum development, teacher professionalism development, educational facilities improvement, increasing effectiveness of school management, and supporting of educational funds. Of course, the directorate does not only support the operation of models special schools, but also support the operation at other types of special education.

#### **D. Employment In Relation To Children with Intellectual Disabilities**

It is aware that children with intellectual disabilities have some potentials and limitations related to the work life. The ideal aim of education for children with intellectual disabilities is how to make them be economically independent. Even though it is realized that factually there are so limited numbers of children with intellectual disabilities who are economically autonomous.

In Indonesia, there are some kinds of work can be done by children with intellectual disabilities, for example: handicraft art, creating batik, ceramics, motor services, embroidery, cleaning services, etc. Usually these works can easily be done by the mildly intellectual disabilities.

Indonesia Government declared the law for handicapped people in 1997. One of the articles states that every factory should give minimally 1% of all workers for handicapped children. However, up to now most of the factories do not give enough opportunities for them, especially for the intellectual disabilities. The number of intellectual disabilities who are accepted as workers in the factories or other job places is much less than physically handicapped.

### **E. Schooling system to prepare the intellectual disabilities for employment**

Basically schooling system for the intellectual disabilities is intended to support the children with intellectual disabilities to be economically independent and independent in daily activities. To be economically independent means that the children with intellectual disabilities take some works which can earn money for fulfilling the needs of their own daily life.

There are many ways to prepare the intellectual disabilities for employment. *Firstly*, the schooling system creates the structure of curriculum that gives more hours for increasing vocational skills, especially at the junior higher level. By having more times, the school has enough opportunities to develop some alternatives of vocational skills. Because of that every students have more choices of skills which are related to their potentials and interest.

*Secondly*, every school should have the workshop center for any practices. If a school has its own workshop center, then it can take care of any activities whenever it is needed.

*Thirdly*, extra curricular programs are developed for improving students vocational skills which are conducted out of learning hours. Even though there are many extra curricular programs can be created, but the most important thing for the mild intellectually disabled is the programs for enhancing many related vocational skills.

*Fourthly*, every school is expected to establish the cooperative works with factories or business worlds which can be manifested by apprenticeship. By involving students in the apprenticeship, it is hoped that the students can master real skills which are very beneficial for the students after finishing their studies.

*Finally*, students who have finished joining the structured vocational skills have rights to accept a certificate that is very valuable for them when they will be back to the community.

### **F. Conclusion**

Basically every Indonesian citizen has a right to education, including the children with intellectual disabilities. The main aim of education for children with intellectual disabilities is enabling them to be economically and socially independent, especially for the mild intellectual disabilities. To support them, the schooling system is designed to develop intra curricular and extra curricular programs. Those programs are focused on increasing vocational skills for them. Many ways schools can create to improving vocational skills, such as: operating more hours for vocational activities, building the workshop place, establishing the cooperative works with factories or business worlds which can be manifested by apprenticeship, etc. By implementing these programs, it is expected that finally children with intellectual disabilities will be autonomous.



# **JAPAN**

## **Improvement of Educational Practice and Environment for Students with Intellectual Disabilities –for active participation in society through employment**

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### **1. School System in Japan**

Modern school system in Japan was established in 1872.

The present school system is based on the School Education Law (established in 1947) and mainly comprises four systems: elementary schools (6 years), lower secondary schools (3 years), higher secondary schools (3 years) and universities (4 years). In addition, there are kindergartens for preschoolers, secondary education schools (6 years) for children after they graduate from elementary school, and colleges of technology for lower secondary school graduates, as well as special schools (schools for the blind, schools for the deaf and schools for the other disabled). Moreover, there are specialized training schools and miscellaneous schools, which function as educational facilities but are not stipulated in Article 1 of the School Education Law.

Compulsory education is for nine years – from the age of six, when children enter elementary school, to the time they graduate from lower secondary school. Figure 1 shows organization of the school system in Japan. Table 1 shows the number of schools, enrollment and full-time teachers as of 2005 (all preliminary figures).



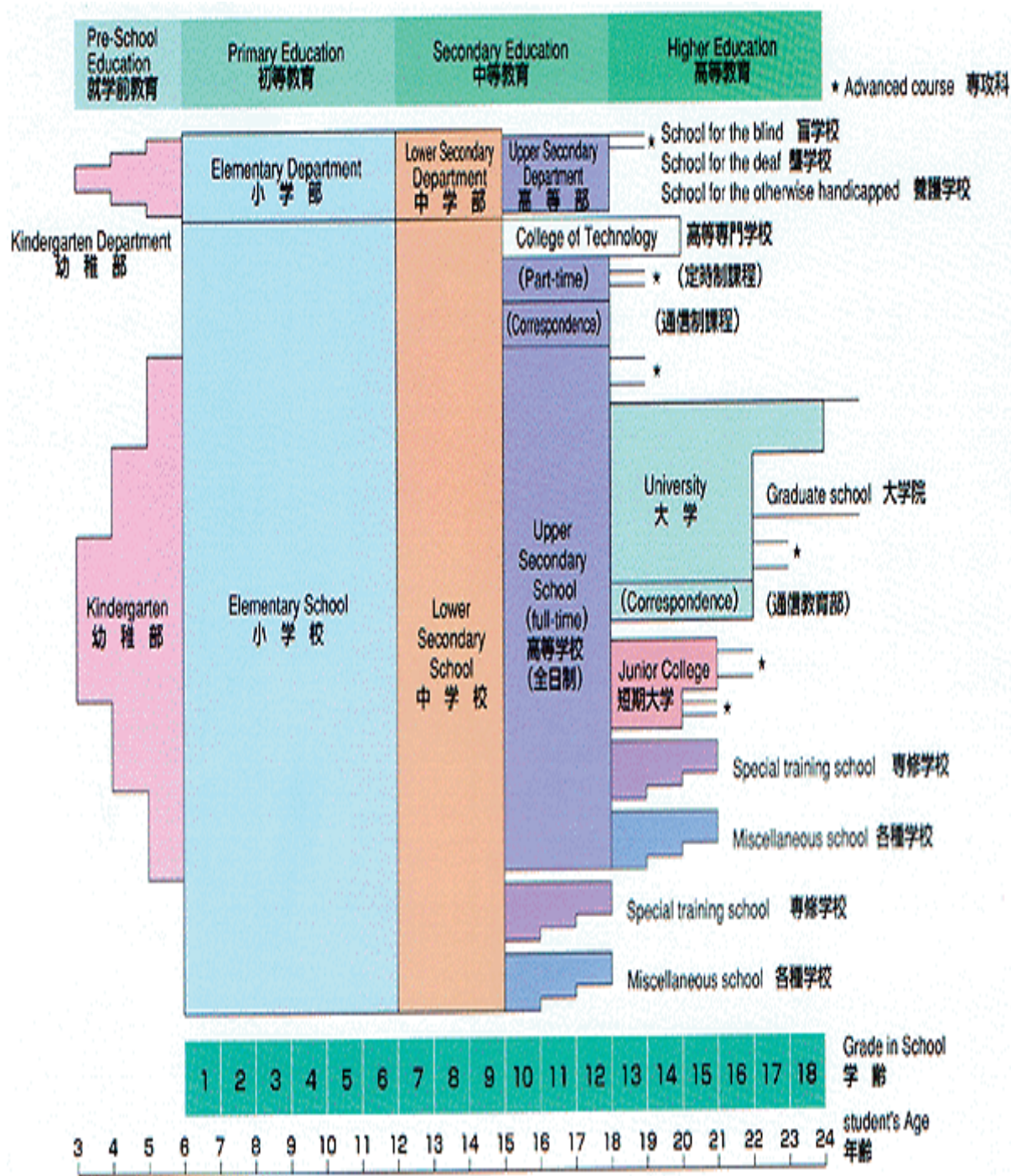


Figure 1 Organization of the School System in Japan

**Table 1 The Number of Schools, Enrollment, Regular Teachers (as of 1 May 2005)**

Types of institution	No. of schools	Enrollment	No. of teachers
<b>&lt;Schools under Article 1&gt;</b>			
Kindergartens	13,949	1,738,836	110,412
Elementary schools	23,124	7,197,460	416,789
Lower secondary schools	11,035	3,626,416	248,688
Upper secondary schools	5,418	3,605,243	251,413
Secondary education schools	19	7,456	560
Schools for the blind	71	3,809	3,382
Schools the deaf	106	6,639	49,74
Special schools	825	91,164	55,275
Colleges of technology	63	59,160	4,469
Junior colleges	480	219,357	11,964
University	726	2,865,067	161,713
Graduate (redisplay)	569	254,483	91,668
<b>&lt;Schools not in Article 1&gt;</b>			
Specialized training schools	3,438	783,651	41,761
Miscellaneous schools	1,830	163,966	11,042
<b>Total</b>	<b>61,084</b>	<b>20,368,224</b>	<b>1,322,442</b>

## **2. Present State of Special Education in Japan**

### **2.1 Increase in the Number of Children Receiving Special Education**

In Japan's special education, to cultivate the ability children with disabilities need to be able to participate independently in society, in accordance with the type and extent of their disabilities, we provide carefully planned education services and instruction at special schools (the kindergarten department, the elementary school department, the lower secondary school department and the upper secondary department) as well as in special classes and *tsukyu* classes( resource rooms). Special schools provide special education based on five disabilities – blindness, deafness, intellectual disabilities, physical/motor

disabilities and health impairments – and multiple disabilities. Special classes provide special education based on seven disabilities: intellectual disabilities, physical/motor disabilities, health impairment, visual impairment, hard of hearing, speech and language disorders, and emotional disturbance. *Tsukyu* classes provide special education based on above six disabilities excluding intellectual disabilities.

Figure 2 shows the percentage of children who are receiving special education services at the compulsory education stage. Since instruction by *tsukyu* was institutionalized in FY1993, that percentage has increased year after year, reaching 1.65 % in Fy2004. Particularly, in the past five years, the number of children with disabilities receiving education services not only in *tsukyu* classes but also in special schools as well as the number of children in special classes have tended to increase significantly.

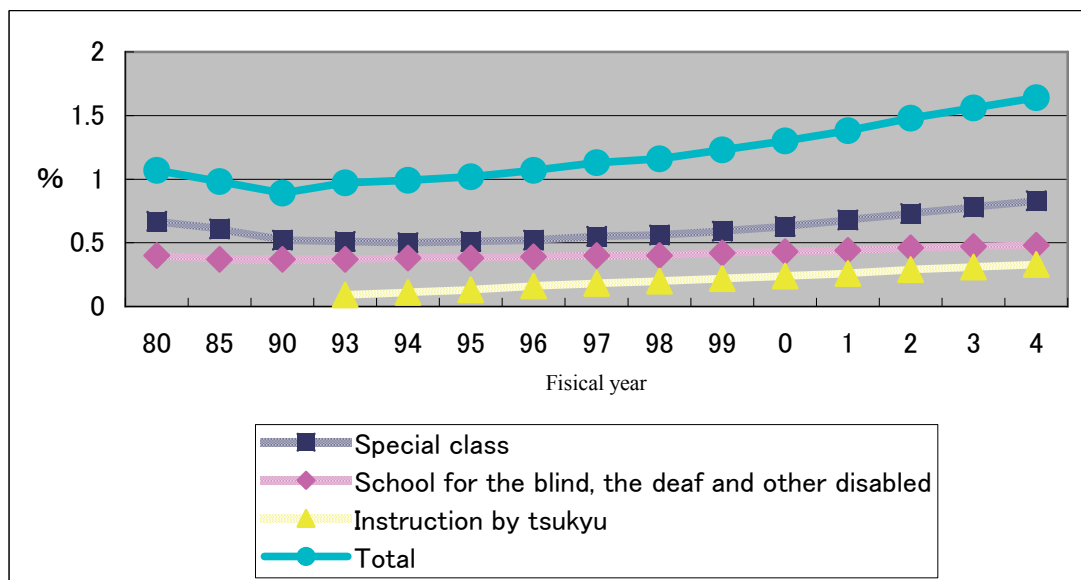


Figure 2. Ratio of Children Receiving Special Education at the Compulsory Education Stage

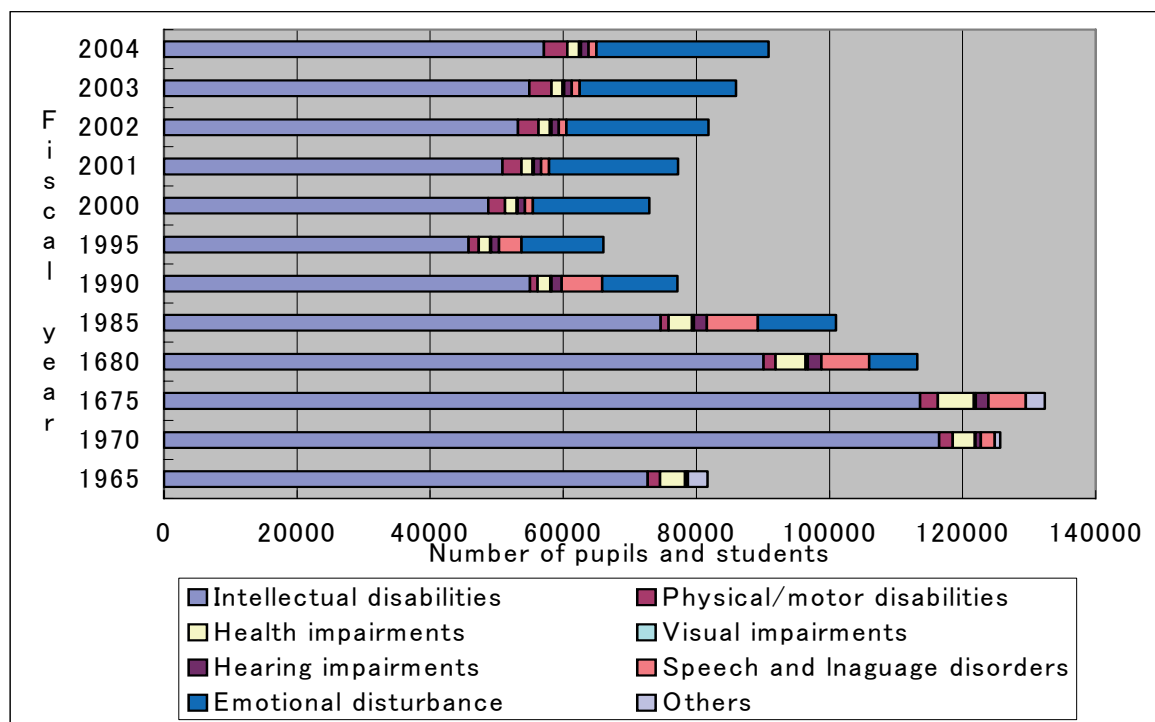


Figure 3 Trends in Enrollment in Special Classes at Elementary and Lower Secondary Schools

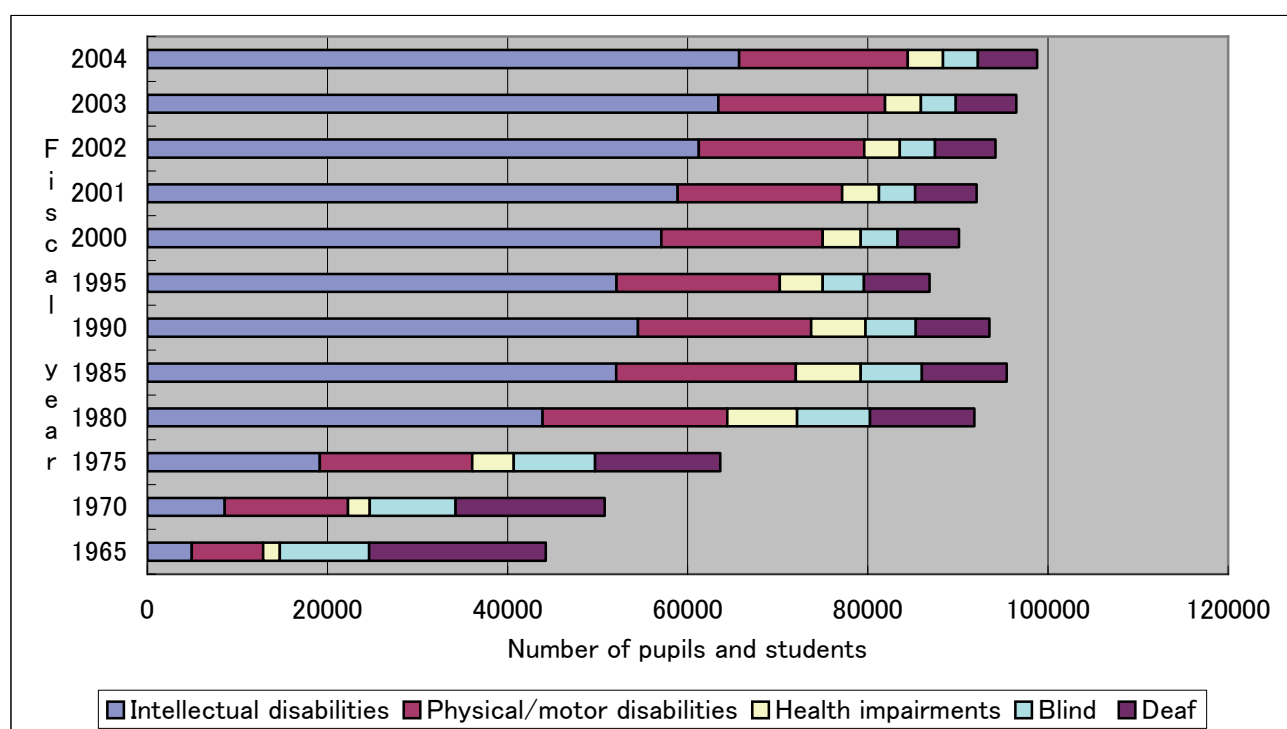


Figure 4 Trends in Enrollment in Special Schools

Figure 3 shows the trends in enrollment in special classes at primary and lower secondary schools, while Figure 4 shows the trends in enrollment in special schools by type of disability. In either case, the trend from FY1980 to FY1995 has been in the direction of smaller enrollment; but since FY2000, despite the strong trend toward decreased number of children in Japan, the enrollment in question has consistently increased. Particularly, in the case of special classes, enrollment has increased significantly in those for children with intellectual disabilities and those with emotional disturbance; in the case of special schools, enrollment has increased significantly in schools for children with intellectual disabilities.

## **2-2 Conversion from Special Education to Special Support Education**

At present, on the basis of the perception of the present state of affairs, a conversion from traditional “Special Education,” in which special guidance is provided in accordance with the type and extent of the disability in question, to “Special Support Education,” in which children with disabilities are provided with proper support in accordance with their individual educational needs

- (1) The number of children with disabilities receiving special education continues to grow.
- (2) The trend toward a quantitative rise in the number of children being targeted for special education and introduction of greater diversity in the types of disabilities targeted.
  - The ratio of children with profound and multiple disabilities is on the rise in special schools.
  - It is estimated that around 6 percent of children in regular classes need special education services such as Learning Disability (LD), Attention-Deficit Hyperactivity Disorder (ADHD) and High Function Autism (HFA).
- (3) A higher level of professionalism is needed to provide support to children with a diversity of disabilities
  - There is a serious lack of expertise as evidenced by the fact that only about a half of those teaching in special schools possess one or the other special education certificates,
  - To raise the level of expertise, it is indispensable that experts in the field be fully utilized and there be coordination between relevant departments and between education institutions.
- (4) In the field of educational methodology, there is a strong demand for a

shift toward supporting children's autonomy and participation in society by understanding the educational needs of each of them

(5) In light of the severe financial circumstances in recent years, it is essential that a new system be established.

- Revise the existing way in which human and physical resources are distributed.
- Give adequate consideration to decentralization of authority.

Based on this perception of the present state of affairs, in FY2003, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) launched a special support education system targeting all prefectural and city governments a project for promoting. In FY2003, in order to establish a comprehensive special support education system for children with LD, ADHD or HFA, MEXT implemented a number of initiatives including establishment of school committees and teams of experts, training of special support education coordinators, and provision of circuit training. In FY2004, in addition to the above operations, MEXT established the Special Support Education Coordination Association as an organization that cuts across administrative departments in prefectures, cities and regions, formulated individual education support plans, and conducted a study on how special schools should function as centers for providing special support education services. Moreover, in FY2005, in order to strengthen our coordination with the Ministry of Health, Labor and Welfare and promote consistent provision of educational guidance and counseling from pre-school to the time one enters the work-force, the target of the operation to include kindergarten to upper secondary school education.

At present, the government's Central Council for Education, deliberation is continuing on what the response of the legal system should be to the needs of special support education including a review of the existing system of special schools or the strengthening of the system of special classes in the lower secondary schools.

### **3. Present State in the Education of Children with Intellectual Disabilities**

#### **3-1 The Number of Children with Intellectual Disabilities in Japan**

Under the existing legal system in Japan, children with intellectual disabilities can receive education either in special schools for intellectual

disabilities or in special classes in elementary and lower secondary schools. Table 2 shows the number of children with intellectual disabilities and its ratio to the total number of children with disabilities by type of school.

In special schools, 60 percent or thereabouts of all pupils and students with disabilities are children with intellectual disabilities. At the compulsory education stage, there are a total of 90,546 pupils and students with intellectual disabilities, or 0.83 % of all school aged-children. This is equivalent to about half of all children receiving special education.

**Table 2 Number of Children with Intellectual Disabilities**

Type of school	Enrollment (pupils/students)	% of ID/all disabilities
Schools for intellectual disabilities		
Kindergarten departments	5 9	3. 5
Elementary departments	1 8, 9 7 0	6 1. 3
Lower secondary departments	1 4, 4 5 7	6 6. 1
Upper secondary departments	3 2, 2 0 4	7 2. 7
Special classes for intellectual disabilities		
Elementary schools	3 7, 9 0 5	6 0. 1
Lower secondary schools	1 9, 1 7 8	6 9. 1
Temporary exemption from school enrollment	3 6	3 2. 4
Total	1 2 2, 8 0 7	5 4. 5

### **3-2 Curriculum for children with Intellectual Disabilities**

Article 71 of the School Education Law stipulates that in Japan, special schools shall educate children in accordance with the education provided in regular kindergarten, primary schools, lower secondary schools and upper secondary schools. At the same time, the said article stipulates that school education shall aim to enable children with disabilities to improve and overcome

their difficulties resulting from their disabilities. Consequently, the curriculum used in special schools consists of the same subjects as regular school education (e.g., in elementary schools, Japanese [or national language], Social Studies, Arithmetic, Science, Daily Living, Music, Drawing and Manual Arts, Homemaking, Physical Education), Ethnics, Special Activities, Integrated Period of Learning, and Activities to Promote Self-Reliance, which is an area unique to special education. Curriculum design in schools for intellectual disabilities is basically the same, but differ on two points. The first difference has to do with academic subjects. In schools for intellectual disabilities, the same education is provided and the same subject names are used as in regular schools, but the contents, as well as the form, of the educational guidelines differ. For example, in elementary departments, the contents of individual subjects are indicated in three stages in accordance with the degrees of intellectual disability. The second difference has to do with the actual teaching plans. In schools for intellectual disabilities, although, like the education provided in regular schools and for children with disabilities other than intellectual disabilities, subject-based classes, like Japanese and Arithmetic, are taught, classes tailored to individual subjects in all or part of the areas covered, that is, Instruction Combining Learning Areas and Academic Subjects is emphasized even more. This is because we have adopted, as our educational philosophy, a form of education that stresses the importance of living experience. This school believes that, since most children with intellectual disabilities are at an undifferentiated stage of development, it is more effective to stimulate their appetite for learning and sense of achievement by supporting their daily activities that include details of various academic subjects and learning areas in an undifferentiated form, than by having them acquire knowledge through textbooks that are systematized by subject matters, thus making them self-reliant in the future. Since this line of argument is also reflected in subject-based teaching, emphasis is placed on guiding activities adapted to daily living in incremental steps so that children with intellectual disabilities will be able to avoid acquiring knowledge that does not have a direct bearing on life.

Today's course of study is illustrated by the following four types as a form of Instruction Combining Learning Areas and Academic Subjects:

(1) Guidance in Daily Life Activities

Proper guidance is provided on various activities undertaken in daily life to make children's lives richer and more satisfactory as well as guide them to develop, and basic lifestyle habits necessary for collective living such as



eating, putting on and taking off clothes, relieving oneself, behaving with proper etiquette, being punctual, and abiding by the rules. The basic characteristic of Guidance in Daily Life Activities involves repeatedly providing guidance developmentally in actual daily life situations while keeping up with the flow of school life with the view to helping children with intellectual disabilities not only acquire skills but also develop desirable living habits

#### (2) Guidance in Play Activities

Play is placed at the center of learning activities to guide children with intellectual disabilities to become more energetic in their physical activities and more involved with their peers. Their learning activities thus include individual Academic Subjects, Ethics, Special Activities, and Activities to Promote Self-Reliance.

#### (3) Experience-Centered Unit Approach

Guidance is provided to help children with intellectual disabilities cope with and solve various problems that they face in their school life. By experiencing in an organized way a series of purposeful activities that have become part of their daily life and have been divided into units, in a practical and comprehensive way, these children learn how to handle matters necessary for independent life. In some cases, a single unit is completed in two or three days; in other cases, it may take a whole semester or even a whole year.

#### (4) Work-Centered learning

Work activities are placed at the center of learning to foster a desire to work. Through these activities, children with intellectual disabilities will develop the skills they will need in their future occupation and social life. Guidance is provided by integrating Academic Subjects, Ethics, Special Activities, and Activities to Foster Self-Reliance.

Generally speaking, curriculums in schools for intellectual disabilities consist of these four types of learning activities. In the lower grades of elementary departments, Guidance in Play Activities and Guidance in Daily Life Activities are provided mainly. But in the upper grades, in addition, children with disabilities receive Experience-Centered Unit Approach, and when they advance to secondary departments, Guidance in Play Activities are replaced by Work Centered Learning, when they advance to upper secondary departments, weight is placed more and more on Work-Centered Learning.

## 4. Trends in career options after graduation

### 4-1 Graduates of lower secondary special classes

Figure 5 shows the average of five years in the trend in the number of graduates of special classed in lower secondary school by career option. The figure indicates not only the number of graduates of special classes for intellectual disabilities but also for all disabilities. But, as noted earlier, children with intellectual disabilities account for a large percentage of the total children with disabilities. Indeed, children with intellectual disabilities account for anywhere from around 70 to 90 percent of the total number of graduates during the term indicated in Figure 5. Of the career categories, “Go on to higher schooling” refers to those who went on to upper secondary schools or the upper secondary department at special schools. Of this number, in 1978, about 60 % went on to study in the upper secondary departments. But in 2004, their number increased to around 70 %. “Training” refers to graduates who went on to occupational skills development facilities, specialized training facilities, and other higher educational institutions. “Finding employment” refers to graduates who found employment in ordinary business establishments. And “Institutions, etc.” refers to graduates who, among other things, make use of welfare facilities, medical facilities and small workshops, as well as those who remained home.

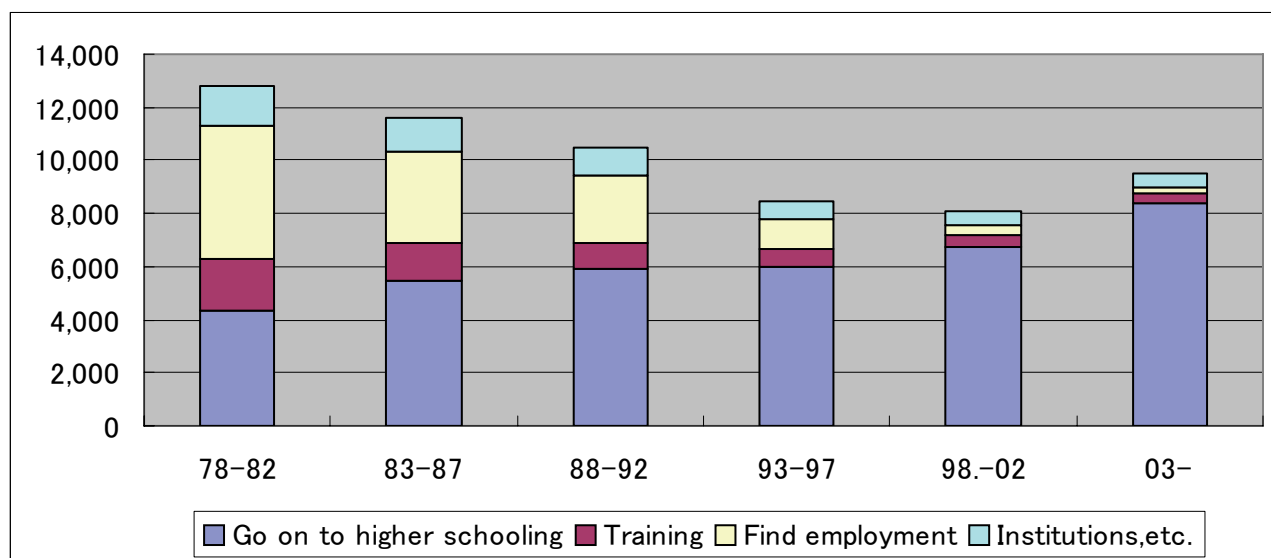


Figure 5 Trends in the Number of Graduates of Special Classes in Lower Secondary School by Career Option

Figure 5 shows that career choices children with intellectual disabilities make after they graduate from special classes in lower secondary schools have changed significantly over the past quarter century. The main changes are discussed below.

- The number of graduates has consistently decreased, from about 13,000 around 1980 to about 8,000 around 2000. However, in the past few years, as the trend toward lower fertility continues, the number of graduates has rebounded to nearly 10,000 in 2004.

- Graduates who found employment numbered around 5,000 (about 40% of the total number of graduates; hereinafter the same) around 1980, but their number has decreased sharply since then. In 2004, only 240 (about 2.5%) found employment.

- The number of graduates who proceeded to vocational training facilities and the like decreased from around 2,000 (about 15%) in 1980 to only 332 (about 3%) in 2004.

- In the meantime, the number of graduates going on to higher schooling was around 4,000 (about 34%) in 1980, but continued increasing sharply since then, to 8,700 (about 90%) in 2004. There is a strong tendency to opt for higher schooling even after completion of compulsory education,

#### **4-2 Trends in Career Options of Graduates of Lower Secondary Departments of Schools for Intellectual Disabilities**

Figure 6 shows the career option situation of graduates of lower secondary departments in schools for intellectual disabilities. Figure 6, like Figure 5, shows the career option situation of graduates of lower secondary departments in schools for intellectual disabilities. The data collected for the period until 1986 include those on graduates of schools for physical/motor disabilities and schools for health impairments.



Figure 6 Trends in the Number of Graduates of Lower secondary departments of Schools for Intellectual Disabilities

Figure 6, as in Figure 5, shows that major changes have taken place over the past quarter century. These changes are described below:•

- With the 1979 implementation of a system to make special schools for intellectual disabilities part of compulsory education (establishment of special school facilities by prefectural and city governments and enforcement of school attendance), the number of graduates increased sharply. For about 10 years after the mid-1980s, the number tended to decrease, but over the past five years, it has continued to increase again.

- The percentage of graduates, who go on to higher schooling has increased gradually, with around 96 percent of graduates choosing this route in 2004. There is a strong tendency to opt for higher schooling even after completion of compulsory education

- The percentage of graduates who found employment, proceeded to vocational training facilities or made use of welfare facilities numbered 60 (1.1% of total number of graduates), 24 (0.4%) and 2,078 (37.8%), respectively, in 1987. But these numbers have decreased year after year since then. In 2004, only 1 found employment, none proceeded to vocational training facilities, and 199 made use of welfare facilities. These career paths are now being chosen by only a limited number of graduates.

#### 4-3 Trends in Career Options for Graduate of Upper Secondary Departments in schools for intellectual Disabilities

Figure 7 shows trends in the number of graduates of upper secondary

departments in schools for intellectual disabilities by carrier option. Until 1986, as in Figure 6, the figures included graduates of schools for physical/motor disabilities and those for health impairments.

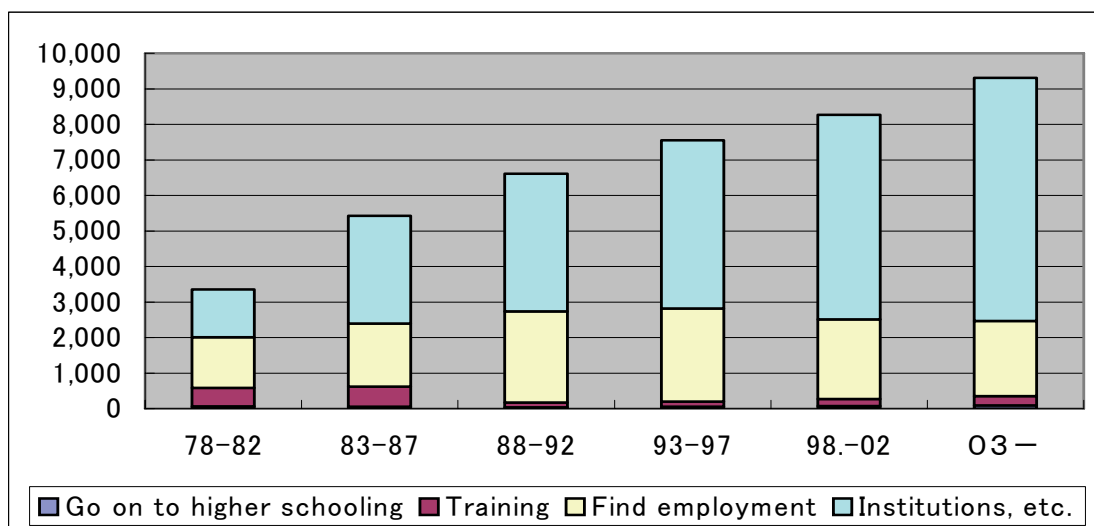


Figure 7 Trends in Career Options for Graduate of Upper Secondary Departments of School for Intellectual Disabilities

Figure 7, liken Figures 5 and 6, shows that major changes have taken place over the past quarter century. These changes are described below:

- The total number of graduates has tripled since around 1980, when there were about 3,000, to about 9,000 as of the present. The rise in the number of students who go on to upper secondary departments after completing their compulsory education has led directly to an increase in the number of upper secondary department graduates. This indicates that upper secondary departments have become a safe career option that assures graduation for those who enter them.

- The number of graduates who found employment increased from around 1,500 (about 43% of all graduates) in 1980 to around 3,000 (about 39%) at the beginning of the 1990s, but since then, the number has decreased year by year to 2,180 (23%) in 2004.

- The number of graduates who proceeded to training facilities averaged around 550 from 1978 to 1987, but fell below 100 in the 1990s. In the last three years, the number rebounded to around 250.

- The bulk of those who went on to higher schooling entered course in the upper secondary departments in schools for intellectual disabilities that offered

majors. In Japan, only a few choose this path, as only seven private schools for intellectual disabilities offer majors.

- Accompanying the increase in graduates, a growing number of them are proceeding to institutions. There were around 1,400 such graduates between 1978 to 1982, but 10 years later, between 1988 to 1992, the number rose to around 3,900, and 20 years later, between 1998 to 2002, the number increased to 5,800. As of March 2004, 6,893, or 73 percent, of the graduates proceeded to institutions.

#### 4-4 Occupations that the Employed Engage in

Figure 8 shows the 2,180 students by occupation of upper secondary departments in schools for intellectual disabilities who graduated in March 2004 and went on to find employment. The largest number, 1,070 (49.1 %), found employment in industrial operation or as laborers. This was followed by 620 (28.4%), who found employment in the service industry, followed by 201 (9.2%) who found employment in sales. These three occupations account for 87 percent of the 2,180 who found employment after graduation.

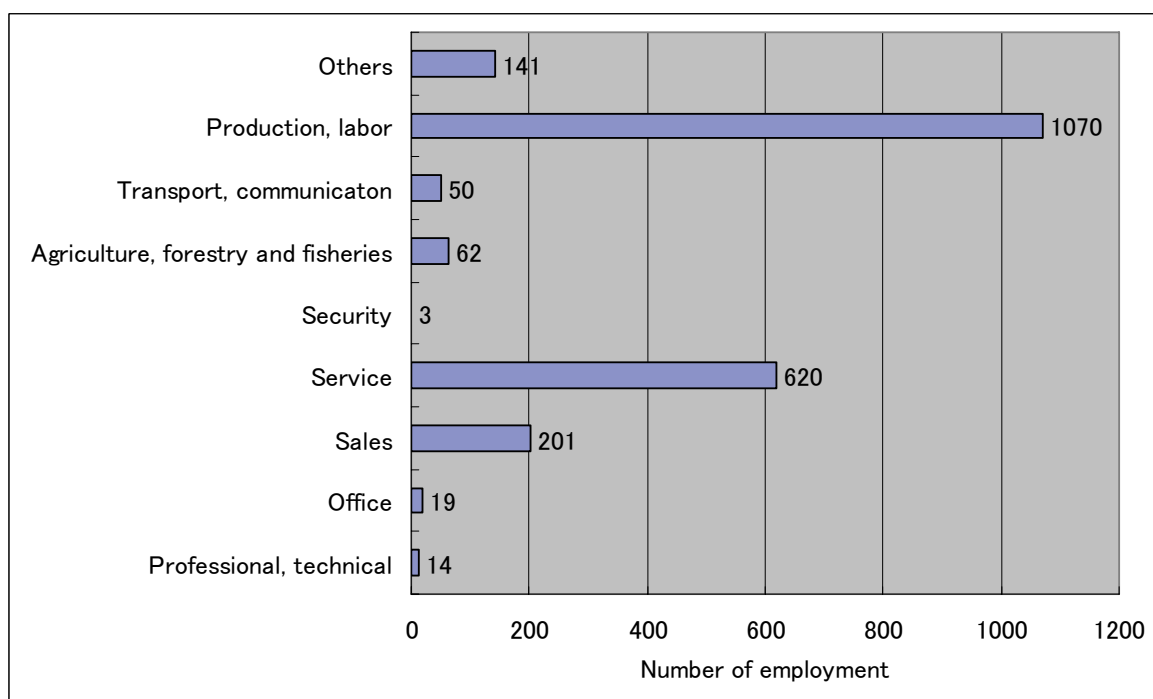


Figure 8 Number of Graduates of Upper Secondary Departments in Schools for Intellectual Disabilities Who Are Employed by Type of Trade (March 2004)

Compared with the data that were first presented in 1987, the percentage of those finding employment in industrial operation or as laborers decreased by 20 percent, while those in service and sales increased by 11 percent and 6 percent, respectively. This means that graduates of upper secondary departments in schools for intellectual disabilities, whose employment has been skewed towards production and manual labor, are now finding employment in industries that more closely resemble the general employment pattern.

#### 4-5 Employment Situation of Persons with Intellectual Disabilities

A survey conducted in June 2001 of the actual condition of employment of persons with physical or intellectual disabilities estimates that 264,000 of Japan's population over 15 years old and under 64 years old have suffer from intellectual disabilities. Of these, 130,000 (49.2%) are employed, as opposed to 132,000 (50.0%) who are not. Figure 9 shows the employment situation of the 130,000 who are employed. Only about 24 percent (23.8%) are employed regularly (i.e., over 20 hours a week, without stipulating the length of employment), while the overwhelming majority work shorter hours. What stands out is that over 50 percent are in a pattern of employment called welfare type employment such as small workshops and vocational aid centers. Indeed, the large number of persons with intellectual disabilities in welfare type work characterizes their employment pattern.

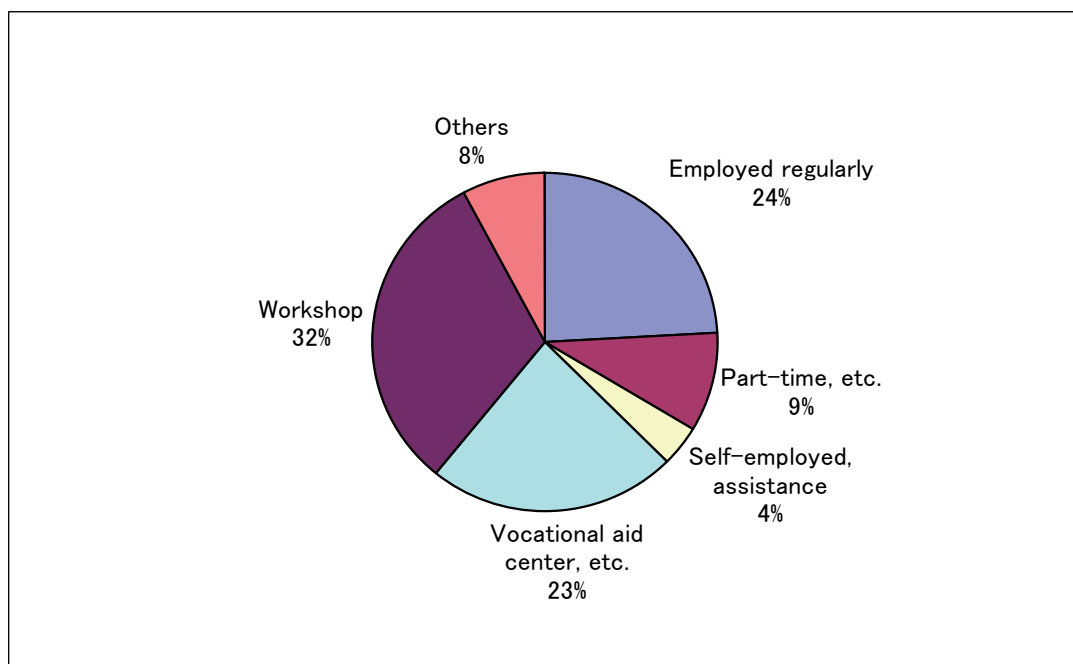


Figure 9 Employment Situation of Persons with Intellectual Disabilities

## **5. Job Assistance in Schools for Intellectual Disabilities**

Job assistance in schools for intellectual disabilities is provided through vocational education and career guidance. Generally speaking, vocational education refers to education to prepare people for specific types of employment by developing necessary knowledge, skills and attitude. However, education for students with intellectual disabilities is designed, not to train the students for a specific line of work, but to help them develop knowledge, skills, and attitude that they will need to be gainfully employed and become full-fledged members of society. In this sense, the concept of vocational training for able-bodied persons differs from that for students with intellectual disabilities.

As noted earlier, in schools for intellectual disabilities, on the basis of the principle of education grounded in life experience, children with intellectual disabilities are guided from the elementary department stage with the view to cultivating their ability to participate independently in all aspects of society in the future. Thus, in a limited sense, vocational education begins from the elementary department stage, but in a broad sense, it is a form of Work-Centered learning that begins from the secondary department stage.

### **5-1 Work-Centered Learning**

Work-Centered Learning in schools for intellectual disabilities, which starts mainly in secondary departments, is placed at the core of curriculums in upper secondary departments. In many schools, Work-Centered Learning is set across the weekly and daily schedules. In upper secondary departments, on average around 9 hours of instructions, or about 30 percent of the total hours of weekly instructions, are devoted to Work-Centered Learning.

In Work-Centered Learning, a wide variety of work exercises are administered. There are unique exercises that individual schools have planned and developed. Others are work exercises that are contracted from outside business establishments. The following requirements are indicated in selecting work exercises:

- Work activities, etc. that have high educational value for students should be included.
- Is grounded in regional characteristics.
- Step-by-step guidance tailored to the actual condition of the student should be provided.
- Work activities students afflicted with a variety of disabilities can



grapple with should be included.

- Work activities students can grapple with jointly should be included.
- Students should be able to experience the joy of participating in work activities and feel the sense of achievement
- Contents of work should be safe and wholesome.
- Raw materials should be easily obtained and durable.
- The flow from production to consumption should be easy to understand, etc.

Work exercises that meet these requirements are dealt with nationwide. Typical ones are presented below.

- Agriculture: vegetables, cereal, mushroom, etc.
- Gardening: flowers, garden trees, dry flowers, etc
- Woodwork: pot cover, bench, tray, etc.
- Weaving: muffler, vase coaster, etc.
- Ceramics: vase, teacup, plates, etc.
- Paperwork: box , coaster, paper bag, etc.
- Strain Japanese paper: postcard, envelope, letter paper, etc.
- Sewing, dustcloth, carrier bag, apron, etc.
- Cement processing: block, cobble,, etc.
- Printing: business card, calendar, postcard, etc.
- Cleaning: overall, sheet, etc.
- Cooking: confectionary production, curry, cookie, etc.
- Recycle: empty can, old newspaper, etc.

In this way, while various work exercises are dealt with, traditionally, since the objective in Work-Centered Learning is to develop the basics for being a worker and a full-fledged member of society, not much consideration was given to the relationship between work exercises and the work actually done at places of employment. As noted earlier, recently, places of employment for students with intellectual disabilities are still mostly in the manufacturing business, but about 30 percent of workers with intellectual disabilities work in the service industry such as cleaning, or being a Janitor. The challenge now is to select work exercises by taking into consideration this kind of employment situation and changes in the local industry,

Groups for Work-Centered Learning are organized by class, school age, gender, and ability. However, regardless of the kind of group concerned, each student is supported so that he/she will be able to participate in the work being done, relish a sense of achievement through teachers' analyzing the work process, assigning students who have the right aptitude and interest, coming up with the right jig, and providing individual assistance.

Most courses established in upper secondary departments at schools for intellectual disabilities in Japan are on general education (general course), but there has been a gradual increase in the number of schools offered vocational education (vocational course). Vocational courses were first officially offered in schools for intellectual disabilities in 1989. Today, it is possible to set up courses in industry, agriculture, commerce, domestic science, fisheries industry, and courses in other fields established by local educational authorities. Table 3 shows the number of courses and students by course. There are 107 courses in schools for intellectual disabilities, with the number of students still large at 3,734.

Vocational education taught in vocational courses are basically offered in the form of Work-Centered Learning, but the scope of guidance contents is wider than those offered in general courses, and instruction hours are longer (of the 1,050 hours of instruction per year, more than 875), and in order to further enrich vocational education, it is desired that more new vocational courses in schools for intellectual disabilities be built.

Table 3 Number of Courses and Enrollment by Course in Upper Secondary Departments in Schools for Intellectual Disabilities (as of May 1, 2004)

Types of institutions	General course	Related to agriculture	Related to industry	Related to home	Industry	Total
No. of courses	429	19	35	20	33	536
Enrollment	28,307	488	1,104	500	1,642	32,041
(males)	(18,268)	(331)	(885)	(191)	(1,078)	(20,753)
(female)	(10,039)	(157)	(219)	(309)	(564)	(11,288)

## 5-2 Practical Training in Industry Sites, Etc. (on-site apprenticeship)

On-site apprenticeship in education for students with intellectual disabilities is considered part of Work-Centered Learning. However, since it also functions as an experience in business establishments and other places of work and provides information for making decisions on whether a student is employable, on-site apprenticeship also plays an important role in career guidance.

The usual procedure in on-site apprenticeship is as follows:

- Student and parents confirms in writing student's desire to take part in the apprenticeship.
- Student tour in advance the place where he/she is apprenticing and has an interview.
- When the site for the apprenticeship is decided, the school obtains a letter of acceptance.
- Prior to the start of the apprenticeship, the school provides necessary guidance in commuting to the site and other relevant matters to prepare student for the apprenticeship.
- If necessary, the principal will contact a public employment agency or municipal welfare office.
- On-site apprenticeship is implemented.
- After the apprenticeship, the school obtains in writing evaluation of the apprentice from the place of apprenticeship.

The prerequisites for on-site apprenticeship are as follows:

- Since on-site apprenticeship is planned in advanced as part of Work-Centered Learning or as part of subject-based instruction, the curriculum should be sent to the board of education before the apprenticeship.
- No payment or allowance should be accepted.
- Teachers should guide the prospective apprentice.

The commencement time for the on-site apprenticeship will differ from the first year of the lower secondary department to the third year of the upper secondary department, but most schools begin in the third grade of the lower secondary department or the first year of the upper secondary department. In most schools, the term of the on-site apprenticeship is decided in their annual plan, and all members of the targeted grade take part in the training. In case of students whose disabilities make it difficult for them to receive training outside

school, training may be provided in school. Also, instead of fixing the training period, some schools send a number of students to companies to receive on-site apprenticeship throughout the school year. The duration and frequency of on-site apprenticeship will depend on individual schools and school year, but generally speaking, schools implement three to four on-site apprenticeship that lasts for two or three weeks during three years of upper secondary department.

In most schools, on-site apprenticeship undertaken in first or second grade is regarded as a form of on-site training. Through real employment experience at the training site, the problems individual students have in adapting to the workplace are identified. The data thus obtained are used in future Work-Centered Learning and career guidance. Meanwhile, in the on-site apprenticeship that students undergo in their third grade are in most cases regarded as an “employment” test that the company where the student apprenticed uses to decide whether to hire him/her or not. If one training session is not enough to make a determination, the same company will sometimes repeat the original training over and over.

### **5-3 Career Guidance**

Career guidance as a form of job assistance refers to a process of supporting a student to understand his/her own ability and aptitude, deepen awareness of occupational life at the business enterprise or workshop where he/she will be employed, and while carefully thinking about the compatibility of the self to the workplace, decide on his/her own what career he/she should pursue.

Career guidance can be divided into the following components: providing information and understanding about career, career counseling, career learning as a lesson, activities related to career mediation, and activities involving after graduation support. An annual plan is prepared by scheduling these activities in a timely fashion

#### **5-3-1 Providing Information and Understanding about Career**

Here explanatory meetings, lectures, and round-table discussions on career options are held; tours of business establishment, workshop, facilities, etc., are offered; and a career option newsletter is prepared. Schools from the elementary school stage undertake these activities.

#### **5-3-2 Career Counseling**

Here a career desire survey is conducted and individual counseling

regarding career options is provided based on the survey. In many upper secondary departments, career desire surveys and individual counseling are conducted every year from the first grade, and by repeating them for three years, students are guided to make realistic career decisions consistent with their desires.

#### 5-3-3 Career Learning as a Class

Here a class is held on what students learned before and after their tour of workplaces and on-site apprenticeship. Another class is held where students listen to graduates, employers, and supporters of job assistance facilities and learn about things they need to lead a normal social life like using transport facilities and other public facilities. Through these classes, students are supported so that they will be able to think realistically about their career options and life after graduation.

#### 5-3-4 Activities Related to Career Mediation

Here, in cooperation with public employment agencies and municipal welfare offices, support is provided to enable students to prepare documents, procedures and the like they will need for employment and community life.

#### 5-3-5 Activities Related to Support Provided after Graduation

Here Aftercare service is provided to graduates so that they will be able to adapt themselves to life as a gainfully employed worker and a member of their local community. Most schools provide aftercare service to individual students for three years after their graduation. By conducting visitation surveys and mailed delivered surveys, schools identify the actual condition their graduates are in. Schools, in cooperation with the institutions concerned, support graduates experiencing difficulties. Also, there are schools that support, as part of their career guidance, annual class reunion activities and monthly or bimonthly youth classes (activities that help improve the lives of graduates through hobby and culture classes, sports events, short trips, etc.).

### **5-4 Individual Transition Support Plan and Employment Support Network**

The Association of All Japan Special School Principals considers the six-year period from the time one enters an upper secondary department until three years after graduation as a period of transition from school to community. On the basis of this evaluation, the association presents two types of “Individual

Transition Support Plan: Plan 1 and Plan 2. Plan 1 is used while one is in the upper secondary department. Plan 2 is used after graduation.

Plan 1 is a support plan for individual students designed to solve various problems related to career options by foreseeing their life at work and in society after graduation based on the desires expressed by the students and their guardians. Plan 2 is a support plan that projects what would happen three years after graduation and indicates the content and method of support that will be needed in those three years and the division of labor among the supporters. As such, Plan 2 is a tool with which agencies concerned work together to provide the best possible support for the graduates. Since only about 20 percent of the graduates are able to enter the general workforce, a support plan to help graduates enter the work force within three years after their graduation and a support plan to help graduates remain on their jobs beyond one or two years after graduation when not a few of their classmates leave their job. It is hoped that other agencies concerned will inherit Plan 2 and continue implementing it.

To make sure these Individual Transition Support Plans, especially Plan 2, which is used for providing after-graduation support, are implemented effectively, it is essential that the agencies concerned collaborate to establish an employment support network. Below are the most representative support agencies:

(1) Hello Work (public employment agency)

With around 600 offices throughout Japan, Hello Work provides consistent services ranging from registering want ads to providing career counseling and employment referrals. There are employment counselors in charge with counseling persons with intellectual disabilities at most major locations.

(2) Regional Employment Centers for the Disabled

The center, which is operated by the Japan Organization for Employment of the Elderly and Disabled Persons, has offices in 52 locations throughout Japan. In close collaboration with Hello Work and the like, the center provides vocational rehabilitation services including employment evaluation and guidance and job preparation support projects. Also, the center assists projects undertaken by the Japanese version of America's job coaches. There are two categories of job coaches: an assignment coach, like the one just mentioned, and a collaborative coach, like those affiliated with social welfare cooperations.

(3) Support Center for Employment and Well-being of the Disabled

The center is a corporate agency that serves as a base for coordinating efforts with organizations and institutions concerned with issues of, among other

thing, employment, welfare and education in areas familiar to persons with disabilities who have difficulty finding employment or staying employed, The center provides, in a unified manner, support in improving the employment opportunities of persons with disabilities so that their day-to-day life will be enriched, thereby increase their social participation. At present, there are 80 such centers throughout Japan. In the days to come, the center is expected to play a central role in supporting the employment of person with disabilities.

## **6. Educational Problems Surrounding the Provision of Employment Support for Persons with Intellectual Disabilities**

Simply stated, what the trends in the career options chosen by graduates discussed above reveals is that the more graduates of upper secondary departments in schools for intellectual disabilities go on to higher schooling, the fewer find employment each fiscal year, resulting in some 7,00 students being sent into society as users of welfare institutions or as home dwellers. The background against which this trend is occurring includes the tendency of Japanese families to have fewer children, changing social conditions after the bubble economy burst, and other structural changes. There are also other factors that have relevance to how students with intellectual disabilities are being educated. These are listed below.

- The rise in the number of persons with multiple disabilities (the percentage of students in upper secondary departments of schools for intellectual disabilities: 9.0% in 1990 → 16.2% in 2004).
- Structural changes in industry (fewer manufactured-centered → more service-centered)).
- Fewer job types and job duties suitable for persons with intellectual disabilities.
- Vocational education that do not match the types of job and job duties students with intellectual disabilities are assigned in their place of employment.
- Lack of rehabilitation programs for those who leave their job.
- Lack of coordination between the schools that provide career guidance and the organizations and institutions that deal in labor matters.

Against these background factors have emerged matters that must be tackled as an immediate task in improving the education of students with

intellectual disabilities. They are: listed below.

- Enrich vocational education by setting up effective vocational courses.
- Enrich internship programs.
- Expand new types of job and job duties
- Select activities for Work-Centered Learning that match the new job categories. .
- Create an employment support network with institutions that deal in labor matters.
- Work out “Individual Transition Support Plan” and create an evaluation system on the plan





# ***MALAYSIA***

**‘IMPROVEMENT OF EDUCATIONAL PRACTICE AND  
ENVIRONMENT FOR STUDENT WITH INTELLECTUAL  
DISABILITIES-  
FOR ACTIVE PARTICIPATION IN SOCIETY THROUGH  
EMPLOYMENT’**

**MALAYSIAN PERSPECTIVE**

**FOR**

**THE 25TH ASIA –PACIFIC INTERNATIONAL  
SEMINAR ON SPECIAL EDUCATION  
THE NATIONAL INSTITUTE OF SPECIAL EDUCATION JAPAN**

**NOVEMBER 6th TO NOVEMBER 11th 2005**

**Norsham BT Harman Shah  
Assistant Director  
SPECIAL EDUCATION DEPARTMENT  
MINISTRY OF EDUCATION  
MALAYSIA**

**NOVEMBER 2005**

## **BACKGROUND**

1. In Malaysia education and facilities for children with special needs is a shared responsibility among the ministries. The networking would promote to full contribution of maximum outcomes as well as nurturing the values of a caring society among Malaysians. The Ministry Of Education work hand in hand with the following ministries and agencies:

- a. The Ministry of Health
- b. The Ministry of Women, Family and Community
- c. The Ministry of Human Resources
- d. The Non-Governmental Bodies

2. The 70<sup>th</sup> Educational Research Committee Meeting in Jun 1981 agreed upon specific roles among government bodies in caring for children with special needs. Children with Visual Impairments, Hearing Impairments and Learning Disabilities (Educable) are to be the responsibility of The Ministry of Education while children with severe physical handicapped, moderate, severe mental retardation and multiple handicapped were to be placed under responsibility of the Ministry of Women Family and Community and Non- Governmental Bodies. This is to ensure that children receiving special education programs and services are considered and addressed properly.

3. 'Intellectual Disabilities' in Malaysia, is being defined as 'Learning Difficulties'. Children with Learning Difficulties include those who are diagnosed as Down Syndrome, Mild Autism, Attention Deficit Disorder, Mild Retardation and Specific Learning Disabilities (e.g Dyslexia). Children with LD have the access to the Public as well as the Alternative Curriculum depending on the program that they follow. The Alternative Curriculum is focused towards a holistic development, skills acquisition in order to secure quality life which would contribute in the future.

## **EDUCATIONAL ACCOMODATION**

### **- Towards Active Participation In Society And Employment**

4. The Ministry Of Education has adapted the 'least restrictive environment policy' to encourage social integration for children with LD. With the opening of the first integrated programme, children with LD are being placed in the main stream school where they are encouraged to interact socially and study together

wherever possible. The 2 educational approach being practiced for children with LD in integrated programme are:

- i) full inclusion ( very limited, for all subject)
- ii) partial inclusion (commonly practiced, non academic subject)

## **CURRICULUM**

5. As mentioned earlier, children with LD have the choice to choose from the 2 curriculum available. A well planned and structured curriculum at elementary level had contribute in building up potentials among students which would later help children with LD to access to vocational subjects. The alternative curriculum for children with LD in Malaysia is therefore aimed at providing educational competence and experiences towards a meaningful living. This curriculum is designed for LD children age 6 – 19 years comprising of social, academic and competency development. Children are being taught specific skills e.g Living skills, Functional Academic Skills, Moral and spiritual values, and Social – leisure, creativity skills.

## **PRE VOCATIONAL CURRICULLUM FOR CHILDREN WITH LEARNING DIFFICULTIES.**

5. The 1<sup>st</sup> secondary programme for children with LD was initiated in 1995, therefore secondary education for students with LD is relatively a new endeavor in Malaysia. Students with LD in secondary schools continues where they left off at elementary level typically emphasized the promotion of prevocational skills in the elementary grades, but grater emphasis is being given to pre vocational training skills acquisition.

The Prevocational Curriculum has been recently approved by the Ministry Of Education Malaysia in September 2005. It consists of 30 percent academic skills and 70 percent vocational skills. Vocational skills and acquisition hopefully would lead to educational satisfaction and employment opportunities among children with LD. The courses available are cooking, sewing, agriculture/gardening, maintenance, service and Handcraft.

## **ADVANTAGES**

6. There is continuity in the content of the pre vocational curriculum with the alternative curriculum practiced at elementary levels. Mastery of living skills in elementary schools would give LD children confident to follow the vocational programme at secondary schools.

MLVK curriculum (National Vocational Training Council) was used as a guide to develop the pre vocational curriculum. This is to enable children with LD to acquire the MLVK curriculum at upper secondary level. The pre vocational curriculum is also adaptable to the schools environment thus meeting the needs of students in their respective settings. Experiential learning is based on natural settings which are based upon the pre vocational subject offered.

## **SECONDARY SPECIAL EDUCATION VOCATIONAL SCHOOL INDAHPURA -2003**

7. In recognition for students with LD to have equal opportunity in employment, the Ministry of Education sets up its first Secondary Special Education Vocational School in 2003. This secondary school provides training for all 3 categories of special needs under the jurisdiction of the MOE.( student with visual impairment, hearing impairment and learning disabilities). Courses provided for student with learning disabilities are:

Linen Attendance, Room Attendance, Hair Stylist, Assistance Beautician and Food Preparation. Courses for students with LD will begin early next year, and students are required to complete their lower secondary education for the admission to the programme.

## **9<sup>th</sup> MALAYSIAN PLAN**

8. The opening of SMPKV Indahpura is a milestone in vocational education for children with LD. In the 9<sup>th</sup> Malaysian Plan 2 new vocational as being proposed, .sited in Kedah, and Pahang with an allocation of RM 75 million.. 21 courses have been identified, out of which 17 would cater for children with learning difficulties.

## **Conclusion**

To meet the needs of vocational education for children with LD and to ensure education opportunities is being fully utilized, we believed that a joint collaboration among all parties concerned would be crucial. Thus hopefully would lead to increased employability of children with LD in the future.

# ***NEW ZEALAND***

## **Effective Transitions from School to Employment for Young People with Intellectual Disabilities in New Zealand**

**Country Report  
for  
25<sup>th</sup> Asia-Pacific International Seminar on  
Special Education  
National Institute of Special Education, Japan  
Yokohama City, November 2005**

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## **Introduction**

This report begins with an outline of the New Zealand school system and its provision for students with Intellectual disabilities. The current status of young people with intellectual disabilities in regards to their employment is then canvassed. An overview is provided of current educational activities which appear to enhance the likelihood of employment outcomes for this group. Issues and challenges that require further attention are highlighted in the context of transition from school for young people with Intellectual Disabilities.

## **The New Zealand School System**

The population of New Zealand is around four million, twenty percent of whom are indigenous Maori who arrived about 1000 years ago. The Treaty of Waitangi is regarded as the current founding document of New Zealand which was signed by Maori chiefs and England in 1840. New Zealand became a fully independent member of the Commonwealth in 1947.

Government goals for education are to equip New Zealanders with 21<sup>st</sup> century skills and to reduce systematic under-achievement. While average student achievement by age 15 is well above the OECD average, the spread of achievement between the highest and lowest achieving students is wider than for many other countries. “Raising achievement and reducing disparity” has therefore become the guiding mission of the Ministry of Education.

The New Zealand School system is largely comprised of state day schools at which attendance is free. There are a total of 2,300 schools (765,000 students) of which 28 are special schools for students with disabilities (2,145 students). All children are able to start school on their fifth birthday, although they do not have to enrol until the day they turn six. All students may leave school when they turn 16, but can stay until the end of the year in which they turn 18. Students with severe disabilities however, may remain at school until the end of the year in which they turn 21.

The last two decades have seen significant reviews and reforms of education involving governance, resourcing and curriculum. A major theme of these reforms has been the devolving of management responsibilities to school boards of trustees elected by parents of students attending each school, although schools are still required to comply with national regulations and guidelines.

Students with special education needs have had the same rights to enrol and receive education at state schools since 1989. Placement in a special school is through a statutory process and requires the agreement of the Secretary of Education. The majority of students with intellectual disabilities are supported through what is known as the Ongoing Reviewable Resourcing Scheme (ORRS). This scheme has been designed to provide a range of educational supports for approximately 1% of students nationally with the highest needs (approximately 7000 students). Access to this

support is not via traditional diagnosis or psychometric test scores, but through descriptions of the extent to which learning tasks require adaptation and specialised assistance. The vast majority of students described as having “severe disabilities” are catered for in this way, including those students with intellectual disabilities.

Students in the ORRS scheme have ongoing access (throughout their school life) to teacher aide support, additional (specialist) teacher input and to a range of specialists including psychologists, speech-language therapists, physiotherapists and others. The resources that comprise the ORRS scheme are portable and follow the student wherever they may move in the school system. In addition, schools receiving new first time enrolments under ORRS are able to access resources for property and building modifications to accommodate the new student. Students in the ORRS scheme also attract higher ongoing levels of property funding for those schools at which they are enrolled.

Of the 7,000 students nationally in the Ongoing and Reviewable Resourcing Scheme approximately 73% are attending regular schools with the balance in special schools. Almost 60% of regular schools have students in the ORRS scheme (this includes regular classroom placement and units or special classes). The extent to which regular schools welcome the enrolment of students with special needs varies and it is clear that some parents still have strong preferences for choosing a special school.

As with any targeted resourcing scheme there are a number of students who do not meet the criteria for the ORRS scheme, but who nevertheless can have quite complex needs. This group would include those students traditionally described as having “mild” and “moderate” levels of intellectual disability and those who have labels such as Aspergers. These students are supported by schools through a range of provisions: every school in New Zealand receives a Special Education Grant (SEG) based on total roll numbers; A Supplementary Learning Support scheme (SLS) provides additional teacher support to those students who are viewed as “just missing out” on eligibility for ORRS; and an Enhanced Programme Fund (EPF) is available to schools which have disproportionate numbers of students described as having “moderate special needs.”

Increasingly a non-categorical, inclusive approach to special education is taking hold in New Zealand implying that every school should develop in ways that enable it to respond appropriately to the full range of diversity in the community it serves. The New Zealand Disability Strategy: Making a World of Difference (2001) has provided a major impetus for such an approach as the Government has required all Ministries and Departments to report annually on the progress being made to meet the objectives outlined in the strategy. The Disability Strategy has a specific objective for education:

“To provide the best education for disabled people” (objective 3). There are three associated actions that have particular relevance for special education:

- i) Ensure that no child is denied access to their local regular school because of their impairment (3.1)
- ii) Improve schools’ responsiveness to and accountability for the needs of disabled students (3.6)



- iii) Promote appropriate and inclusive educational settings that will meet individual educational needs (3.7)

The Disability Strategy is explicitly aimed at achieving a more inclusive society and is informed by an understanding of disability as a socially constructed phenomenon rather than something that exists inside a disabled person. As a consequence disability is viewed not as something that people have, but as something that happens to people: a process that happens when one group of people create barriers for others in terms of access to places, activities and opportunities usually taken for granted.

The New Zealand Disability Strategy has begun to have a significant influence on how the Ministry of Education (through its Special Education division) defines the outcomes it is seeking to achieve for special education in New Zealand. Intermediate outcomes have been defined as presence, participation and quality learning which are seen as leading to achievement, community participation and, significantly, workforce participation for young people with special needs.

## **Employment and Young People with Intellectual Disabilities**

Participation in the paid workforce by people with intellectual disability is at minimal levels, possibly below 20% of an estimated 13,000 adults with intellectual disability in New Zealand. This does not include the approximately 8,000 adults participating in sheltered employment and other community day support programmes. Accurately assessing workforce participation levels for this group is difficult because there is little available data which has a specific focus on intellectual disability and there are also inherent difficulties and wide variations in prevalence studies (Bray, 2003).

There are around 1500-2000 adults with intellectual disability in paid employment through supported employment programmes and other job placement activities. Most employment is part time. It is likely that a substantial number of these individuals are younger adults because of a continuing focus on transition from school to work which has been gathering momentum for at least the past 5 years.

There are a range of Government assisted programmes that support disabled people into paid employment and other post-school options, including young people with intellectual disabilities. A range of vocational, employment and community services are purchased by Government. These include supported employment, job placement, sheltered work and community or “day” support programmes.

Currently sheltered workshops are exempt under legislation from having to pay the minimum wage. Also, in situations where it is perceived that a person’s productivity is below what is expected for the market wage an “under rate workers permit” can be secured by the employer which allows the person to be paid below the minimum wage. Both these situations are under review with calls for the legislation to be repealed. This would mean that all disabled people would have to be paid at least the minimum wage, including those currently employed by sheltered workshops. People with intellectual disabilities are a significant group of participants in sheltered workshops and in situations where under rate work permits apply.

Sheltered workshops and congregate community support or “day” programmes are the main post-school options currently utilised by young people with intellectual disabilities. However there is continuing growth of supported employment, job placement and more individualised approaches to supported community participation and community living.

An increasingly inclusive educational experience and a focus on transition activities by secondary schools that assume a more inclusive post-school experience are leading to a corresponding increase in demand for a wider range of more individualised and inclusive post school options – including paid employment. Evidence of these developments include a growing array of collaborations between secondary schools and post school providers, and the decision by an increasing number of sheltered workshops and community day support services to “convert” programmes (in anticipation of legislative changes) to supported employment, job placement and more individualised approaches to supported community participation.

Some of these developments are being supported by Government through a significant number of transition pilot programmes as part of its “Pathways to Inclusion” strategy (Department of Labour, 2001). The focus of “Pathways to Inclusion” is to align the current array of vocational services so that outcomes being achieved are consistent with the objectives of the New Zealand Disability Strategy.

The intent of the transition pilot programmes is to gain a better understanding of what programmes and strategies are effective in this context. In the mean time there is a chronic shortage of post-school support services that respond to the increasing demand for more inclusive and individualised options, including paid employment. A coherent funding and purchasing strategy along with effective service coordination mechanisms are urgent requirements if emerging best practice is to be reinforced and sustained.

Supported employment is clearly emerging as the model most likely to achieve positive employment outcomes for young people with intellectual disabilities (Bennie, 1996; Bray 2003; Mirfin-Veitch, 2003). This is because the supported employment approach is highly individualised, inclusive and assumes the possibility of ongoing support being provided. Not surprisingly, secondary schools that have well developed partnerships with local supported employment providers are achieving the most promising employment outcomes.

The current environment holds some exciting possibilities for new service developments and also some very real challenges: young people with intellectual disabilities are not only making the transition from school to adulthood, but also the transition from one service system to another, and at a time when the policies and services designed to provide support following school are themselves in transition.

## **Current Educational Activities that Enhance Effective Transition to Employment**

There are a wide range of activities undertaken in educational settings in New Zealand that have been found to increase the possibility of young people with intellectual disabilities transitioning from school into paid employment. Transition from school has long been a recognised speciality within the broader context of service provision. As a result, what constitutes best practice has been described comprehensively in the literature for some time (Haugh, 1993; Wehman, 1993). Mirfin-Veitch (2003) has provided a more recent overview of developments in New Zealand and those directly involved in providing transition services in this country have developed resources that guide practitioners (Career Moves, 2005). Based on this collective work we are able to identify a number of key activities and practices that enhance the likelihood of successful transition from school to employment.

### **Transition planning that begins around the age of 14**

This appears to establish a critical platform from which to develop goals and learning experiences that prepare the young person for the world of paid work. While more active transition planning may be a feature in the last two years of school it is this early start that provides the opportunity for genuine goals and aspirations to develop that include the possibility of employment. It is important to recognise that the values, attitudes and behaviours that lead us to the world of work evolve throughout childhood and young adulthood, not just in the year before we leave school. Young people with intellectual disabilities must also benefit from experiences that evolve over time as apposed to having these compressed into a one or two year “transition programme.”

### **Parents as integral members of the “team.”**

For parents the transition from school can be a daunting time when the normal anxieties around parenting teenagers are complicated by the vulnerabilities and barriers that young people with intellectual disabilities may experience. In addition there is a whole new world of post-school service providers, new funding systems to grapple with and the possibility that there may be multiple providers involved in different support roles – each wanting to ensure parent involvement. Many parents report that in such a context they often become the default (unpaid) service coordinator.

Including parents as active and contributing members of the transition planning team from the beginning is essential. Again, this can be problematic if transition planning is compressed into the last year or two of school. There may be anxieties and issues that need time to work through and options that need exploring. In addition the range of post-school options, including employment support, is constantly evolving and changing. The pattern of post-school support services that emerges as the point of transition approaches can also lead to significant lifestyle decisions for parents in terms of their support roles.

### **An inclusive school experience with access to a functional age appropriate curriculum**

A school curriculum that potentially views the whole community as the classroom is critical to successful transition. Curriculum content that is focused on the skills, knowledge and supports that will be necessary in those settings the student will be in upon leaving school greatly enhance the possibilities of workforce participation. Age appropriate and functional curriculum content has long been cited as an important prerequisite to successful workforce and wider community participation (Brown et al, 1979). In this context access to and friendships with age group peers are essential for the development of normative expectations and aspirations that include paid work along with personal networks that are essential for life in the community at large. Age group peers are also potential employers!

A functional curriculum assumes that educators are able to successfully adapt and modify content and context. There is considerable activity in New Zealand at present around developing approaches and resources that enable young people with intellectual disabilities to experience real achievement in their learning and arm them with the skills and knowledge that they will need in the workplace and in the community at large.

### **Incorporating a strong and varied work experience focus.**

Such experiences need to begin from around age 15 and be in community settings. These opportunities need to be well supported by both the school and local employers. Some secondary schools have well established partnerships with local employers so that a range of work experience settings are available on an ongoing basis. In some communities local supported employment providers are also providing a link between schools and employers, making the possibility of after school jobs a real option. For the schools part it is also essential that students with disabilities are included in school wide career and work experience opportunities.

Work experience is an important element not only for the individual student to explore options and acquire skills, but also for educators and post school providers to learn about optimal support strategies, modifications and adaptations that will be needed by the young person in the workplace.

### **Individual Education Plans (IEPs) that become Individual Transition Plans or Career Plans**

By developing such a focus a change in orientation is introduced that makes explicit the outcomes that are now being sought after many years at school. This ensures that learning goals, planning activities and support strategies match the vision that paid work is indeed a desirable and attainable outcome. Transition or career plans enable us to listen carefully to the aspirations and preferences of the young person, be explicit about the supports that will be necessary in the workplace and to seek a “match” on this basis.

### **Planning processes that are individualised, empowering and future orientated.**

This is essential if a shared vision that includes employment is to develop. The PATH process - Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien and Forrest, 1991) and its variations, has been adopted widely in New Zealand as a tool that appears to work well to achieve a positive view of the future and that propels those involved into action to achieve agreed goals.

PATH is a process that includes the whole team ( student, family, friends, educators and providers) and requires skilled facilitation (a point often overlooked). Usually two facilitators are needed to ensure a positive process for participants and an accurate record of the planning session. This is because the PATH record involves words and pictures combined into a large poster or graphic. The process starts by identifying a vision of the future with identified outcomes, looks at where things are at now, who needs to be enrolled for support, what is needed to strengthen resolve as well as short and long term goals and how the team will support each other in attaining these. As well as a vehicle for developing a detailed transition plan the PATH process also has the effect of building and sustaining team work in pursuit of a common goal.

### **The development of collaborations and partnerships between schools and the providers of post-school support services.**

In the context of achieving employment outcomes relationships between schools and supported employment providers are showing the most promise. In some cases protocols have been developed that spell out roles and responsibilities for activities such as facilitating transition planning meetings, career planning, finding work experience placements, providing job coaches, employer liaison and communication with parents. In this context supported employment can actually begin at school. The result is a transition process that becomes a shared responsibility between the agencies involved.

The development of these relationships usually require that some work is done to arrive at a shared vision and values. Such collaborations evolve over time and rely on sustained leadership from the organisations involved. Currently there is a lack of clarity around funding mechanisms and responsibility for transition activities which makes the task of establishing partnerships between schools and post-school agencies problematic. Much current activity operates under the auspices of “pilot projects” which creates a level of uncertainty in which more permanent collaborations are difficult to develop.

A coherent funding and purchasing strategy is a critical next step to enable more widespread implementation of practices and programmes that are known to achieve employment outcomes – as well as more certainty for young people with intellectual disabilities and their families.

### **Transition “expos” and information forums.**

These events have usually grown out of the collaborations already mentioned and are aimed at ensuring that various stakeholders have all the information they need.

Forums are provided in which post school providers share information about their services and programmes, schools provide information about transition activities and parent support groups provide information and parent perspectives. All participants, particularly parents, find these events very useful and contribute to much more informed decision making. They are also a useful way of highlighting service and information gaps in a particular community. Many of these forums have been the catalysts for further collaborations among schools and agencies. Service directories have often been published as a result of these events.

Given the current uncertainty around service provision and funding these forums are proving to be an essential ingredient in helping people keep abreast of the constantly changing landscape of programmes provided by post-school agencies.

**Ensuring that transition is more than just “transition to work,” but transition to adult life and broader participation in the community at large.**

Securing and sustaining paid employment for young people with intellectual disabilities can be an extraordinarily challenging enterprise. In the absence of full time paid employment, options that include further education and training, leisure, recreation and voluntary work are essential components of a valued and well supported life in the community – and therefore need also to be a focus of transition planning. The tendency in New Zealand is to respond to these needs by way of congregate “day programme” type options rather than exploring more individualised and supported options that are consistent with the vision of an inclusive community.

Young people with intellectual disabilities are making it clear that they share the aspirations of their age group peers for access to the world of work on the same basis as everyone else. Access to “an ordinary life” also includes participation in the broader life of the community and in ways that people feel valued and included. Parents are also making it increasingly clear that there is a pronounced scarcity of post-school services that are able to effectively support their sons and daughters participation in a range of inclusive work, further education and leisure/recreation options (To Have an Ordinary life, 2003).

Promising practices and programmes are emerging, including supported participation of young people with intellectual disabilities in tertiary “life skills” and foundation education courses, membership in clubs and organisations and the opportunity to contribute to the life of the community through volunteer work.

There is still some considerable movement required to reach a point where such options are the norm rather than the exception.

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# ***PAKISTAN***

## COUNTRY PAPER OF PAKISTAN

### PRESENTED IN

ASIA PACIFIC INTERNATIONAL SEMINAR ON SPECIAL  
EDUCATION, 6 - 11 NOVEMBER 2005 IN JAPAN

BY

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### **A Brief Profile**

Based on a total area of 796,096 square kilometers nearly four times the size of the United Kingdom, lying between latitude 23° - 42° and 36° - 55° north and 60° - 45° and 75° - 20° east longitude, the Islamic Republic of Pakistan shares its western border with Iran and its eastern border with India; Afghanistan lies to the north and north-west while the Peoples' Republic of China stretches from the north to north-east alongside Gilgit and Baltistan. A country of 152.53 million population (2004-05) with an annual growth rate of 1.9%. Pakistan comprises four provinces: Punjab, Sindh, North West Frontier Province (NWFP) and Balochistan, and some federal units, which include the Islamabad Capital Territory, Federally Administered Tribal Area (FATA) and Northern Areas (FANA). Area-wise, Balochistan is the largest province with over 45% of the country's area while almost one-half of the country's population lives in the province of Punjab. Population density of the country is estimated at 166 persons per square kilometer. An overwhelming majority of population (96%) is Muslim. Agriculture is the single most important sector in the



economy and over two-thirds of the total population resides in the rural areas.

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Administratively, Pakistan has a federal set-up. President, the head of state is elected by the Parliament. At the center is the Federal Government, which comprises several ministries and divisions. A Secretary who, in turn, is responsible to the federal minister heads each ministry or division. The ministers form the federal cabinet, headed by the Prime Minister. A similar pattern of administration exists at the provincial level under the Chief Minister. Governor is the administrative head and representative of the President in all provinces. A large number of federal ministries have their counterparts in the provinces, which are known as departments.

Under the new structure divisions have been abolished and district Governments have been established for district-based planning, management and administration. There are a total of 119 districts in Pakistan.

### **Pakistan's Commitment to Education**

Education is a fundamental human right. 13 years ago, the Education for All (EFA) movement, initiated by the Jomtien Declaration in 1992, proved a watershed as it accelerated the process of universalization of primary education in developing countries. However, the EFA 2000 Assessment demonstrated that although significant progress was achieved in many countries, but the turn of the century, 133 million children had no access to primary education, 880 million adults were illiterate; gender discrimination continued to permeate education systems and the acquisition of human values and skills fell far short of the aspiration and needs of individuals and societies.

EFA 2000 Assessment for Pakistan showed positive developments over the decade: Although universal primary education could not be achieved but gross primary enrolment rates showed significant increase, especially for girls.

The World Education Forum, held in Dakar in April 2000, re-affirmed the Jomtien vision but also expanded the scope of EFA goals and elaborated

the commitments and obligations of stakeholders. The six goals highlighted in the Dakar Framework for Action address: (i) the expansion and improvement of comprehensive early childhood care and education; (ii) access to, and complete free and compulsory, education to all children, particularly girls and disadvantaged groups; (iii) equitable access of all young people and adults to appropriate learning and life skills programs; (iv) achievement of a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; (v) elimination of gender disparities in primary and secondary education; and (vi) improvement in all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all. In addition, the Dakar Framework of Action also called upon the Governments to demonstrate their commitment for EFA through political will, resource mobilization and a process of participation involving a variety of stakeholders.

Based on its vision of “Meeting the Learning Needs of All Through Quality Education”, the Government of Pakistan is fully committed to the achievement of EFA goals and its response to the Dakar Framework has been very positive. Within the framework of the current National Education Policy (1998 – 2010), a comprehensive package of educational reforms with medium term targets, [The Education Sector Reforms (ESR) Action Plan] have been developed to serve as a foundation of the National Plan of Action (NPA) to achieve three EFA goals: (i) universal primary education; (ii) adult literacy; and (iii) early childhood care. Based on three five-year phases, the NPA relies on a set of strategies which include: (a) better access to education; (b) improvement in quality of education; (c) participation of communities; (d) link between basic education and skills development; (e) district-based planning and management for better governance; and (f) resource mobilization.

Education in Pakistan is a provincial subject. However, the administration of Public Education in the country is partly centralized. Federal Ministry of Education is responsible for development of Policy statements, national plans, budgets and also for overall coordination and supervision of policies and plans.

The statistics representing national level-wise profile of institutions, enrolment by stage and number of teachers is given in table 1;

Table 1

## SUMMARY OF INSTITUTIONS ENROLMENT &amp; TEACHERS (2003 – 2004)

Institutions Type	Institutions				Enrolment By Stage			Teachers		
	Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Primary	74,179	43,913	36,878	154,970	11,602,000	8,179,215	19,781,216	236,893	195,329	432,222
Middle	7,029	6,567	15,132	28,727	2,584,043	1,731,218	4,321,261	92,770	146,580	239,351
High	6,414	2,961	6,731	16,106	1,090,599	708,991	1,799,591	142,678	134,238	276,916
Higher Sec.	551	404	394	1,349	104,450	93,067	197,517	23,581	17,433	41,014
<b>G. Total</b>	88,173	53,845	59,135	201,152	15,381,092	10,718,491	26,099,584	495,923	493,580	989,503
<b>INSTITUTIONS / COLLEGES / UNIVERSITIES (2003 – 2004)</b>										
<b>Arts &amp; Science Colleges</b>	557	433	-	990	414,871	407,647	822,518	16,580	11,262	28,112
Tech & Vocational Institutions	365	228	31	624	90,923	13,667	104,590	5,717	1,325	7,042
Teachers Training Institute	66	45	3	114	18,267	8,812	27,079	1,689	898	2,058
Universities	-	-	-	103	298,311	222,355	520,666	52,671	7,962	60,633

## DEENI MADARAS

Name of Wafaq / Institutions	No of Affiliated Institutions	Enrolment	Teachers
Wafaq-ul-Madaris Al-Arabiya Multan	8,199	1,200,000	-*
Wafaq-ul-Madaris Al-Salafia, Faisalabad	335	31,789	1,273
Rabita-tul-Madaris Mansura, Lahore	373	55,913	2,772
Wafaq-ul-Madaris Al-shia, Lahore	375	14,900	2,114
Tanzeem-ul-Madaris, Lahore	2,064	82,806	-*
Independent Institutions	5	71,781	3,078

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\* Data Not Available

### **Special Education in Pakistan**

The early facilities for special children were set up by charity and voluntary organization in order to meet the special needs of person with vision and hearing impairment in Pakistan. Later on it included the institution for children having physical and health impairment and intellectual disabilities. With the passage of time and as a consequence of global awareness among the public, parents and handicapped persons themselves there was general recognition about the needs of special children at government level. It was also realized that private organizations have limited resources, so it would be better to initiate a partnership between private and public sectors for the education, training and rehabilitation of handicapped people. Consequently the government took a number of initiatives in special education sector. The policy, provisions/recommendations are briefly described here;

### **Report of Educational Conference (1951)**

- i) To open in Karachi, one composite institution for the deaf, dumb, blind and crippled children with a total capacity of 200.
- ii) To open in East Bengal, one institution for the deaf and dumb and one institution for the blind with a capacity of 100 each
- iii) To open four schools for the backward children with a capacity of 100 each
- iv) To encourage bringing trained instructors from USA
- v) Scholarships for Instructors training abroad (pp.377-378)

### **Commission On National Education (1958)**

- i) Doctors and psychologist will be provided to the help of educators for the education and help of handicapped children to achieve at least some degree of productive activities.
- ii) Provision for general as well as vocational education be enhanced so that the individual may become able to earn his own living.
- iii) The government should level its support to Philanthropic organizations and coordinate their efforts. To set up agencies specially for the case of several types of handicapped persons. This partnership of the government and the private organization would help to establish the institutions required.

- iv) The government must provide opportunities for the training of teachers to serve in special institutions. Initially there should at least be one center for the training of teachers of the blind and another for the training of teacher for the deaf and dumb. (P.251)

#### **New Education Policy (1970)**

- i) Handicapped children's education committees will be formed in the provinces. These committees will be responsible for the education, protection, institutional care, rehabilitation and employment of the physical and mentally handicapped.
- ii) These committees will liaise effectively with voluntary organization for the welfare of the handicapped.
- iii) Legislation about funds will be incited so the two Lac handicapped persons between the age of 1 to 20 are adequately catered for. (p.80)

#### **National Educational Policy (1978)**

- i) Now-a-days there is only one training school. Two more teacher training schools should be opened, one in Punjab and other in Sind.
- ii) Provision, for general as well as vocational education, so that the individual may be able to earn his own living.
- iii) The government should lend its support to philanthropic organizations and coordinate their efforts.
- iv) The government must provide fund for the training of teaches to serve in the institutions for the handicapped. Initially there should at-least be one Center for the training of teachers for the deaf and dumb.
- v) Conduct survey to check the existing facilities in all the four provinces.
- vi) Identify institutions, which have potential to become national institution.
- vii) Development of national demonstration pilot projects.
- viii) Develop projects for identifying needs for strengthening existing institutions.
- ix) Negotiations should be made with the foreign aid giving agencies for procuring equipment, expert advisory services and training requirements for the staff.

- x) Government should support opening of more schools into the communities and strengthening the existing ones. Active involvement of health, social welfare and industry will be sought to prepare and launch more programs.
- xi) The curricula and syllabi should be prepared in view of the present day needs. (P.29)

### **Employment and Rehabilitation Ordinance (1981)**

- i) Provision of;
  - Vocational training and employment
  - Economic Independence through job placement
  - Allocation of 1% quota in jobs

### **National Policy For the Education and Rehabilitation of the Disabled (1985)**

- i) Prevention, and pre-school services for special children.
- ii) Development of curriculum for special needs.
- iii) Post school services (vocational training).
- iv) Employment
- v) Professional Training
- vi) Inspection & Evaluation
- vii) Research and Technology
- viii) Introduction of community based rehabilitation programs (P. 8)

### **National Policy For the Education and Rehabilitation of the Disabled (1988) (Reviewed)**

- i) Apart from the above included the provision for the promotion of positive attitude, involvement of media, granted fiscal concessions for the disabled, providing of legislative support

### **National Policy For Persons With Disabilities (2002)**

- i) This policy caters to the needs of a complete life span of PWDs.
- ii) The “Vision” is to provide an environment, realizing fully the potential of PWDs, through their inclusive mainstreaming
- iii) The “Goal” of this policy is empowerment of PWDs for the realization of their full potential in all spheres of life.

- iv) The “Mission Statement” of the policy speaks of optimal development PWDs.
- v) The “Guiding Principles” of the policy primarily stress on the constitutional guarantees for human rights, non-discrimination and gender equity, the rights based approach and active collaboration from the stake holder etc.
- vi) The Policy’s “Aims and Objectives” cover the areas like integration and mainstreaming, involvement in planning and implementation process, enjoying all rights and opportunities, adequate formulation and strict enforcement of the legislation, expansion of service infrastructure, use of modern technology and skills and removal of financial and technical constraints in way of program implementation for the disabled.
- vii) Strategy to implement the Policy rests around: -
  - a. Advocacy and mass awareness
  - b. Ownership of disability issues by stakeholders and strengthening of process of service delivery.
  - c. Paradigm shift from exclusive system of education to integrated education
  - d. Provision of quality services to persons with disabilities
  - e. Comprehensive networking of services
  - f. Strong partnership with Ministries, Provincial Departments and Private sector.

### **National Plan of Action**

In response to the above-mentioned national policy a national of action has been prepared on the philosophy for access, inclusion and equalization of opportunities for PWDs. The existing services are proposed to be designed in an integrated manner to achieve the goals of policy by extending the services to the rural areas (2/3 of the disabled live) that are currently neglected. These are areas for action to implement the NPA;

- i. Determining the extent of disabilities and distribution of cause
- ii. Improving prevention of injuries, deficiencies, diseases and other factors known to cause disabilities.
- iii. Mobilizing early detection and intervention
- iv. Escalating the medical rehabilitation services
- v. Strengthening of special education for children with severe and moderately severe disabilities

- vi. Promoting inclusive education for children with Special Education Needs (SEN)
- vii. Enhancement in provisions for women with Disabilities
- viii. Access to information and communication, including information, and assistive technology.
- ix. Expanding and reinforcing vocational training, employment (including self-employment) and economic rehabilitation.
- x. Poverty alleviation through capacity building, social security and sustainable livelihood programs.
- xi. Legislative support PWDs
- xii. Creation of barrier free physical environment
- xiii. Raising public acceptance and improving social integration and environment
- xiv. Sports for PWDs
- xv. Boosting capacity for production and supply of prosthetics, orthotic and assistive aids and other supporting items and facilitation in duty free imports.
- xvi. Increasing support to the NGOs for service delivery in rural areas
- xvii. Linkage at federal, provincial and district level

### **Islamabad Declaration April 2005**

Emphasizes inclusion of children with disabilities in mainstream

The development of special education facilities received further boost and acceleration by the observance of IYC 1979 and IYDP 1981. Further incentive was given by the UN declaration of Decade of Disabled (1983-1992). The plan and programs for the betterment of handicapped persons have gathered tremendous momentum during the last two and a half decades and a large number of schemes have been implemented in the areas of all the four disabilities throughout the country. An infrastructure for the successful execution of these programs has been created at federal as well as provincial levels.

In 1985 the Directorate General of Special Education (DGSE) was established as part of the Ministry of Health, special Education and Social Welfare. Functions of the DGSE included planning and implementation of services for individuals with disabilities at national level while social welfare ministries are shouldering the responsibility of special education at provincial level apart from the province of Punjab. In Punjab,



independent Ministry of Special Education has been setup last year. This ministry has initiated appreciative steps for education, training and rehabilitation of persons with disabilities. 90 new schools have been opened at tehsil and district level, work on early identification, prevention and rehabilitation is in progress.

The availability of reliable data plays a vital role for planning, developing and implementing the proposals and policies. The two references regarding the population of persons with disabilities (PWD) are quoted in Pakistan. One based on the World Health Organization's (WHO, 1981) estimates of 10% of the total population of developing countries suffers from some sort of disability. The other based on the national census 1998, which indicates a low estimate of 2.49% of the total population. However, comparison of the two data creates doubts, which mean there is a dramatic decrease from 10% to 2.49% in disability rate in Pakistan. Hardly, so however, such wide variation in data shows unfamiliarity of numerators with the concepts of disabilities, they have recorded data based on the reported cases of severe and visible disabilities.

If calculated, on the basis of Census of 1998 the estimates of 2.49% by the end of 2004 when total population was 150 million. The population of disabled persons becomes 3.7 million. Grouping of the 3.7 million into age specific groups indicates following estimated level of need;

<u>Age</u>	<u>%age of Persons</u>
- Children under five who require some form of support, as will their families	10.43%
- Children 5-14 who require some form of support, as will their families	23.09%
- Young people up to the age of 29 who will need further education, training and employment opportunity	23.98%
- Disabled adults requiring retraining and other welfare support and assistance	25.15%
- The disabled senior citizens requiring more special facilities	16.56%

Disability-wise percentage of PWD according to census 1998:

Physically Handicapped	19%
Intellectually Disabled & insane	14%
Multiple Disability	8%
Visually Impaired	8.6%
Hearing Impaired	7.40%
Others (not classified)	43%

Number of disabled persons category-wise (Census 1998) is shown in table 2;

Table 2

CATEGORY-WISE DISTRIBUTION OF PWD (CENSUS 1998)

Type	Male	Female	Total	%age
Physically Handicapped	382262	243523	625785	19%
Intellectually Disabled	254532	206506	461038	14%
Multiple Disabled	140285	130166	270451	8%
Visually Impaired	146039	119369	265408	8.6%
Hearing Impaired	138235	105448	243683	7.40%
Others Not Classified	857362	569438	1426800	43%
TOTAL	1918715	1374450	3293165	100%

Self-reliance is the highest priority of all the nations. So contribution of every individual in economy for well being of the society is given prime importance. A country like Pakistan cannot ignore 3.7 million people to furnish their responsibility in nation building as productive useful members, who, either temporarily or permanently fall outside traditional norms due to disability. However, many of these individuals seek assistance from professionals who draw upon a specialized system of services directed at helping them to promote their abilities to enter more fully the mainstream of the society. To fulfill this purpose, institutions both in public and private sectors are contributing tremendously. The institutions working for education, training and rehabilitation of persons with disabilities are given in table 3.

Table 3  
SPECIAL INSTITUTIONS, STUDENTS AND TEACHERS

Organizer		Categories					Total
		HI	MR	PH	VI	Multiple	
F.	Institutes	13	12	11	11	---	47
G	Teacher	110	54	61	52	---	277
	Students	1054	656	576	562	---	2748
P.	Institutes	37	04	04	23	114	182
G.	Teacher	395	34	26	182	164	801
	Students	4286	314	261	857	1560	7278
N	Institutes	29	39	27	28	32	155
G	Teacher	303	191	102	98	299	993
O	Students	2717	1741	610	790	3440	9298
Grand Total		Institutes 384		Teachers 2071		Students 19324	

Researches show that there are about 3% to 12.8% children who are studying or excluded from the mainstream system of the education on the basis of learning disabilities and emotional and behavioral disorders, they also make an addition to the number of children with disabilities.

### **Children with Intellectual Disabilities**

In Pakistan Intellectual disabilities are categorized as Mild, Moderate, Severe and Profound. Children with minor problems (IQ of 50 – 70) are mostly attending ordinary schools (regular schools); they are coping with their normal peers with assistance and remedial teaching, however, labeled as slow learners (not included above). The students having serious learning problems (IQ of less than 50) are enrolled in special schools whereas severe cases are cared at their homes.

### **Situation Analysis In Context Of Children With Intellectual Disabilities**

The total number of Children with ID (14%)	52290
Institutions	55
Teachers / Instructors	279
Students (5% of the total Children with ID)	2711
Teacher Taught Ratio	1: 9
Employment	1%
Children with ID having no access to school	95%

The existing facilities for education, training and rehabilitation are hardly meeting the needs of children with ID. The only way is to bridge the gap by integrating the youth with mild to moderate disabilities in regular school system, if the ultimate goal of Education For All is to be achieved. This is one of the solutions to accommodate the excluded population of children with ID. It will help in combating discriminatory attitude and promoting an inclusive education setup. The government of Pakistan being an undeveloped country has meager resources to spend on segregated system. This transition may help to accommodate the children with ID in mainstream by evolving changes in content, approaches, structure and strategies.

### **Steps Need To Be Taken To Overcome Causes Of Intellectual Disabilities**

- Sensitization of community by involving influential community leaders and media about the causes of ID, right of persons with ID and their unmet needs, promotion of positive attitudes, dissemination of success stories and arranging seminars and public meetings
- Using available services for care, treatment, education, training and rehabilitation of ID
- Updating of professional knowledge
- Improved maternal nutrition
- Improved early childhood nutrition
- Early intervention, assessment and adequate medical treatment
- Counseling to parents / genetic counseling
- Immunizations against and early treatment of viral and bacterial infections
- Safeguards and public education promoting conducive environment

### **State of Vocational Training and Employment For Children with ID**

The introduction of vocational training and rehabilitation services is not possible without nation-wise coordination and interest. Such services demand acceptable atmosphere in which persons having disability can easily communicate with normal people as well as share their knowledge and experience, which would ultimately help them to adjust in the job market.

Most of the institutions are providing vocational training to the children with ID. Apart from the school level training, vocational training centers for persons with disabilities have also been working under the Directorate General of Special Education, National Trust for Disabled, Provincial Governments, and NGOs. However, the role of non-government organizations is commendable. The program of vocational rehabilitation and employment of disabled persons with community participation (VREDP) is now replicated in the urban and semi-urban areas. Enterprises employing workers with disabilities are given incentives, financial assistance and exclusive contracts or priority production rights, as part of the policy to promote gainful employment of persons with ID. Awareness campaigns are being launched to introduce potential of all types of disabled people to the job market. Relaxation in age and experience is granted to disabled persons.

Through these initiatives private and public sectors are providing training in local trades and vocations suitable according to the level of disability through sheltered workshops and supported employment thus enabling persons with intellectual disabilities to integrate into the community by promoting;

- Awareness about job opportunities and placement
- Acceptability (Interpersonal magnetism)
- Development of appropriate behavior
- Independence
- Self-sufficiency
- Productivity
- Competitiveness through training and re-training
- Contribution to common goods of society
- Friendly living environment

Owing to the commendable role being played by NGOs in this regard, however, a lot of hard work and sincere efforts are still required to locate new venues for vocational training of persons with ID to make them independent and self-reliant.

### **Teacher Training For Special Children**

In Pakistan, there are three universities i.e.; The University of Punjab, Lahore, The University of Karachi, the Allama Iqbal Open University, Islamabad, three training colleges and one National Institute of Special

Education in Islamabad catering for the training of teachers throughout the country. The University of Punjab and University of Karachi are formal institutions whereas Allama Iqbal Open University is a distance education institution providing education to the pupil at their doorsteps without dislocating them from their homes. NISE provides in-service training to the teachers working in the special education institutions; some programs are developed for general public, parents and for normal school teachers to create awareness about persons with disabilities.

### **Department of Special Education At AIOU**

The Department of Special Education at Allama Iqbal Open University was established in 1985, in response to the desperate need of trained staff to expand the services for the handicaps in Pakistan. The Allama Iqbal Open University is preparing special educators for the 21<sup>st</sup> century via distance education. At present the department offers progressive teachers training programs in four areas;

- Visual Impairment including low vision
- Hearing Impairment including communication disorders
- Intellectual Disabilities including learning difficulties
- Physical Handicaps including health impairments

The department prepares students with critical thinking skills and experimental base necessary to undertake professional positions in a variety of clinical, educational and other related settings. The emphasis of courses offered by the department is on the training of regular teacher who will play a vital role in dealing with mainstreaming of children with ID in regular schools - ‘**The Ultimate Goal of Special Education**’.

### **Presently the Department Offers Following Programs**

<b><u>Degree</u></b>	<b><u>Entry Qualification</u></b>	<b><u>Requirement</u></b>	<b><u>Study Period</u></b>
Ph.D	MA/M.Sc/M.Ed	16 Credits	4 Years
M.Phil	M.A/M.Sc	08 Credits	2 Years
M.A.	B.A.	10 Credits	2 ½ Years
M.Ed.	B.Ed.	6 Credits	1 ½ Years
Diploma	BA/B.Sc.	4 Credits	1 Year
Certificate	B.A.	Half & Full credit	6 Months
Diploma in Education	Matric	15 Credits	3 ½ Years

### **Structure Of The Program**

a) **Core Courses**

Educational Psychology  
Perspectives of Special Education  
Handicapped Person in the Community  
Educational Research  
Curriculum Development and Instructions  
Foundations of Education  
Teaching Strategies

b) **Area of specialization (for children with ID)**

Introduction & Assessment of Mentally Retarded Children  
Education of Mentally Retarded Children

c) **Practicum**

Supervised Teaching Practice  
Research / Project Work

d) **Co-related courses**

Organization and Management of Special Schools  
Community Based Rehabilitation of People with Disabilities

### **Achievements of Department of Special Education**

Program	2002-2003	2003-2004	2004-2005	Degrees issued uptill 2005
M.Ed.	715	467	904	1398
M.A. Education		1120	1573	121
M.Phil	18	12	20	02

### **Future Program**

The Department is planning to prepare manuals/training packages for;

- Community based rehabilitation committees
- In-service training for inclusive education
- Refresher courses for inclusion
- Families of special children
- Sports and recreational activities
- Training of teachers for gifted children
- Vocational Rehabilitation
- Pre-service training of teachers for inclusion

### **Special Services**

Voluntary services offered by the department are;

- To create public awareness about
  - Early intervention and prevention of disabilities
  - Need and importance of Inclusive Education
- To promote family support and referral services.

### **Conclusion**

The extensive purpose of this presentation is to share the ideas to develop a framework for desirable, appropriate opportunities for education, training and rehabilitation of children with ID. Here are few submissions, however, in certain settings these may not fit and may create some conflict, therefore related professionals are requested to try and help make such conflicts explicit and open to discussion and possible resolution.

This is an age of science and technology. Information and communication technology (ICT) can play an important role in education, training and rehabilitation of children with ID. Training in use of technology, its maintenance and knowledge of alternate uses may open new venues of sharing the successful practices and experiences for the country like Pakistan.



Outreach programs may be initiated by involving International, Regional and local donors to extend education, training and rehabilitation services for children with ID in remote areas.

To share opportunities for employment in the open market or alternate arrangements for gainful engagement of disabled persons with ID, apart from their own country need to be identified.

Cooperation and collaboration may be enhanced to initiate special schemes and strengthening of the existing programs in the area of self-employment of persons with disabilities for attaining economic independence.

The vocational training courses planned for the disabled persons in the participating countries be made available on video / audiocassettes and CDs.

- Networking of Resources (Human, Financial in Asia Pacific Region)
- Joint manufacturing of Assistive Technology

Thank you very much for patience required for proper listening

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# ***PHILIPPINES***

## **THEME: IMPROVEMENT OF EDUCATIONAL PRACTICE AND ENVIRONMENT FOR STUDENTS WITH INTELLECTUAL DISABILITIES FOR ACTIVE PARTICIPATION IN SOCIETY THROUGH EMPLOYMENT**

A SUMMARY OF COUNTRY REPORT

BY

**EDILBERTO I. DIZON, Ed.D.**

PHILIPPINES

Every child with special needs deserves all the support we can give. Such support encompasses basic needs provision, health services, protection and psychosocial assistance, education and life-skills training. Such support bespeaks not of piece-meal, fragmented intervention services but of a range, a continuum of coordinated, developmental career-education programs. We all believe, after all, that when we talk of a special child, we talk of a future.

This summary presents what the Philippines has done and does in line with providing a future for its special children especially those with intellectual disabilities.

The Philippines, through its relevant laws, mandates the compulsory education of Filipino children including those with special needs from elementary till secondary levels. Elementary covers a period of six years while secondary four years. Several factors impede the school attendance of many Filipino children. Notable among these are the following:

1. Rebel/ Insurgent-military conflicts in specific parts of the country compelling families to evacuate from one place to another; thus, disrupting schooling,

2. Limitations along advocacy and information dissemination,
3. Socio-cultural orientation including attitudes and idiosyncrasies,
4. The far distances especially of special schools/classes, if available, to the homes of the children,
5. Parents' expectations of their children to assist them in their work especially in agricultural communities, and in highly urbanized areas, to augment family income, and
6. Economic constraints that relate to the aforementioned factors and others not included.

Special education in the Philippines has undergone significant transformation since the establishment of the first SPED program by a team of Thomasites in the early 1900. Patterned after American perspectives and models in most aspects, special education in the country has incorporated into its programs several local/indigenous concepts and schemes customized to meet the needs of Filipino special children, their families, and communities. With the advent of normalization in the late 1960's and continuing on till the present, special education and general education in the Philippines have never been in such union before than they are today. The movement from segregation to integration has been met receptively but special classes and schools continue on to exist especially for children with low-functioning abilities and in areas where the mainstream/inclusion perspective has not yet pervaded. The exodus of SPED teachers to greener pastures abroad and centralization of most SPED programs/schools especially at the secondary and post-secondary levels in densely-populated urban areas have adverse effects on the quality of classes/programs and the creation of more.

A number of significant and relevant research undertakings have been done on these topics: a) employability of individuals with intellectual disabilities, b) career preparation for individuals with intellectual disabilities, c) vocational program proposals, d) evaluation of vocational program curricula, and e) concerns of parents related to their children's termination of schooling, among others. The translation of research findings into concrete practices has not been amply realized. Thus, theoretical bases/frameworks are available but implementation has not been at pace with current developments.

Transition for special students by way of further schooling, further job training or competitive employment needs much support in Philippine education. Vocational training has been strengthened in many public schools but the impact of such may not guarantee adequate competence for competitive jobs in the community. On-the-job-training or apprenticeship and sheltered workshops run by private schools/institutions, foundations, non-government agencies, and civic-spirited individuals and organizations provide much brighter opportunities and more adept vocational training approximating job-market demands.

Priorities in the job market of a growing economy such as the Philippines' specify steep criteria and qualifications. We are, therefore, deeply concerned how Philippine education can systematically and purposively meet the challenge of training individuals with intellectual disabilities to achieve optimally.

Special education in the Philippines adopts a Life-Centered – Career Education model which enables special learners to go through a purposive process - from school entry to exit – equipping them with skills and competencies at every level in the continuum. Such skills and competencies revolve around specific but related themes and involve progressive movement toward functional life skills that will enable a learner:

To care for himself.

To work.

To pursue leisure.

To assume personal responsibilities.

To form meaningful relationships, possibly even to marry and raise a family.

To be an involved member of the community.

How is a career education concept translated into a workable curricular program for learners with intellectual disabilities? Presented below is a framework of the transition process:

Career education starts from school entry to exit even extending up to post-secondary education when adult education, sheltered workshops and apprenticeship programs can be available through government funding and sponsorship by business establishments and non-government agencies. The process of career education consists of four basic stages, namely: a) career awareness, b) career exploration, c) career preparation, and d) career assimilation.

Career awareness involves the identification of the needs, abilities and potentials of the learner with intellectual disabilities. It introduces him to the environment, the workers therein and their contributions to the community, and the interdependence of workers toward shared goals for community welfare and development.

Career exploration involves a better familiarity with the nature of job and the workplace of each worker. It assists the learner to understand and appreciate work processes and their implications to daily living. It also enables him to see himself better in relation to the nature of jobs.

Career preparation enables the learner with intellectual disabilities to acquire skills through informal and formal training. Provision of sheltered workshops, apprenticeship and other formats of work training characterizes this stage. Work values and attitudes are sharply focused on alongside related topics such as safety, money matters and workers' rights and privileges.

Career assimilation involves provision of actual work with support from trainers, social workers and other human-service workers.

Below is a matrix showing an example how the Life-Centered - Career Education Model is operationalized through the educational continuum:

<b>Career Education Stage</b>	<b>Theme</b>	<b>Sample Lesson/Skill</b>
<b>A. Career Awareness</b> (Approximately Grades 1-3)	1. Understanding Self 2. Acquisition of Daily Living Skills 3. Acquisition of Academic-Related Skills 4. Physical and Psychomotor Training 5. Workers in the Community	1. Learning basic information about self 2. Specific lessons in eating, dressing, grooming 3. Writing, reading, simple computation 4. Fine and gross-motor training Simple tasks 5. Knowing workers in the community
<b>B. Career Exploration</b> (Approximately Grades 4-6)	1. Understand the World of Work 2. Development of Values and Attitudes 3. Increasing Psychosocial and Work-Related Skills 4. Increasing Academic-Related Skills 5. Refining Psychomotor Skills	1. Why people work, what workers do 2. Sharing, accepting suggestions 3. Observing rules, cooperating 4. Reading labels, filling up forms, money computation 5. Performing routine chores
<b>C. Career Preparation</b> (Approximately Grades 7-10)	1. Work Skills and Analysis of Occupations 2. Work Values, Attitudes and Habits 3. Human Relationships in the Workplace 4. Getting a Job	1. Knowing nature of work 2. Finishing work till completion 3. Consulting others Accepting suggestions for self-improvement 4. Readying application letter, submitting oneself for interview, apprenticeship
<b>D. Career Assimilation</b> (Post-Secondary Level)	1. Job Performance 2. Safety Matters 3. Rights and Benefits of Workers 4. Handling Finances 5. Leisure and Human Relationships 6. Work Ethics	1. Work efficiency and productivity 2. Traveling, protecting oneself from dangers 3. Work compensation, protecting oneself from harassment 4. Budgeting and saving 5. Recreation 6. Observing time schedule for work

We in special education confront a challenge requiring deep commitment and dedication. Let us join hands to help every learner with special needs actualize his potentials and be the best that he can!





# ***REPUBLIC OF KOREA***

## **Improvement of Educational Practice and Environment for Students with Intellectual Disabilities -for active participation in society through employment-**

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Korea Institute for Special Education, Korea

### **I . Introduction**

The modern special education in Korea began in 1894 when Mrs. Hall, a Methodist Church medical missionary, founded the first school for the visual impairment in Pyeongyang and began to teach the braille to a woman. The special class was first established in the protective institution for invalid children of Dongdaemun public school in 1937. The teacher class was first established for physical handicapped children in 1963.

Later, in December, 1977, the promotion ordinance for special education was enacted and proclaimed as a measure for promotion of the special education. In December, 1990, it was partly revised and complemented through the second amendment. In January, 1994, it was completely revised for the compulsory education system for the handicapped, the extension and propulsion of the integrated education and intensification of the plans for the individualized education, the introduction of parents' opinions about them, the guarantee of the petition right of the objection, and penal regulations against partiality.

The year 2005 saw the revision of the law to the main point of carrying out the every-five-year inquiries of the realities of the special education and newly establishing disabilities from health. Now, Ministry of Education aims at the maximized educational results through sharing obligation of special education by enacting 'All-Out Plans for the Development of the Special Education('03 ~ '07)'. And it carries out policies, first to let the handicapped secure the chance of the public education, second to uplift the qualification of the special education through the improvement of the teaching method for the handicapped, third to uplift the teacher's obligation and specificity for the special education, and fourth to rebuild support system for the extension of the support for the special education.

## **II. An out line of the school system**

### **1. General Framework of the Curriculum**

The present school system of Korea's education is a single-line style fixed in the reformation of the basic educational law in 1951 comprising two semesters of 6-3--3-4 system of elementary school(3 years), middle school(3 years), high school(3 years), and university(4 years).

As its complementary special school systems, there are civil educational centers as a elementary school level, higher citizenships training schools as a middle school level, higher technology schools and air-correspondence high schools as a high school level, and industry colleges, open university, and technology colleges as a university level. And in the kindergarten, elementary school, middle school, high school, university levels, there are many kinds of special schools.

Citizenships training schools aim at teaching primary, secondary, and vocational education to the general adults and the overdue adults without education of the elementary and middle school.

### **2. the Present Condition of Special Education**

The compulsory education for the handicapped children is for the courses of the primary and middle school. And the courses of the kindergartens and high schools are free of charge.

As institutions for special education there are special schools, special and integrated classes in the general schools, hospital classes in the hospitals, and itinerant education for the handicapped

in the homes, facilities, hospitals, and general schools who are in need of itinerancy. Special schools consist of 142 schools for the children with visual impairment, hearing impairment, mentally retarded, physical handicapped, and emotional disturbance which are made up of 5 national, 48 public, and 89 private schools, of which private schools are 62.7% of all the special schools.

Special classes are classes which are established in the schools from the primary schools to the high schools to carry out integrated education for those who are in need of special education, which are operated by the full-time system, part-time system, special teaching, itinerant education according to their abilities.

inclusion classes are classes which are established in the schools from the primary schools to the high schools to carry out integrated education for those who are in need of special education, in which one or two disabled children are included, and supported by the special teachers according to their abilities.

Itinerant education is what is carried out by the visit of the special teacher to the home, medical center, school, or other facilities.

Special schools, special classes, integrated classes, hospital classes have an enrollment of 58,362 of whom 33,618(57.6%) have mentally retarded, 8,447(14.5%) learning disability, 5,924(10.1%) physical handicapped, 5,870(10.0%) emotional disturbance, 2,549(4.4%) hearing impairment, 1,754 (3.0%) visual impairment , and 209(0.4%) health\_impairment.

Special schools, special classes, integrated classes, hospital classes have an enrollment of 58,362 of whom 33,618(57.6%) have intellectual disability, 8,447(14.5%) study disability, 5,924(10.1%) crippled disability, 5,870(10.0%) emotional disability, 2,549(4.4%) hearing disability, 1,754 (3.0%) eye-sight disability, and 209(0.4%) health disability.

According to the arrangement of the students of special education, 23,449(40%) are learning in special schools, 29,803(51%) in special classes, and 5,110(9%) in integrated classes. Of them 40% are in special schools, and 60% in general schools.

### 1) the Present Condition of Special Schools

<Table 1> in the below shows the present condition of special schools according to the disability sphere. The numbers are 80 in 2003, 85 in 2004, 87 in 2005, which have a tendency to increase. The students are 15,508 in 2003, 15,460 in 2004, 15,205 in 2005, which have a tendency to decrease.

section		visual impairment	hearing impairment	mentally retarded	physical handicapped	emotional disturbance	health impairment	total
schools	2003	12	18	80	20	7		137
	2004	12	18	85	20	6		141
	2005	12	18	87	18	7	–	142
students	2003	1,455	2,099	15,508	3,298	1,832	–	24,192
	2004	1,546	1,951	15,460	3,155	1,650	–	23,762
	2005	1,462	1,670	15,205	3,200	1,893	19	23,449

<Table 1> numbers of special schools and students according to the disability sphere

<Table 2> shows the present condition of special schools according to the course. Kindergartens have had enrollments of 1,450 in 2003, 1,278 in 2004, 1,188 in 2005. Elementary schools have had enrollments of 9,676 in 2003, 9,222 in 2004, 8,699 in

2005. The numbers of the students have decreased in the case of kindergartens and middle schools. Middle schools have had enrollments of 6,055 in 2003, 6,000 in 2004, 6,160 in 2005, which shows little change in numbers. High schools have had enrollments of 7,011 in 2003, 7,262 in 2004, 7,402 in 2005, which have a tendency for the entrance upon the special subjects to increase.

Section		kindergartens	elementary schools	middle schools	high schools	total
students	2003	1,450	9,676	6,055	7,011(including 800 in the special studies)	24,192
	2004	1,278	9,222	6,000	7,262(including 835 in the special studies)	23,762
	2005	1,188	8,699	6,160	7,402(including 992 in the special studies)	23,449
teachers (2005)		kindergarten teachers : 278 elementary teachers: 1,667 middle school teachers:2,707 therapeutic teachers:360, vocation teachers:133 <u>acupuncture(?)</u> teachers :47 nursing teachers:139 total : <b>5,331</b>				

<Table 2> numbers of teachers and students according to the courses (for all the students with disability)

## 2) the Present Condition of Special Classes

<Table 3> shows the present condition of special schools according to the special classes. The students with the mentally retarded are 12,655 in 2003, 14,337 in 2004, 15,723 in 2005, who have a tendency to increase gradually. It shows that though students with mentally retarded in the special schools are decreasing, students with mentally retarded in the special classes for integrated education are increasing.

section		visual impairment	hearing impairment	mentally retarded	Physical handicapped	emotional disturbance	health impairment	learning disability	Total
students	2003	142	384	12,655	1,222	3,034	-	9,431	26,868
	2004	143	417	14,337	1,268	3,063	-	8,516	27,744
	2005	222	494	15,723	1,895	3,549	162	7,758	29,803

<Table 3> numbers of students according to the handicapped sphere

<Table 4> shows the present condition of special classes according to the course. The numbers of the students are 26,868 in 2003, 28,002 in 2004, 29,803 in 2005, which is increasing. Accordingly, the numbers of the schools equipped with special classes are 3,217 in 2003, 3,448 in 2004, 3,724 in 2005, which are increasing continuously irrespective of the courses. And the numbers of the special classes are 4,102 in 2003, 4,366 in 2004, 4,697 in 2005, which are increasing.

Section		kindergartens	elementary schools	middle schools	high schools	Total
schools equipped with special classes	2003	72	2,430	601	114	3,217
	2004	87	2,548	652	161	3,448
	2005	102	2,698	715	209	3,724
Classes	2003	84	3,119	712	187	4,102
	2004	99	3,248	768	251	4,366
	2005	124	3,393	852	328	4,697
Students	2003	339	20,288	4,630	1,611	26,868
	2004	400	20,162	5,037	2,403	28,002
	2005	475	20,698	5,685	2,945	29,803
Teachers	2003	85	3,217	723	187	4,212
	2004	100	3,248	777	277	4,402
	2005	123	3,413	909	380	4,825

<Table 4> numbers of schools equipped with special classes, special classes, students, and teachers according to the courses (for all the students with disability)

### 3) the Present Condition of Integrated Classes

<Table 5> shows the present condition of integrated classes according to the disability spheres. The students with the mentally retarded are 1,217 in 2003, 1,645 in 2004, 2,690 in 2005, who have a tendency to increase. It shows that integrated education has been activated.

section		visual impairment	hearing impairment	mentally retarded	Physical handicapped	Emotional disturbance	Health impairment	Learning disability	total
students	2003	57	123	1,217	332	231	–	384	2,344
	2004	55	354	1,645	736	356	–	472	
	2005	61	385	2,690	829	428	28	689	5,110

<Table 5> numbers of students according to the disability sphere

<Table 6> shows the present condition of integrated classes according to the course. The numbers of the students are 26,602 in 2003, 31,171 in 2004, 34,581 in 2005, which are increasing. Accordingly, the numbers of the schools equipped with integrated classes are 4,067 in 2003, 4,567 in 2004, 5,654 in 2005, which is increasing continuously irrespective of the courses. And the numbers of the integrated classes are 19,399 in 2003, 20,735 in 2004, 23,529 in 2005, which are increasing.

Section		kindergartens	elementary schools	middle schools	high schools	total
schools equipped with integrated classes	2003	190	2,739	752	386	4,067
	2004	236	2,901	805	626	4,567
	2005	613	3,360	935	746	5,654
classes	2003	262	14,019	3,314	1,804	19,399
	2004	311	14,589	3,502	2,333	20,735
	2005	781	16,092	4,200	2,456	23,529
students	2003	355	19,123	4,521	2,603	26,602
	2004	1,586	20,477	5,323	3,785	31,171
	2005	1,739	22,255	6,306	4,281	34,581

<Table 6> numbers of students according to the courses (for all the students with disability)

#### 4) the Present Condition of Itinerant Education

<Table 6> shows the present condition of itinerant education. The students who have the circulation education are 2,599 in 2003, 2,999 in 2004, 3,175 in 2005, who have increased. And the classes are 328 in 2003, 440 in 2004, 517 in 2005. It shows that itinerant education has been activated.

<Table 6> numbers of students, classes, and teachers in relation to itinerant education

section	students					Classes	Teachers
	home	facilities	Hospitals	schools	total		
2003	862	1,239	29	469	2,599	328	490
2004	918	1,388	12	681	2,999	440	703
2005	903	1,465	22	785	3,175	517	713

#### 5) the Present Condition of Hospital Classes

<Table 7> shows the present condition of hospital classes. The students who have the hospital education are 51 in 2004, 67 in 2005. And the classes have increased 2 in

2004, 5 in 2005. From now on, the subjects of hospital education will be extended so that much more students with health impairment may have the favor of education.

Section	students	classes	teachers
2004	51	2	2
2005	67	5	5

<Table 7> numbers of students, classes, and teachers in relation to hospital education

### III. State of employment in relation to children with mental retardation

The courses of high school graduates from for special education mentally retarded are employment and continuance of their studies at a higher level.

25.6% of all the high school graduates from special education for mentally retarded have chosen vocations. The proportion of employment is 28.8% (365 among 1,264) in 2003, 22.5% (288 among 1,276 in 2004, 22.5% (309 among 1,211) in 2005. 35.4% of all the high school graduates from special education for mentally retarded have continued their studies at a higher level. The proportion of continuing their studies at a higher level is 28.4% (360) in 2003, 33.9% (433) in 2004, 35.5% (431) in 2005.

As for continuance their studies at a higher level, because they chose their special studies, their employment has not been solved yet. Specific types of their occupation were acupuncture (1), shoemaking (1), dressmaking (4), woodworking (2), gardening (7), floriculture (7), printing (2), and others (348) in 2003. And in 2004, Specific types of their occupation were industrial art (6), packing, assembling, transportation (83), agriculture (7), electronic assembling (22), confectionery-bakery (12), others (220). The occupation classification was reorganized since 2004 according to the 7th curriculum system amendment.

According to the Research on the Actual Condition 2000 of the Employees with Disability carried out by Korea Health Institute in 2001, the unemployment rate of persons with mental retardation

at home is 41.7%, the lengths of their service are below 1 year (44.4%), over 1 year less than 2 years (42.3%), over 2 years less than 3 years (4.0%), over 3 years less than 4 years (3.1%), over 4 years less than 5 years (2.0%), and more than 5 years (4.2%). Accordingly, as for the persons with mental retardation, though being engaged is important, they are supported to maintain their jobs and have continuous association guide by systematic backing.



At present, certain instructional hours are allotted for the homeroom teachers in charge of grade 12 and teachers in charge of special studies to serve association guides for undergraduates or interns. But because there is no system to serve association guides for the graduates, substitute measures for that should be arranged.

The Research on the Actual Condition 2004 carried out by Jeong, In-suk on 176 of 1,406 graduates from 5 schools for the mentally retarded who answered the inquiries shows that their types of occupations are simple laborers (73.5%), artisans and allied employees (17.7%), employees in service and desk jockeys (6.2%), engineer (2.7%).

These results tell us that types of occupations fit to the vocational aptitude more than simple labor should be developed, individualized tailored-education should be carried out so that the quality of vocational life may be enhanced.

The needs for jobs are so as to lead a regular life (36.1%), so as to make money (29.3%), so as not to lose their acquired ability (22.6%), and so as to escape from monotonous life at home. The results show that 70% of subjects needed jobs for a happy life more than for money. For those with mental retardation, jobs are not just means of economy but meaning of everyday life.

#### **IV. Educational activities carried out at schools to prepare such children for employment**

The 7th curriculum currently practiced comprises the basic curriculum and the national common basic curriculum. The basic curriculum is mainly used by the schools for mentally retarded, and the national common basic curriculum which is like that of general school is used by the schools for for hearing impairment, visual impairment, and physical handicapped.

Accordingly, the students with mental retardation are educated mainly by the basic curriculum, but they can be educated by the national common basic curriculum according to their ability when they need it.

Therefore though most of the students with mental retardation have vocational education as the basic curriculum, they have vocational education by the high school elective-centered curriculum for grades 10, 11.

The national common basic curriculum consists of industry, packing, assembling, transportation, confectionery-bakery, industry design, and acupuncture(for visual impairment ).

But this research deals with mainly the vocational courses of the basic curriculum for the students with mental retardation.

The vocational courses of the basic curriculum allot 340 hours of yearly 1,088~1,156 hours (29.41 ~ 31.25%) to middle schools, and to high schools they allot 408 hours of yearly 1,156~1,224 hours (33.33 ~ 35.29%). They are intensively carried out for the smooth life-leading after graduation from the viewpoint of the switch-over education.

Special schools can establish prevocational courses of 1~3 years after finishing the high school according to their choice. 29 schools (about 33%) of the 87 schools for mentally retarded establish and operate the prevocational course. They operate the prevocational course according to the high school curriculum, and put emphasis on making productive workmen by acquiring knowledge or technic as to the occupation. Therefore after their graduation from high school, they can enter into the prevocational course if they want.

## **1. vocational course of the curriculum**

### **1) educational contents of the vocational course**

The textbooks of the vocational course consist of Vol. 1 Job Life, Vol. 2 Vocational Preparation, and Vol. 3 Function of Occupation. Job Life deals intensively with the fields of individual life, and social life. Job Life deals intensively with the fields of individual and social life. Vocational Preparation deals intensively with the fields of school life and regional social life. The Function of the Occupation deals intensively with economical life and leisure. They decide subordinate fields in the life field of each volume, choose the tasks in the subordinate fields, and arrange them according to the degree of difficulty.

### **2) the definite contents of the vocational course**

#### **(1) Occupational Life**

The Occupational Life aims at enabling students to be accustomed to the function of basic life need for the occupational and social life and to maintain desirable mutual life. It consists of decent attire, maintenance of righteous mutual relationship, acquiring telephone etiquette, monetary management, and participating in leisure life.

#### **(2) Vocational Preparation**

Vocational Preparation aims at equipping students with the basic function and attitude related with occupation, and with the function of vocational preparation necessary to the occupational life. It consists of being accustomed to rules and attitude of occupational life, applying information given by sense, being used to basic learning function, dealing with basic tool, and searching for occupations.

#### **(3) Function of Occupation**

The Occupational Life aims at enabling students to participate in the work which needs simple work through work function and performance. It consists of sweeping, simple cooking, gardening-growing greens, simple assembling, aiding sale, aiding office work.

## **2. Real Main Working Guidance of Each School**

### **(1) Meal Training**

- Elementary School : class teacher, in person, guides basic having a meal to schoolchildren to be fed in each class.
- Middle School : teacher guides schoolers to be issued a meal ticket, hand in to the clerk, and to be provided a meal service.
- High School (Grades 10, 11) : teacher guides schoolers to have a proper quantity of meal, and to have a meal in self-service.
- High School (12, prevocational course) : teacher guides schoolers to have a meal in a foursome group, and to do the dishes.

### **(2) Training of Emotion and Strengthening a Sense of Duty**

teacher guides schoolers to grow a flower or crops fixed his or her name by a campaign of yearly growing one flower-one crop per schooler.

### **(3) Training by Various Contests**

- monthly beauty contest (cleanliness)
- monthly dancing contest (sociability)
- yearly exhibition (work of art)
- speech contest and self-introduction contest (confidence and relationship)

### **(4) Physical Training**

- elementary school (grades 1~3) : in-line skating
- elementary grade 4~high school : cycling
- every morning running and gymnastics(aerobics)
- the whole school climbing according to his or her ability and all-day climbing on Saturday
- teacher guides schoolers to have one-schooler one-class one-exercise one-hobby and to enjoy them regularly with their parents (table-tennis, badminton, hula hoop, swimming, basketball, in-line skating, and etc.)

### **(5) Attending School Training**

The teacher guides schoolers to go to or from school by public transportation if they can And if they cannot, teacher selects potential schoolers and guides them intensively to go to school with their parents and go from school with his or her teacher by public transportation one time a semester for two weeks. In the beginning the companion accompany the schooler in the bus or in the metro, and in the adaptation stage, the schooler does by himself and his or her companion accompany unknown to the schooler.

### **(6) Field Learning**

Operate the whole school field learning by visiting museums, old palaces, public offices, industries, and etc and by going to movies or theaters, eating out, and etc.

### **(7) Adapting Training for Workplace**

It is a training practiced one time per semester in high school. It organizes classes in office department, department of cooking support, department of car washing, and etc according to schoolers' ability and preference, and guides them for two weeks intensively by the detailed programs.

### **(8) Practical Training**

Get high school grade 12 to have a practical training in the industries for the adaptation to the work environment, acquisition of work attitude and vocational technic, extension of opportunity to be employed, and maintenance of vocational life.

### **(9) In-service Training for Teachers**

- practice a class-study(open class) a year
- each teacher's case-presentation of vocational guides a year
- practice in-service training on the vocational education through inviting outside specialists

### **(10) Education for Parents**

Practice Parent Education every two weeks for the interest in their children, for comprehension of the vocational education, and for inspiring them with education activities

### **(11) Vocational Education Centered on the Practical Training at Industries**

- Select industries employing the graduates and industries for practical training, and distribute teachers with exclusive responsibility
- Practice for the students of high school and prevocational course, or for the graduates
- Select the industries for the practical training with the aide of Korea Employment Promotion Agency for the Disabled
  - Guide and operate in liaison with Korea Employment Promotion Agency for the Disabled, Industries for practical training, and families.

## - Procedure and Method of the Practical Training

1. Selection of schoolers for the practical training - diagnostic evaluation - consultation with parent - distribution of instruction teacher	2. Selection of industries for the practical training - Official investigation - Selection of potential industries for practical training with Korea Employment Promotion Agency for the Disabled	3. Preliminary guidance (attendance & leaving, and regulations of the company, dining etiquette, saluting, manners, and etc. -Orientation	4. Practical Training -distribution of instruction teacher - Official Instruction for practical training and evaluation	5. Evaluation of practical training - distribution of instruction teacher - Official Instruction for practical training and evaluation	6. Employment and association guide
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## V. Conclusion

Schoolers with mental retardation should be provided various programs to inspire vocational interest and to enable them into being familiar with living technics which make them able to act his or her role completely through practical work experience so that they might be integrated as members of future changing community to adapt themselves to the practical life. And various functional education centered on the practical life should be carried out side by side so as for them to foster basic knowledge, technics, attitude, and etc which they should equipped as workmen.

Through this education, each of them should acquire from the functions of everyday life to the functions of relationship and sociability, vocational preparation, vocational technics, and etc, and should be fostered as a dependant individual who can apply these functions to various kinds of occupations .

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**SRI LANKA**



## Country Report of Sri Lanka

Improvement of Educational practice and Environment for  
students with Intellectual Disabilities – For active participation  
in society through employment

Prepared for

The 25<sup>th</sup> Asia –Pacific Intranational Seminar on Special Education

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At the National Institute of Special Education  
Yokohama –Japan

By  
Miss. D.K.D.Ratnawathi



## Introduction

Sri Lanka is a signatory to many international conventions including one that promotes social and educational equality for all. In this context the Sri Lankan schooling sector has adopted the principles of inclusion to develop a dynamic educational approach that responds to student diversity and uses individual difference for enriching learning.

In 2005, Sri Lanka has a population of 19 million comprising multi ethnic and multi religious groups. The Sinhalese comprise 74 percent of the population, Tamil 18 percent and 4 percent comprising Muslim and Burgers. Buddhism is the dominant religion and sits alongside Christianity, Hinduism and Islam.

The Sri Lankan economy is based on agriculture, however, in recent years development has focused on other industries under a number of free trade zone agreement including; Homagama, Katunayaka, Koggala and Biyagama. These agreements have generated new export markets for garments and as well increased foreign employment for many nationals.

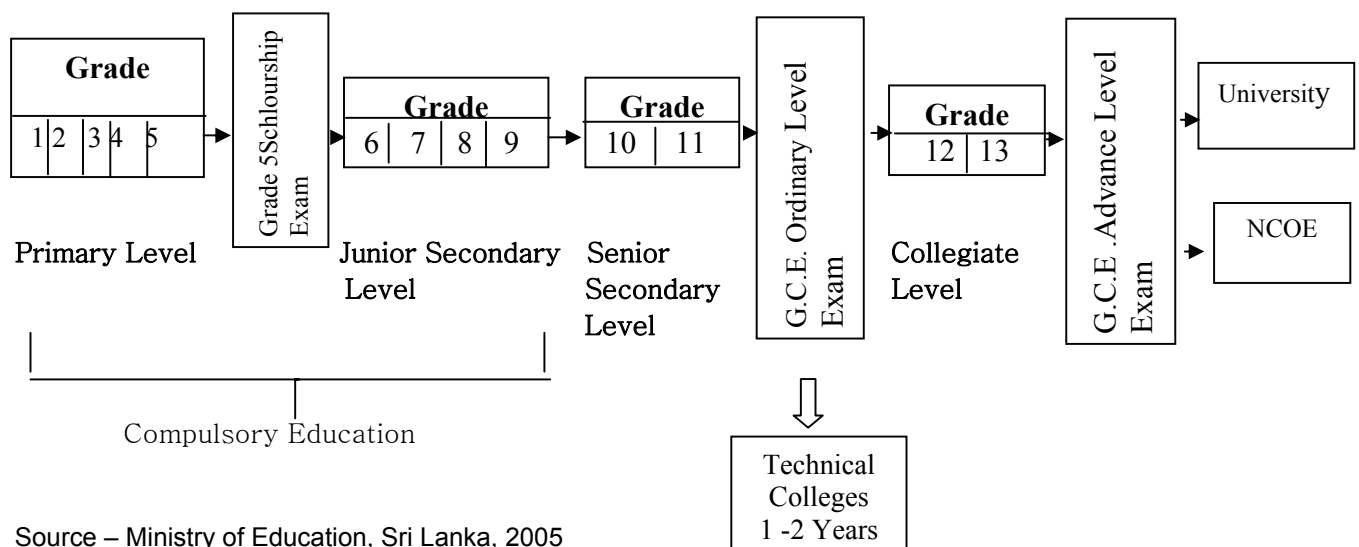
These developments are being built upon a cultural history spanning many centuries. The feudal rule of Sinhala Kings gave way to a colonial period starting with the Portuguese in the 16 century followed by the Dutch and finally the British who arrived in 1796. They governed until independence in 1948.

During the colonial period the Sri Lankan education system was influenced by western missionary school culture. In 1938 the Government introduced free and non-discriminatory education at all.

In 2005, 98 percent of all primary aged students attend school. The compulsory years of schooling apply to all 5 to 14 year olds in a system that comprises the following four levels.

01. Grade 1 – 5 - Primary Level ( 05 Years)
02. Grade 6 – 9 - Junior Secondary Level ( 04 Years)
03. Grade 10 – 11 - Senior Secondary Level (02 Years)
04. Grade 12 – 13 - Collegiate Level ( 02 Years)

**Figure 01 – School System in Sri Lanka**



In 2005, 9,766 Government schools cater for 3.875 million students. There are 324 National Schools managed by the Ministry of Education and 9,442 provincial schools managed by eight Provincial Councils. There are a further 561 Pirivenas (monasteries), 25 fee levying assisted special schools, 33 non fee levying assisted schools and 36 fee levying autonomous independent schools. English medium International Schools provide another category within the public & private school system.

### **Teachers and Students**

In 2005 the Ministry of Education employs 186,990 teachers nationally. These teachers have varying levels of qualification. There are 52,176 graduate teachers another 124,026 who are accredited as trained teachers and a further 9, 712 who are trainee or untrained teachers.

### **Compulsory Education**

Compulsory education is the key element of the education system in Sri Lanka. The legislative regulations for compulsory education are underpinned by a national:

- School Attendance Committee
- Compulsory School Attendance Monitoring Committee.

In recent years specific initiatives through the legislative regulations have been initiated to increase and maintain the participation of children and young people in education.

Through the attendance committees the number of non-school going children is monitored and targeted special programs have been developed and implement through the Non formal & Special Education Branch within the Ministry of Education. These programs:

- Promote inclusion
- Support teachers with additional specialist training and guidance
- Support the work of the School Attendance Committee by monitoring non-school attendance, undertaking media promotions, conducting community learning centres, conducting functional literacy centres as well as “Nanasarana” community residential and learning centres for street children.

### **Special Education in Sri Lanka**

Sri Lanka has a long and proud history in supporting people with disabilities. It is recorded that as far back as the 3<sup>rd</sup> century BC Buddhist emperor Asoka organized care institutions for people with disabilities and under the rule of King Buddhadasa a century later this practice was once again revived (Lope 2-1998).

During the colonial period, missionaries started institutions for children with disabilities. Most of these institutions operated as charities and looked after rather than educated children with disabilities. The first school for students with disabilities was established in 1912 and catered for children with Deafness and blindness. Since then more that 24 special schools for children with disabilities have come into being across the country.

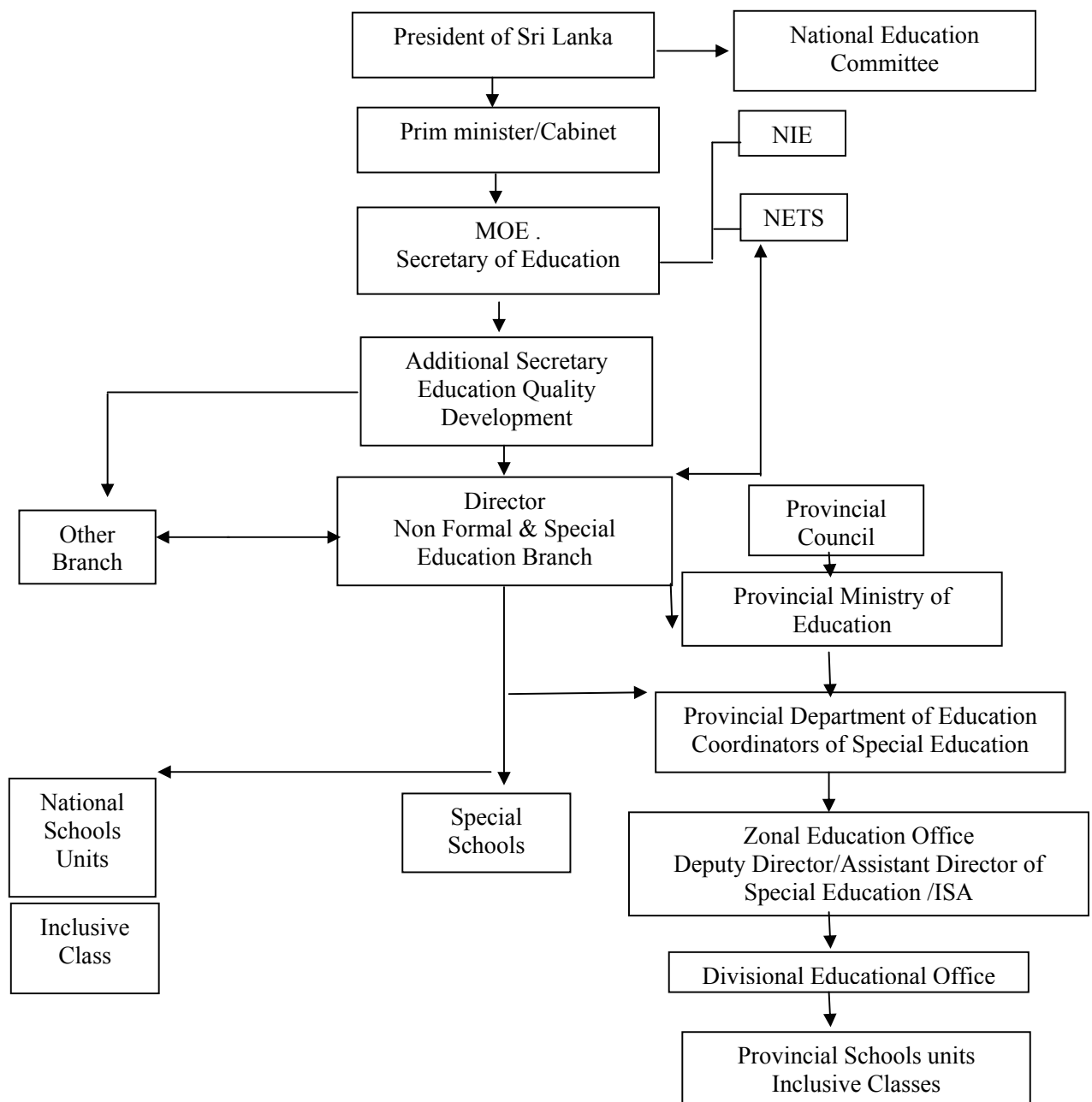
From 1969 students with disabilities have been integrated into regular schools through special classes and more recently through enrolment in regular classes. Early services

focused on students with blindness or visual impairment. In 1972 an integrated program for children with hearing impairments commenced and in 1986 integrated programs for students with intellectually disabilities began.

In 2005 there are 25 assisted special schools in Sri Lanka that are governed by boards of management. These are non-government schools that are assisted by Government grants in aid to fund teacher salaries, school books, uniforms and specialist teaching aids.

The services these schools provide are complimented by 1,000 special classes or inclusion units that operate in regular Government schools. Of these 610 units cater for students with intellectual disabilities. While 290 cater for students with Deafness or hearing impairment. These units work closely with the general education sectors of their schools and provide for many students a pathway to full inclusion. In 2004, across Sri Lanka over 45,000 students were reported to have disabilities who are being educated in regular classes. Many of these students were reported as having intellectual disabilities.

### Present Structure of Special Education



## **Education for Students with Intellectual disabilities**

Students with intellectual disabilities study in regular, special classes and special schools. Most students reported to have mild intellectual disabilities are educated in regular classes. Special units and special schools provide foundations skills and knowledge before many of them move into general classroom where they access the regular curriculum. This pattern of study provides students with basic formal education and some general pre vocational training in the areas of living skills.

Students attending special schools access additional vocational training that is conducted outside the regulated school hours. Students accessing education in regular follow the general curriculum and generally do not take part in vocational training through the formal school system. As a consequence their attrition rates in secondary schools are high. Non government organization and private institutions have combined to extend basic and vocational training to young people with intellectually disabilities.

## **Curriculum**

A separate curriculum has been drawn up for students with intellectual disabilities in special classes access a separate curriculum which focuses on basic education and vocational training. Its core areas are:

- Sensory training and integration
- Body concept and motor skills development
- Moral Education
- Basic mathematics, reading and writing skills
- Physical Education
- Daly living skill, pre vocational training
- Drama and aesthetic activities
- Environmental studies

## **Employment prospects for young people with intellectual disabilities**

The employment of people with disabilities in Sri Lanka is under pinned by two Government Public Administration Circulars No. 27/88 and No.1/99. These circulars collectively state that when vacancies in the public service and public corporations are being filled:

- three per sent (3%) of such vacancies should be filled by persons with a disability. These persons need to posses the qualifications for the role and can be assessed to perform their duties without their disability being a hindrance.
- the recruitment process for these positions should be in accordance with the approved schemes of recruitment /services minutes for all public sector and public corporation requirements.

Employment opportunities for people with disabilities favor those who have a diagnosis Deafness or blindness and they generally gain long term secure employment through the private sector rather than the public sector. Most people with intellectual impairment are also employed in the private sector as unskilled workers and they generally receive lower standard salaries. Some non-government organizations operate farms to support people with intellectual disabilities with ongoing employment and an income for their daily living expenses. Data on the numbers of people with disabilities in employment in Sri Lanka is not available.

### **Educational activities carried out at schools to prepare student with intellectual disabilities for employment.**

Data from a survey conducted in 2004 on 610 special education units and 11 special schools supporting students with intellectual disabilities indicated that 305 of special education units and 10 of the 11 special schools conducted vocational training for their students. Compared with regular schools, special schools place a greater emphasis on life living skills, fine motor skills and basic literacy including reading, writing and basic mathematics. Special Units and special school reported that they provide the following vocational programs.

Needle Work	Fabric painting	Gardening
Dress Making	Weaving of chairs	Lanterns Making
Hand Embroidery	Carvings	Ornament Making
Flower Making	Wood work	
Envelop Making	Agriculture	
Knitting (wool & thread)	Packing (foodstuff)	
Printing greeting card	Painting clay pots	

Special education units provide an average of 3 hours per week for vocational training activities while special schools provide 15 hours of training. There is no longitudinal data to indicate the impact these programs have on employment opportunities for young people with intellectual disability.

### **The Challenges**

There continue to be ongoing challenges for children and young people with intellectual disabilities accessing employment and their place in the community. Fundamental to these challenges are the cultural and social attitudes many have towards the inclusion of people with disabilities, an understanding of their human rights and limited available information on the effectiveness of existing programs and services to support people with intellectual disabilities.

Within the schooling sector the continued focus on a rigid academically oriented secondary curriculum coupled with strong community pressure for this type of traditional academic education provision marginalizes many with disabilities from the potential benefits of formal schooling. These challenges are set to dominate debate and actions in this area for some time.

## **Conclusion**

Sri Lanka is committed to creating an inclusive education system in which all learners are valued and diversity is addressed. The current schooling provisions accessed by students with disability are the building blocks to creating more inclusive schools through general education.

The challenges for the future are large and focus on harnessing the resources and capacity of both Government and non-government organizations to collaborate, develop and coordinate their respective efforts to improve and strengthen social, vocational and economic opportunities for young people with disabilities. Creating inclusive schools is an important first step in this journey.

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# ***THAILAND***

## **Job Preparing for Students with Intellectual Disabilities and Autism in Special Education in Thailand**

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### **Introduction**

When the people think of children with intellectual disability and autism, they usually think of inactive individuals. Overcoming exclusion through inclusive approaches in working is a real challenge and conceptual vision. If we think of education, the main aim of educating people wishes to acknowledge the greater contribution of investment to social capital. It's been one person who is able to work after learning something. Like students with intellectual disabilities or autism, we also wish to help them to find a job as well. Practitioners, who have provided their feedback and insight at various stages of this knowledge in education, hope to see each and all students working happily and properly.

Special education schools for vocational training for students with intellectual disabilities in Thailand saw the importance of the individuals to develop their highest potential precisely in 1973. The Thai government was aware of the right and potential of persons with intellectual disabilities by applying the international convention on the right of persons with intellectual disabilities, to protect the right of persons with intellectual disabilities and assist them in many ways. In the same year the Thai government formulated a policy improving the quality of life of the persons with disabilities, for them to have rehabilitation, encouraging them to have appropriate rehabilitation in eliminating the problems for persons with disabilities and stimulated nationwide development for all types of disabilities in various areas. Development of the body and the mind, including education in all types of education, supporting modern education, improving vocational skills and encourage the persons with disabilities to participation equally. A turning-point initiative seeks for full participation and cooperation equally among persons with disabilities (PWDs), leading to a close cooperation among governmental and private sector, among technocratic civil society and disabled organizations.

In 1991 the parliament issued the Rehabilitation of Disabled Persons Act, paving the way to far more development in the area of PWDs, definition the various types of PWDs. The rights and advantages of PWDs had been given by law, and also appropriate Ministerial Regulations by the Ministry of Public Health locally and internationally. The Ministry of Education has material to play on carrying the mission for education in conjunction with the government policy, increasing efforts for more activity. The Office of Basic Education Commission strengthened basic education and special education and welfare schools, providing the services for children with disabilities and disadvantaged groups, according to the National



Education Act of 1999 and improved the law by an amendment three years ago in 2002. Section 10 states under the words “Educational Rights and Duties” the following:

“Section 10. In the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 9 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.

Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

Education for the disabled in the second paragraph shall be provided free of charge at birth or at first diagnosis. These persons shall have the right to access the facilities, media, services and other forms of educational aid in conformity with the criteria and procedures stipulated in the ministerial regulations.”

Government by the Ministry of Education expanded the services of education covering all school-aged children to receive basic education at least for 12 years since 1999. In the year 1994 the Ministry of Education invested to build more schools and special education centers for children with disabilities. There are 13 regional centers and 63 special education centers in the provinces covering every part of the country, a total of 76 special education centers, providing the services and collecting information about the children with disabilities. In terms of children with disabilities, the special education centers' important role is to provide basic preparation, coordinating among regular schools, operating in integrated education, and seek for them in the villages for rehabilitation and prepare them to be ready to attend at public schools in integrated education or to send them to special schools to study among their disabled peers.

### **Education System**

Education for the children with disabilities in Thailand aims at helping them reach fully their potential of each person. They provide education and training at all levels to get their full rights as first-class citizens, to be good citizens for the country, have enough job skills for earning a living, able to lead their lives in Thai society as normal and in dignity, equally as others in society, as happy as others, and be with them in the integrated schools and vocational training centers, technical schools.

Education in the school system in Thailand, the Thai government regards as an important continuation, strongly supports and develops to make progress and prosperity for the future of the country. The education system is divided into three parts: one is education in the system, two is non-formal education, three is continuing education.

#### *Education in the system*

The government promotes people with disabilities to receive compulsory education, both general education and vocational, and higher education,

according to the educational plan. The government had announced that the students should receive 9 years for compulsory education free of charge in 2000; 6 years in Primary level, 3 years in secondary level. The age is stipulated at 7 -16 years old

#### *Non-formal education*

There is conformity for non-formal education in each community in all villages, which all centers provide both vocational training and general education to PWDs..

#### *Continuing education*

Continuing education is provided at special centers, responsible for these groups included PWDs, will prepare the learners to be ready and able to enroll to the system or home schools. Parents of the children can be a part of the system or to manage this form of education for their relatives by using their hospital or social education center.

### **Education for Students with Intellectual Disability and Autism**

The Ministry of Education by the Bureau of Special Education Administrator has undertaken responsibility for the education of students with pwds and disadvantaged students. There are 43 special education schools in Thailand, 19 schools are schools for students with intellectual disabilities. 20 schools are schools for students with hearing impairment , 2 schools are schools for students with physical impairment, 2 schools are schools for students with visual impairment. The numbers of students with disabilities in special education school, totally are 12,992 students, of which 6,449 students are declared as intellectual impaired.

Besides this, 63 provincial centers and 13 regional centers on special education also provide services for students with disability, including information concerning students with disabilities, education and rehabilitation, all schools and special education centers join hands in keeping information in each province. They prepare them to be ready to disseminate or pass on for administration, in all levels of education or make preparation, and be able to be ready before the school year, so that all children will be taken care in various areas, medical doctors, rehabilitation to improve the potential, promotion to be integrated in public schools or refer to integrated program schools at all levels of education. Since special education undertaken the duty on providing the services for the children with disabilities and help them with education. Therefore curriculums of all schools have to be adjusted to the ability of children with disabilities.

### **The Curricular of the Special Education School for Students with Intelltual Disability**

The schools for children with intellectual disabilities, including vocational, must prepare the students to be ready for a job and self- employment. Educable groups of students with intellectual disabilities have curricula, to study in the following parts: Academic subjects, like arithmetic, 50%, Daily living skills, 20%, Vocational training, 30%. Trainable groups of students have also curricula of learning broken down as follows: Academic subjects, 50%, Daily living skills, 32%, Vocational training, 18%.

In regular schools the curricula (in mainstreaming program) of the process of teaching follow the regular curriculum. Principles of evaluation can be adjusted appropriately according to the potential of the individual child. Sometimes we have to apply the curriculum of the special schools to suit the special needs of students in mainstreaming schools.

### **Prepare the Students with Intellectual Disabilities for an Occupation and Employment.**

Schools for students with intellectual disabilities set up the system for job training and daily working. The students are assigned to be on job training, which suit to their potential. Students with intellectual disabilities will have their time-table or duty-schedule, throughout the semester, weekends and vacation. Activities aim at preparing these children to be employed by the school, as well as to train them on jobs, or they have job training in school. Main activities e.g. are picking up rubbish and waste, cleaning toilets, watering flowers, growing vegetables, gardening, growing mushrooms, dyeing clothes, washing and ironing clothes, doing kitchen work to prepare food, handicraft, etc. These activities are organized to train various jobs for the children, they can enjoy do these things and feel well and have self-esteem.

Besides, many schools work closely in cooperation with the vocational college, and technical college as networks for vocational training. Some schools provide the job training at schools with invited lecturer from networking college, some send their students to networking college to attend the job training. When some of them pass a complete training, the school will employ them to work at school, or transfer them to workforce, such as business enterprise, private and government sector. byhaving cooperation from all sectors, including job placement officers. They have to be well-trained, preparing knowledge, and capable to do the job

Prepare persons with intellectual disabilities for workforce, an important factor is the human being must be ready, they have to be qualified, up to standard requirement. They must be keen in daily living skills, be able to get medical rehabilitation, having the tools and media to help them access to public services, Then they will be ready in conducting their career of the job.

### **Best Practice in Job Training for Students with Intellectual Disabilities**

I would like to emphasize on the best practices in job training for these students. The first school is **Panya Wuttikorn School**. This school promotes self-employment of students during school days, including youths with intellectual disabilities. In case of their knowledge and potential, the school has a project for temporary employment, so that this group of youngsters could gain experience for better skills and knowledge to satisfy their employers. The school has a vocational center for them. Each center is undertaken and conducted the skills for those youngsters for fully reaching the potential of them individually. By doing this, they graduate being recognized by society. This school is dividing trainees in three groups.

Group 1, vocation in school, this group of students is able to work regularly without assistance by the teacher throughout their curriculum. They will be

reassigned to work in different programs of the school, e.g. the school office, for office work, kitchen, cleaning and looking after the younger children, to assist teachers in different classrooms, receiving minimum allowance, about 1000 - 1200 Baht per month.

Group 2, trains vocationally in school in the form of shelter workshop. This group of students is able to carry on their work under the close supervision of their teachers. They work in the school shelter workshop such as producing detergent to wash dishes or clothes, or fabric softener and cleaning the floor. These inclusive jobs are making preparations for these youngsters to be ready for the future of work. Some jobs they produce souvenirs, receiving some regular income.

Group 3 - job training. this group is untrainable for a vocation. They may not be able to train to fulfill their job duties, but the families support and assist them in some parts, giving them easy orders, they can fulfill the job duties, but they do not have a regular income, but receive rewards sometimes, such as cookies, candy or fruits.

Another best practice is **Lighthouse center**, established especially for vocational training for students with intellectual disability. They conduct training for them to have knowledge, skills to work, enrolling youths with disabilities from the age of 16 up for training in various vocational fields. Cost is depending on the kind of job.

Example of training programs are :

1. Agriculture: Planting flowers and fruit for decoration, mushrooms, vegetables, biological gardening without chemicals
2. Home economic: Cooking without fat, iodine, including the home business
3. Handicraft: Making small items like small pots with plastic flowers, silk and various kinds of clothes
4. Artwork: plastic flowers, paper flowers, or clothes, etc.

The last show case is **the vocational training for Thai autistic children center** which was initiated by the Association of the Parents of Children with Autism, in cooperation with non-formal education department. This center has 50 autistic children receiving regular job training. Besides of basic education, they encourage autistic children to be trained on jobs appropriate to their skills and suitable to their interests, such as baking cookies or shortcakes for sale in shops, receiving a generous income, making photocopies, or printing paper for various schools, including gardening, growing vegetables for sale to the general market.

## **Conclusion**

Students with disabilities must be prepared to take care of themselves from the early stage. Special education centers have to undertake a survey for identification and registration with the help of other sectors involved. Teachers, parents, doctors, therapists and administrative personnel have to work together to achieve job placement and self-employment. We have to remember that our students with disabilities will never enter the workforce without tools. Remember, my friends, the most important tools are education, education and education.



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