

# **Final Report of the 28<sup>th</sup> Asia-Pacific International Seminar on Education for Individuals with Special Needs**

1-4 December 2008, Yokohama, Japan



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



***Final Report of the 28<sup>th</sup>  
Asia-Pacific International Seminar  
on Education for Individuals with  
Special Needs***

*The basic theme in the medium-term of the five years from 2006 to 2011*

***Advancement of Education to Meet the  
Special Needs of Individuals***

*Toward Realization of Principle of Equity and Social Cohesion*

*2008 Seminar Theme*

***The Role of Special Classes, Resource Rooms and  
Other Arrangements in Regular Schools***

*— Meeting Individual Educational Needs while Forming a Cohesive Society —*

***1-4 December 2008, Yokohama, Japan***

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# ***Overview of the seminar***

*NAKAZAWA Megue*

**Leader of Working Group for the 28<sup>th</sup> Asia-Pacific International Seminar on Education  
for Individuals with Special Needs**

## **I . Introduction**

As the national center for our special needs education in Japan, NISE is committed to active participation in international exchange and international contributions. As one such activity geared especially toward the Asia and Pacific regions, NISE has hosted a seminar every year since 1981, inviting delegates who are working in the field of special needs education in over ten countries. To date, a total of around 360 delegates have been invited to attend this Seminar.

In 2008, the 28th Asia-Pacific International Seminar on Education for Individuals with Special Needs was held at Yokohama Symposia for four days, including one day for the pre-conference. The theme of the Seminar was “The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools - Meeting Individual Educational Needs while Forming a Cohesive Society-.”

In this Seminar, thirteen countries participated, including Japan, Australia, Bangladesh, China, Indonesia, Korea, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, Sri Lanka, and Thailand. The foreign delegates consisted of various specialists, including administrative officials, school principals and scholars who were nominated by the National Commission for UNESCO of each country. To our regret, the delegates from Pakistan and Thailand were forced to cancel their trip to Japan due to the unexpected closure of Bangkok International Airport. The reports of these countries were, however, read by the host, and the main points of their reports were covered in the final discussion.

The Seminar had a total of about 270 participants, including officials from Japan’s Ministry of Education, Culture, Sports, Science and Technology, representatives of schools for special needs education, education centers and universities, and foreign students studying in Japan. As this Seminar was positioned as one of the programs related to “The Week of Disabled Persons” in Japan, display panels introducing NISE’s research activities were shown at the Seminar site with the aim of introducing the general participants to the latest research on special needs education.

## **II . Seminar Details**

### **1. Seminar Theme**

For every 5-year cycle, NISE determines a basic theme. For the cycle 2006 - 2011, it is “Advancement of Education to Meet the Special Needs of Individuals -Toward Realization of Principle of Equity and Social Cohesion-” In 2008, the theme of the Seminar has been determined as “The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools -Meeting Individual Educational Needs while Forming a Cohesive Society-.”

## 2. Seminar Organizers

National Institute of Special Needs Education

Japanese National Commission for UNESCO

(Support from) Japan International Cooperation Agency Yokohama International Center (JICA Yokohama)

## 3. Schedule / Venue

Schedule: 2008.11.30~2008.12.05

November 30 (Sunday)	Participants arrival (Orientation1 for the Seminar at Hotel JAL City Kannai Yokohama)
December 1 (Monday)	Visit to theme-related institution (Kamakura City Onari Elementary School) and visit to National Institute of Special Needs Education (Orientation2 for the Seminar)
December 2 (Tuesday)	Opening Ceremony, Keynote Speech, Presentation of International Comparison of Basic Data on Education, Country Reports
December 3 (Wednesday)	Country Reports
December 4 (Thursday)	Country Reports, General Discussion, Closing Ceremony
December 5 (Saturday)	Participants departure

Seminar venue: Yokohama Symposia

## 4. Visit to theme-related institution

On December 1, the visit to Kamakura Municipal Onari Elementary School was conducted with the participation of foreign delegates and Japanese presenter and NISE staff involved in the Seminar. In Kamakura, several schools are assigned with a pivotal role in special needs education. Seven schools have classes for special needs education for children with intellectual disabilities, nine schools have classes for special needs education for children with emotional disturbances, and one school has a class for special needs education for children with physical/motor disabilities. In addition, three schools have “*Kotoba no Kyoshitsu*” (speech class) which serves as resource rooms for their own and other schools’ students. Onari Elementary School was chosen to visit because it has all of these kinds of classes for special needs education as well as *Kotoba no Kyoshitsu* and is actively promoting support for children with special needs in regular classes.

In a brochure entitled “To Promote Special Needs Education in Kamakura City”, the Kamakura City Board of Education sets forth its basic policy as follows: “Special needs education reflects how society of the time perceive human beings. In keeping with the times, the demands from parents have also diversified. Hence, we believe that we must set ideals for our special needs education, and at the same time, step up our continued efforts to improve the contents of education and the facilities so as to be able to fully respond to the educational needs of children and parents”.

The educational goal of Kamakura City Onari Elementary School is to raise “a child who can live in harmony, having acquired independence and self-reliance”. Thus, this school was a suitable institution to visit in line with the theme of the Seminar. Onari Elementary School has 534 students, and the school building is completely barrier-free.

Some regular classes have children with special needs included, and the participants observed various forms of support provided to those children. The participants next visited special classes to see the programs as well as regular classes programs where children enrolled in special classes are included part time of the day. Finally they toured facilities of *Kotoba no Kyoshitsu* in a separate building and listened to an explanation.

After the tour, the principal, assistant principal, and teachers of Onari Elementary School took time to provide detailed information and held a question and answer session. This visit and information exchange greatly assisted foreign participants in understanding the actual state of special needs education in Japan. Throughout the three-day seminar, the participants repeatedly mentioned in discussions what they had observed at Onari Elementary School.

## **5. Keynote Speech**

Following the opening ceremony, Professor TSUGE Masayoshi of the graduate school of Hyogo University of Teacher Education gave the keynote speech “Teaching in Regular Classes and Pull-out Teaching - Substantiation of Each and Integration of the Two”. While tracing the history of special needs education in Japan, Professor TSUGE spoke about the current state of regular classes, classes for special needs education and pull-out teaching as well as the issues to be addressed and the future outlook. He also outlined the practice of pull-out teaching in China, South Korea, the United States, New Zealand and Norway based on the research that he himself conducted overseas, and he discussed the future perspective for classes for special education and resource classrooms from an international standpoint. Before concluding his speech, Professor TSUGE enumerated the factors necessary for successful fusion of teaching in regular classes and pull-out programs as follows: genuine understanding towards inclusive education, curriculum adaptation, development and utilization of individualized teaching plans, improvement in professional development of teachers, and finance.

## **6. Presentation of the basic data on education**

Following the keynote speech, Mr. TANAKA Yoshihiro, senior chief researcher of NISE, presented the basic data on education in the participating countries. The basic data was prepared based on the information on special needs education in each country collected from the participants by NISE. The purpose of this presentation was to assist the participating countries in recognizing commonalities and differences among themselves and in understanding the country reports which were subsequently presented. The basic data on Asia Pacific countries is published in the *Journal of Special Education in the Asia Pacific* and is also available on the NISE website.

## **7. Country Reports**

From the afternoon of December 2 through the morning of December 4, the delegates of the thirteen participating countries including Japan presented their country reports based on this year's theme. The report from Japan was entitled "The Role of Special Units in Elementary and Lower Secondary Schools – Response to the Educational Needs of Each Child" and was presented by Mr. FUJIMOTO Hiroto, senior chief researcher of NISE. As mentioned earlier, the reports of Pakistan and Thailand were presented by the seminar host on behalf of the delegates of the two countries.

## **8. General Discussion**

On December 4, the final day of the Seminar, a general discussion took place based on the Country Reports. Discussions were conducted under the framework indicated below:

- ① What were similar experiences?
- ② What were new experiences in individual countries?
- ③ What were good practices or ideas?
- ④ Other Comments

The common subjects discussed by each country include the steady trends in inclusive education, the need for specialized training for teachers, additional support for regular classes and cooperation with NGOs.

When asked which systems or practices of other countries were new to them, the participants mentioned resource rooms, national centers like NISE, legal provisions adjusted to UN Convention on the Rights of Persons with Disabilities, support for vocational education by the private sector and the cooperation model with NGOs, etc.

As good practices from which they could learn, they mentioned the coupon system for children with disabilities, the satellite system, roles of the national center, provision of education to children with severe disabilities and training for regular class teachers.

Comments were made on the differences in the way of defining children with special needs in different countries as some countries include gifted children or children in disaster-stricken areas. It was suggested that common terminology needs to be established to make discussion among the participants smoother. Another comment was made on the importance of monitoring and evaluating the outcome and effectiveness of programs put to effect.

## **III. Conclusion**

This year, the framework of the general discussion was distributed to the delegates prior to the Seminar. As a result, it appears that the delegates were able to listen to and understand each country's report in a systematic manner. As most participants from Asian countries do not speak English as their first language, they tend to make fewer statements during the general discussion than those whose native language is English. By knowing the framework of the discussion in advance, they seemed to be more prepared to state their opinions, and all participants joined the discussion more actively

than before. The staff of NISE is committed to continuing further efforts to make the Seminar a more meaningful experience.

# ***List of Delegates***

***- Participants as Delegates for the 28<sup>th</sup> Asia-Pacific International Seminar on Education for individuals with Special Needs -***

<b>AUSTRALIA</b>	<b>Ms. Fiona Forbes</b> School Principal, Peel Language Development School Vice President, Australian Special Education Principal's Association
<b>BANGLADESH</b>	<b>Mr. Md. Jahangir Hossain</b> Senior Assistant Secretary Ministry of Social Welfare
<b>CHINA</b>	<b>Ms. Cuihang Liu</b> Official, Special Education Division, Basic Education Department Ministry of Education of PRC
<b>INDONESIA</b>	<b>Mr. Joko Adi Sasmito</b> Staff, Directorate of Special Education Directorate General of Management, Ministry of National Education
<b>JAPAN</b>	<b>Mr. FUJIMOTO Hiroto</b> Senior Chief Researcher, Department of Policy & Planning National Institute of Special Needs Education (NISE)
<b>KOREA</b>	<b>Dr. Hyeun Jin Kim</b> Director, Division of Planning & Research Korea Institute for Special Education (KISE)
<b>MALAYSIA</b>	<b>Dr. Mohamad Nor Bin Mohamad Taib</b> Director of Planning and Research Division, Special Education Department Ministry of Education, Malaysia
<b>NEPAL</b>	<b>Mr. Hari Ram Panta</b> Section Officer, Inclusive Education Section Department of Education
<b>NEW ZEALAND</b>	<b>Ms. Adele Peart-Baillie</b> District Manager of North West Auckland, Special Education Ministry of Education
<b>PAKISTAN</b>	<b>Mr. Maqbool Ahmad Khan</b> Secretary, Special Education Department Government of the Panjab
<b>PHILIPPINES</b>	<b>Ms. Veneriza Nazareno Trillo</b> Director, Resource and Program Development Jesu-Mariae International School, Inc.
<b>SRI LANKA</b>	<b>Mr. H.A.H.K.Nimal Hettiarachchi</b> Assistant Director of Education(Special Education) Zonal Education Office
<b>THAILAND</b>	<b>Dr. Somporn Warnset</b> Director, Office of Basic Education Commission Ministry of Education

# *Agenda of the Seminar*

The 28<sup>th</sup> Asia-Pacific International Seminar on Education for Individuals with Special Needs

November 31- December 4, 2008

<b>Date</b>	<b>Time</b>	<b>Contents</b>
<b>Nov. 31, Sun</b>		Arrival Day Orientation 1
<b>Dec. 1, Mon</b>		Pre-conference
	9:30-12:00	School Visit (Kamakura City Onari Elementary School)
	15:00-18:00	Visit to National Institute of Special Needs Education (NISE)
<b>Dec. 2, Tue</b>	12:30-13:00	Venue Open
	13:00-13:30	Opening Ceremony
	13:30-14:30	Keynote speech by Professor. TSUGE Masayoshi
	14:30-14:40	Break
	14:40-15:10	Presentation by Mr. TANAKA Yoshihiro
		The basic information of each country, concerning education
	15:20-17:20	Country Report (Australia, Bangladesh, China)
<b>Dec. 3, Wed</b>	8:30-9:00	Venue Open
	9:00-10:40	Country Report (Indonesia, Japan)
	10:40-11:05	Break
	11:05-12:00	Country Report (Korea, Malaysia)
	12:00-14:00	Lunch
	14:00-15:20	Country Report (Nepal, New Zealand)
	15:20-15:40	Break
	15:40-17:00	Country Report (Pakistan, Philippines)
<b>Dec. 4, Thu</b>	8:30-9:00	Venue Open
	9:00-10:05	Country Report (Sri Lanka, Thailand)
	10:05-10:40	Preparing for general discussion
	10:40-11:40	General Discussion
	11:40-11:55	Comments on the theme for next year from each delegate
	11:55-12:10	Closing Ceremony
<b>Dec. 5, Fri</b>		Participants leave

# ***Opening Address***

***ODA Yutaka***

**President**

**National Institute of Special Needs Education**

Welcome to all of the international delegates who have joined us from overseas and to all of the other participants who are here today.

My name is ODA Yutaka and I am the President of the National Institute of Special Needs Education. On behalf of the Institute, I would like to give a short speech to open the 28<sup>th</sup> Asia-Pacific International Seminar on Education for Individuals with Special Needs.

Firstly, let me begin by expressing my thanks to everybody participating in the seminar. It pleases me greatly to take part in this seminar with all of the delegates here who are endeavoring to promote better education for children with disabilities in the Asia-Pacific region. Unfortunately, circumstances concerning international air travel have prevented some delegates from flying to Japan. However, the seats for these delegates are also prepared as a sign of our hope that the circumstances turn to the better and enable them to arrive here before the end of the Seminar.

In conjunction with the Japanese National Commission for UNESCO, the National Institute of Special Needs Education has hosted an international seminar every year since 1981 with the aim of improving education for children with disabilities in the Asia-Pacific region.

Administrative officials, researchers and people working in education throughout the Asia-Pacific region have been invited to attend these seminars, with a total of more than 360 participating from overseas to date.

Twenty-five years on from the first annual seminar, we changed the name as of 2006 to the Asia-Pacific International Seminar on Education for Individuals with Special Needs, and further decided to set the long-term theme for the seminar over the coming five years as “Advancement of Education to Meet the Special Needs of Individuals - Towards Realization of Principle of Equity and Social Cohesion.”

Under this long-term theme, we also set “The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools - Meeting Individual Educational Needs while Forming a Cohesive Society-“ as the theme for 2008.

The issues that each of the countries in the Asia-Pacific region need to overcome may vary. Yet while initiatives implemented in the field of education for children with disabilities may differ among countries throughout the region, I believe that we can still learn from each other.

Let me touch shortly on the current development in Japan, the host country, and at the National Institute of Special Needs Education, the hosting institution of the Seminar.

Since 2007, our country has been undergoing a transition from “special education” to “special needs education” to meet the needs of individual students regardless of their placement.

Coinciding with this change has been the urgent issue of providing support for persons with developmental disabilities, such as learning disabilities and attention deficit/hyperactivity disorder (ADHD), which had been dealt with insufficiently in the past. The Law Concerning Support of Persons with Developmental Disabilities was enacted to pave the road to supporting people with developmental disabilities. The law stipulates early identification and support in order to encourage their social independence and social participation.

In response to such changes in the society, the NISE established the Information Center of Education for Persons with Developmental Disabilities. The Center launched a Web site past August to support teachers, guardians, and anyone involved with developmental disabilities as well as to raise awareness of the public.

The timing of the 28<sup>th</sup> Asia-Pacific International Seminar on Education for Individuals with Special Needs during this major transition has great significance for Japan.

Through the seminar, the Institute hopes to facilitate international cooperation among Asian-Pacific countries toward the betterment of education for children with disabilities throughout the whole region.

Finally, may the discussion and opinions exchanged over the course of the seminar be useful to you all.

Thank you.

# ***Keynote Speech***

## **“Teaching in Regular Classes” and “Pull-out Teaching” - Substantiation of Each and Integration of the Two -**

*TSUGE Masayoshi*

Hyogo University of Teacher Education

### **Summary**

Most countries have special schools of some sort for educating children with disabilities. These are the schools for the blind, the schools for the deaf, the schools for children with intellectual disabilities, the schools for physical and motor disorders and so forth. These special schools are in addition to elementary, lower, and upper secondary schools. In many of these countries, elementary and lower and upper secondary schools have, besides “teaching in regular classes,” some type of institutionalized “pull-out teaching” set up. For example, in Japan, there are resource rooms with special needs services and there are special classes. Furthermore, assessment classes, satellite classes and various other classes are provided in some countries.

In Japan, with the recent development of full-scale education and support for children with developmental disabilities, the ways that “teaching in regular classes” and “pull-out teaching” should be done, and whether there is a desirable relationship (or integration) between the two, are being questioned afresh.

Nevertheless, there are no definite answers. How should roles be assigned, respectively, to “teaching in regular classes” and “pull-out teaching”? How is each role established, and thereafter how should the two kinds of teaching be integrated? At present, each country is groping for the best answers to suit its actual conditions.

Accordingly, in my lecture, I’ll explain “special needs services in resource rooms” of elementary and lower secondary schools and others, and I’ll explain “pull-out teaching” in these schools, and give a bird’s-eye view of the current state of their integration, together with the problems involved, hoping to provide you with an opportunity for looking out over future directions.

In discussing the integration, I’d like to propose five points of view. They are: (1) Understanding the need for inclusive education and concrete measures that can be conceived; (2) What the curricula for both of them should be like; (3) Problems concerning the development of individualized education plans; (4) Teacher’s specialization; and (5) The problem of cost efficiency.

### **1. Introduction (Japanese and international trends of education for children with disabilities)**

#### **(1) A History of Japan’s Education for Children with Disabilities**

- Moain, Kyoto (1878).
- Takinogawa Gakuen, Tokyo (Facility for mentally retarded Children) (1897).

## **(2) Recent Trend in Japan (Conversion from Special Education to Special Needs Education)**

- Conversion from special education to special needs education took place only in the 21<sup>st</sup> century. (Institutional change took place in 2007.)
- 6.3% of children in regular classes have developmental disabilities (LD, AD/HD and high-functioning autism) (Ministry of Education, Culture, Sports, Science and Technology, MEXT, 2002)
- There has been a rapid increase in the ratio of children who wish for special needs education (Children enrolled at special needs schools, special needs classes, etc. represent 2%.) (Ministry of Education, Culture, Sports, Science and Technology, 2008).

## **(3) Features of National Education for Children with Disabilities**

- There are wide differences between nations in their program setups and in the progress of education for their children with disabilities.
- The process of growth also differs from nation to nation.

## **(4) International Trend**

- To respond to diversifying needs, with as few restrictions as possible (promotion of inclusive education) (the Salamanca Declaration 1994).
- Convention on the Rights of Persons with Disabilities (adopted by UN plenary session in December 2006).

## **2. “Teaching in Regular Classes” and “Pull-out Teaching”: History, Purpose and the Ways that They Should Be Done**

### **(1) History**

- Birth of “school classes.”  
Before the middle ages, there were no “classes” in schools.
- Then, “teaching by age” and “curricula by age” appeared (class system).  
In view of “teaching correspondingly to levels of students” and “cost efficiency.”
- In Japan, school classes were institutionalized in 1891 (Ordinance of the Ministry of Education, “Regulations on Organization of Classes”).

### **(2) Purpose**

- Why pull-out?  
(Is the teaching in a regular class insufficient?)
- Does “an increase in social needs” keep pace with the maturing of a nation, or is it “a trend to attach importance to each child’s individuality” that exists in this context?

### **(3) The Ways that They Should Be**

- The case of teaching only in regular classes.
    - Persons to be made use of One teacher for one class Team teaching (multiple teacher system)
      - Supporters
      - Volunteers
      - Guardians
    - Content and method of teaching
      - Adaptation to individuals.
      - Thought should be given to the content and the method of teaching. (The extent of adaptation also matters.)
      - There may be a case where a curriculum needs to be modified.
      - It is not the content of curriculum but the framework of lessons that should be figured out in some cases.
    - Guarantee of the quality of classwork. (Examples: Improvement of classwork, classwork study meeting.)
  
  - Case of using pull-out teaching
    - Most of the time is spent in an regular class, and a part of teaching is carried out in a special place. (Example: Resource room.)
    - Most of the time is spent in a special place and the rest is spent in a regular class. (Example: Special class.)
    - Establishment of classes in elementary and lower secondary departments, etc. of special schools. (Examples: Branch school, branch class (satellite).)
- ※In any case, an individualized education plan should be prepared and made good use of.

### **3. Pull-out Teaching in Japan**

#### **(1) Outline of Setup**

- A dual system of “special needs services in resource rooms (resource rooms) and “special needs classes.”

#### **(2) Outline of Special Needs Services in Resource Rooms**

- Enrollment in a regular class.
- Individualized teaching or teaching in small groups up to 8 hours or so per week.
- One teacher takes charge of about ten children.
- The services comprise a combination of three types: resource rooms in schools, resource rooms in other schools, and instructions by peripatetic teachers.
- Compilation of a special curriculum.
- Use of the national curriculum guidelines for special needs schools (activities to promote independence) as a reference.

- Development of an individualized education plan.

### **(3) Outline of Special Needs Classes**

- Children who learn in special needs classes are enrolled in special needs classes, not at regular classes.
- It is designed so that one teacher is in charge of eight children. (In fact, however, a class usually consists of two or three children.)
- In principle, children are educated entirely in this room. Depending on their individualities, however, there may be cases where they are taught together with other children in a regular class. (Legal ground: “Exchange and joint learning.”)
- Development of an individualized education plan.

### **(4) Problems**

- The number of resource rooms is far from sufficient.
- Since LD and ADHD have been covered by special needs services in resource rooms just in fiscal 2006, the content and the method of teaching are still to be improved.
- A gap between special needs service in resource rooms and teaching in special need classes. (Services lack continuity.)  
Thereupon, transition to “special needs classrooms” is proposed; pilot projects are under way across the country.
- The way of teaching children with special needs in regular classes (exchange and joint learning) needs to be established fully. Is a plan made and teaching carried out by taking each child’s individuality into consideration?
- The problem of specialization of teachers in charge (particularly with respect to special needs classes).
- Kindergartens have neither of them. (Are they unnecessary?) (Local governments are making autonomous efforts.)
- Upper secondary schools have neither of them. (Are they unnecessary?)

### **(5) Other Tendencies**

- Instead of special needs services in resource rooms or special needs classes as a formal setup, teachers of a school give guidance in turn to children with developmental and other disabilities by making use of vacant rooms or special rooms. This means an additional task for the teachers but eventually facilitates teaching in regular classes. (It gives rise to a cost problem.)
- A branch school or a branch class of a special needs school provided in an elementary, lower or upper secondary school.

#### **4. Pull-out Teaching in Various Foreign Countries**

##### **(1) Korea**

- Transition to part-time special classes (observation by overseas inspection team).  
Such classes are provided in upper secondary schools, too.

##### **(2) U.S.A.**

- Resource rooms and special classes (in proportion to study hours in regular classes). (observation by overseas inspection team)  
Such classes are provided in upper secondary schools, too.

##### **(3) New Zealand**

- Assessment classes and satellite classes in addition to resource rooms and special classes (observation by overseas inspection team).

##### **(4) Norway**

- With the change of a special school's function to a center-like one, teaching is carried out in elementary and lower secondary schools, etc. in neighboring areas. (observation by overseas inspection team)

#### **5. “Teaching in Regular Classes” and “Pull-out Teaching”**

##### **Substantiation of Each and Integration of the Two**

##### **(1) True understanding of Inclusive Education and Concrete Plan, Execution and Evaluation**

- True understanding on the national and municipal levels as well as on the teaching staff level is required.
- Understanding by not only school teachers but guardians and ordinary citizens should be promoted. (In other words, social justification should be secured.)
- Mass media and private businesses also should try to promote ordinary citizens' understanding.

- 
- In what proportions should the content of education be allotted between “teaching in regular classes” and “pull-out teaching”? (Coordination between teaching in regular classes and pull-out teaching.)
  - Someone should be named as an allocator, and a system for the allotment should be created. (Should special needs education coordinators play the role?)
  - Teaching should be carried out only after making a concrete education plan, and the result of the teaching should be evaluated,

##### **(2) Curriculum-related Problems**

- How should curricula be worked out for “teaching in regular classes” and “pull-out teaching,” or should an integrated curriculum be drawn up?
- Are a curriculum for “teaching in regular classes” and one for “pull-out teaching” the same?
- If so, what is the content of additional guidance in “pull-out teaching”?
- If not, what is the difference between the two, and how do they differ from each other?

### **(3) Preparation and Practical Use of Individualized Education Plan (IEP)**

- Common language among persons involved.
- Linkage between “teaching in regular classes” and “pull-out teaching.”
- For whom and at what level should IEP be made?
- What about teaching and support for a child who is not necessarily in need of an individualized education plan?

### **(4) Improvement of Teacher’s Specialization**

- Educational qualifications
  - Is education at a 4-year university department sufficient? Is further education (training) at a graduate school required?
- Specialization
  - Demonstration classes, classwork study meetings, and devising of plans to help learning.
  - The role of special needs education coordinators.
  - Is it true that teachers involved in special needs education have little knowledge of education in regular classes?
- Teacher’s license
  - Whether there is a license for special needs education or not.
  - To obtain two licenses respectively for elementary and lower secondary schools and special needs schools.

### **(5) The Problem of Cost Efficiency**

- Providing places for pull-out teaching and their operation.
- Employment and proper placement of full-time teachers.
- The problem of teacher’s specialization. (Verification of the content and the method of training.)
- Verification of the result of pull-out teaching. (Is it possible to judge that the result justifies the cost?)

## **6. In Conclusion**

Before arguing “regular classes” vs. “pull-out teaching,” it would be necessary to bring children into focus and to consider the direction of continuous support that can deal with their individualities.

To do so, what can be done in regular classes and the ways of supplementing an insufficient

portion of pull-out teaching should be discussed. Following these processes, it is important to seek an ideal form of integration of the two.

Nonetheless, the extent of teaching and support which can be provided in regular classes will differ greatly depending on the tasks assigned to pull-out teaching.

Conversely, the extent of tasks assigned to pull-out teaching will be defined in relation to substantiation of the content and the method of teaching in regular classes.

The above argument heavily depends on how appropriately the teacher's specialization, education, and in-service training will be conducted.

In addition, it would be also necessary to take the problem of cost efficiency into consideration in designing a system and preparing for its operation.

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NISE International Seminar on Asia/Pacific Special Needs Education 12/2/2008

**“Teaching in Regular School Classes” and  
“Pull-out Teaching”  
-Substantiation of Each  
And Integration of the Two”**

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**Topics**

- 1. Introduction**
- 2. “Teaching in Regular Classes” and “Pull-out Teaching”: History, Purpose and the Ways that They Should Be Done”**
- 3. Pull-out Teaching in Japan**
- 4. Pull-out Teaching in Various Foreign Countries**
- 5. Requirements for Successful Integration**
- 6. In Conclusion**

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## 1. Introduction

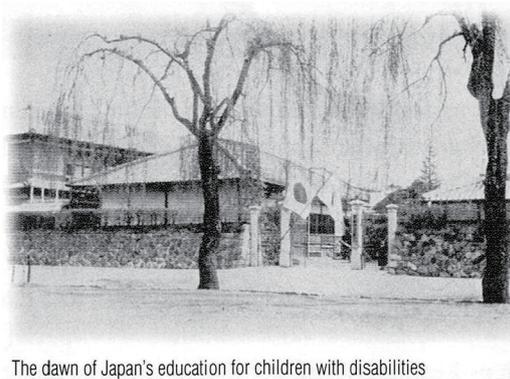
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### 1. Introduction

#### (1) A History of Japan's Education for Children with Disabilities

- Moain, Kyoto (1878).
  
- Takingogawa Gakuen, Tokyo (Facility for Mentally-retarded Children) (1897).

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The dawn of Japan's education for children with disabilities  
(Kyoto, "Moain" School 1878)

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Takinogawa Gakuen  
(The first facility for Mentally-retarded Persons in Japan)  
1891  
1897  
Ryoichi Ishii  
Fudeko Ishii



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### 1. Introduction

#### (1) A History of Japan's Education for Children with Disabilities

- 1878 Establishment of Kyoto Moain
- 1891 Establishment of Kojo Gakuin (precursor of Takingogawa Gakuen) (Founder: Ryoichi Ishii)
- 1948 Schools for the blind and schools for the deaf, made compulsory
- 1971 Establishment of National Institute of Special Needs Education
- 1979 Schools for children with disabilities, made compulsory
- 1993 "Special needs services in resource rooms" started
- 2001 "Future Directions for Special Education in the 21st Century" (Report)
- 2003 Model projects for persons with LD, ADHD, high functioning autism and other disabilities commenced in Tokyo Metropolis, Hokkaido and all of the 45 prefectures
- 2005 Enforcement of the Law concerning Support for Persons with Developmental Disabilities
- 2006 Inclusion of LD and ADHD in the coverage of special needs services in resource rooms.
- 2006 Amendment of the School Education Law (to special needs schools)
- 2007 Conversion to special needs education (Legally)

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### 1. Introduction

#### (2) Recent Trend in Japan (Conversion from Special Education to Special Needs Education)

- Conversion from special education to special needs education took place only in the 21st century. (Institutional change took place in 2007).
  
- 6.3% of children in regular classes have developmental disabilities (LD, AD/HD and high-functioning autism) (Ministry of Education, Culture, Sports, Science and Technology, MEXT, 2002)
  
- There has been a rapid increase in the ratio of children who wish for special needs education (Children enrolled at special needs schools, special needs classes, etc. represent 2% of the school age population) (MEXT, 2008).

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## 1. Introduction

### **(3) Features of National Education for Children with Disabilities**

- There are wide differences between nations in their program setups and in the progress of education for their children with disabilities.
  
- The process of growth also differs markedly by nation.

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## 1. Introduction

### **(4) International Trend**

- To respond to diversifying needs, with as few restriction as possible (promotion of inclusive education) (the Salamanca Declaration 1994).
  
- Convention on the Rights of Persons with Disabilities (adopted by UN plenary session in December 2006).

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## **2. "Teaching in Regular Classes" and "Pull-out Teaching"**

### **History, Purpose and the Ways that They Should Be Done**

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## **2. "Teaching in Regular Classes" and "Pull-out Teaching"**

### **(1) History**

- Birth of "school classes"  
Before the middle ages, there were no "classes" in schools.
  
- Then, "teaching by age" and "curricula by age" appeared (class system).  
In view of "teaching correspondingly to levels of students" and "economization of cost".
  
- In Japan, school classes were institutionalized in 1891 (Ordinance of the Ministry of Education, "Regulations on Organization of Classes").

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## **2. "Teaching in Regular Classes" and "Pull-out Teaching"**

### **(2) Purpose**

- Why pull-out?  
(Is the teaching in an regular class insufficient?)
  
- Does "an increase in social needs" keep pace with the maturing of a nation, or is it "a trend to attach importance to each child's individuality" that exists in the context?

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## **2. "Teaching in Regular Classes" and "Pull-out Teaching"**

### **(3) The Ways that They Should Be**

- The case of teaching only in regular classes.
  - Persons to be made use of  
One teacher for one class, team teaching (multiple teacher system), supporters, volunteers and guardians (parents)
  - Content and method of teaching  
Adaptation to individuals.  
Thought should be given to the content and the method of teaching. (The extent of adaptation also matters.)  
There may be a case where a curriculum needs to be modified.  
It is not the content of curriculum but the framework of lessons that should be figured out in some cases.
  - Guarantee of the quality of classwork.  
(Examples: Improvement of classwork, classwork study meeting.)

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## **2. “Teaching in Regular Classes” and “Pull-out Teaching”**

### **(3) The Ways that They Should be**

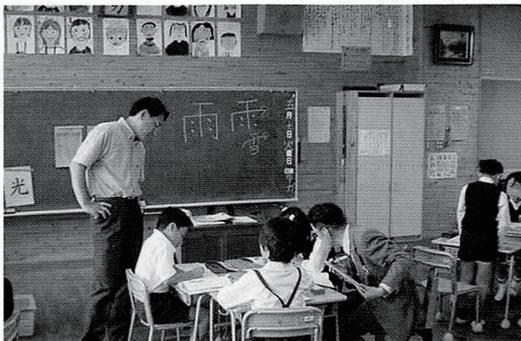
- Case of using pull-out teaching
  - Most of the time is spent in a regular class and a part of teaching is carried out in a special place. (Example: Resource room.)
  - Most of the time is spent in a special place and the rest is spent in a regular class. (Example: Special class.)
  - Establishment of classes in elementary and lower secondary departments, etc. of special schools. (Examples: Branch school, branch class (satellite).)
- \* In any case, an individualized education plan should be prepared and made good use of.

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## **3. Pull-out Teaching in Japan**



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Implementing Special Support Education in regular classes  
(Team teaching in elementary schools, 2002)

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## **3. Pull-out Teaching in Japan**

### **(1) Outline of Setup**

- A dual system of “special needs services in resource rooms (resource rooms)” and “special needs classes”.

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## **3. Pull-out Teaching in Japan**

### **(2) Outline of Special Needs Services in Resource Rooms**

- Enrollment in a regular class.
- Individualized teaching or teaching in small groups up to 8 hours or so-per week.
- One teacher takes charge of about ten children.
- The services comprise a combination of three types: resource rooms in schools, resource rooms in other schools, and instructions by peripatetic teachers.
- “A special curriculum” is compiled by referring to the national curriculum guidelines for special needs schools. (activities to promote independence.)
- Development of an individualized education plan.

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**A photograph of  
resource room  
 (“A” Lower Secondary  
School)**

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Resource Room(LD etc) (Kyoto Shijo Lower Secondary School)



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Resource Room(LD etc) (Kyoto Shijo Lower Secondary School)



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### 3. Pull-out Teaching in Japan

#### (3) Outline of Special Needs Classes

- Enrollment at a special needs class, not a regular class.
- It is designed so that one teacher is in charge of about eight children. (In fact, however, a class usually consists of two or three children.)
- In principle, children are educated entirely in this room. Depending on their individualities, there may be cases where they are taught together with other children in a regular class. (Legal ground: "Exchange and joint learning.")
- Development of an individualized education plan.

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#### A photograph of a special needs class ("A" Lower Secondary School)

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Class for Special Needs Education (Intellectual Disability)  
(Kyoto Shijo Lower Secondary School)



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Class for Special Needs Education (Intellectual Disability)  
(Kyoto Shijo Lower Secondary School)



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### 3. Pull-out Teaching in Japan

#### (4) Problems

- The number of resource rooms (to deal with developmental disabilities) is far from sufficient.
- Since LD and ADHD have been covered by special needs services in resource rooms just in fiscal 2006, the content and the method of teaching are still to be improved.
- A gap between special needs services in resource rooms and teaching in special needs classes.  
Transition to "special needs class" (tentative name); Pilot study is under way across the country.
- The way of teaching children of special needs classes in regular classes ("exchange and joint learning") needs to be established fully. Is a plan made and teaching carried out by taking each child's individuality into consideration?
- The problem of specialization of teachers in charge (particularly with respect to special needs classes).
- Kindergartens have neither of them. (Are they unnecessary?) (Local governments are making autonomous efforts.)
- Upper secondary schools have no pull-out teaching system. (Are they unnecessary?)

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### 3. Pull-out Teaching in Japan

#### (5) Other Tendencies

- Instead of special needs services in resource rooms or special needs classes as a formal setup, teachers of a school give guidance in turn to children with developmental or other disabilities by making use of vacant rooms or special rooms. This means an additional task for the teachers but eventually facilitates teaching in regular classes. (It gives rise to a cost problem.)
- A branch schools or a branch class of a special needs school provided in an elementary, lower or upper secondary school.

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## 4. Pull-out Teaching in Various Foreign Countries



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### 4. Pull-out Teaching in Various Foreign Countries

#### (1) Korea

- Transition to part-time special classes (observation by overseas inspection team).
  - Switchover from a fixed time system to a part-time basis.
  - Special classes are provided in upper secondary schools, too.



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### 4. Pull-out Teaching in Various Foreign Countries

#### (2) U.S.A.

- Resource rooms and special classes (in proportion to study hours in regular classes). (observation by overseas inspection team).
  - Distribution of children assigned to learn in the respective systems varies from state to state. (There is substantial difference.)
  - Resource rooms and special classes are provided in upper secondary schools, too.



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### 4. Pull-out Teaching in Various Foreign Countries

#### (3) New Zealand

- Assessment classes and satellite classes in addition to resource rooms and special classes (observation by overseas inspection team).
  - Assessment classes
  - Satellite classes



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#### 4. Pull-out Teaching in Various Foreign Countries

##### (4) Norway

- With the change of a special school's function to a center-like one, teaching is carried out in elementary and lower secondary schools, etc. in neighboring areas (observation by overseas inspection team).
- In addition to ordinary special classes in elementary schools, there are classes for children with severe and multiple disabilities. (M classes.)



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#### 4. Pull-out Teaching in Various Foreign Countries

##### (5) China

- Study in regular classroom
  - A new form of education which is different from special school education. Education is conducted in regular classes. (since the middle of the 1980's.)
  - Study in regular classroom was authorized as one form of compulsory education (Regulations on Education for Persons With Disabilities: August 1994).
  - In addition to the above, there are special education classes in regular schools (so-called special classes) (Compulsory Education Law: 1986).



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#### 5. "Teaching in Regular Classes" and "Pull-out Teaching"

### Substantiation of Each and Integration of the Two

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#### 5. Requirements for Successful Integration

##### (1) True Understanding of Inclusive Education and Concrete Plan, Execution and Evaluation

- True understanding on the national and municipal levels as well as on the teaching staff level is required.
- Understanding by not only school teachers but guardians and ordinary citizens should be promoted. (In other words, social justification should be secured.)
- Mass media and private businesses also should try to promote ordinary citizens' understanding.
- In what proportions should the content of education be allotted between "teaching in regular classes" and "pull-out teaching"? (Coordination between teaching in regular classes and pull-out teaching.)
- Someone should be named as an allocator, and a system for the allotment should be created. (Should special needs education coordinators play the role?)
- Teaching should be carried out only after making a concrete education plan and the result of the teaching should be evaluated.

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#### 5. Requirements for Successful Integration

##### (2) Curriculum-related Problems

- How should curricula be worked out for "teaching in regular classes" and "pull-out teaching," or should an integrated curriculum be drawn up?
- To begin with, are a curriculum for "teaching in regular classes" and one for "pull-out teaching" the same?
- If so, what is the content of additional guidance in "pull-out teaching"?
- If not, what is the difference between the two, and how do they differ from each other?

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#### 5. Requirements for Successful Integration

##### (3) Preparation and Practical Use of Individualized Education Plan (IEP)

- Common language among Persons Involved. (between teacher, teachers and guardians, and teachers and experts, etc.)
- Tools which link "teaching in regular classes" to "pull-out teaching."
- For whom and at what level should IEP be made? (Judgment as to necessity to make it?)
- What about teaching and support for a child who is not necessarily in need of an individualized education plan?

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## 5. Requirements for Successful Integration

### (4) Improvement of Teacher's Specialization

- Educational qualifications
  - Is education at a 4-year university department sufficient? Is further education (training) at a graduate school required?
- Specialization
  - Demonstration classes, classwork study meetings, and devising of plans to help learning.
  - The role of special needs education coordinators.
  - Is it true that teachers involved in special needs education have little knowledge of education in regular classes?
- Teacher's license
  - Whether there is a license for special needs education or not.
  - To obtain two licenses respectively for elementary and lower secondary schools and special needs schools.

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## 5. Requirements for Successful Integration

### (5) The Problem of Cost Efficiency

- Providing places for pull-out teaching and their operation.
- Employment and proper placement of full-time teachers.
- The problem of teacher's specialization. (Verification of the content and the method of training.)
- Verification of the result of pull-out teaching. (Is it possible to judge that the result justifies the cost?)

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## 6. In Conclusion

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## 6. In conclusion

Before arguing "regular classes" vs. "pull-out teaching," it would be necessary to bring children into focus and to consider the direction of continuous support that can deal with their individualities.

To do so, what can be done in regular classes and the way of supplementing an insufficient portion of pull-out teaching should be discussed. Following these processes, it is important to seek an ideal form of integration of the two.

Nonetheless, the extent of teaching and support which can be provided in regular classes will differ greatly depending on the tasks assigned to pull-out teaching.

Conversely, the extent of tasks assigned to pull-out teaching will be defined in relation to substantiation of the content and the method of teaching in regular classes.

The above argument heavily depends on how appropriately the teachers' specialization, education, and in-service training will be conducted.

In addition, it would be also necessary to take the problem of cost efficiency into consideration in designing a system and preparing for its operation.

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### Children learning at a special needs school (the cover of a School Guide)



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END

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# Basic Data Presentation

*International Activities at NISE and Statistics and Indicators in the Asia-Pacific countries*

**TANAKA Yoshihiro**

National Institute of Special Needs Education

 28th Asia-Pacific International Seminar

## Statistics and Indicators on Special Education in Asia-Pacific Countries

TANAKA Yoshihiro  
International Exchange & International Comparison  
Department of Policy and Planning, NISE

National Institute of Special Needs Education

 28th Asia-Pacific International Seminar

## International Exchange Activities

1. International research on special education
2. Holding of international seminar and or participation in international conference
3. International support for innovation and development of special education in Asia-Pacific countries
4. Publication ;
  - Journal of Special Education in the Asia Pacific
  - Special Education in the World
  - Newsletter
  - NISE bulletin

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## International Seminar

Asia-Pacific International Seminar on  
Special Education

NISE and KISE Seminar on Special  
Education

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## International Comparison

**Statistics and Indicators in Asia-Pacific Countries;  
Summaries on Education for Children with  
Disabilities in Asia-Pacific Countries**

Journal of Special Education in the Asia Pacific (JSEAP)

Vol.1, 43-48 2005.  
<http://www.nise.go.jp/PDF/JSEAP-9.pdf>

Vol.2, 47-66 2006.  
[http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub\\_d/d-249/d-249\\_3.pdf](http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub_d/d-249/d-249_3.pdf)

Vol.3, 36-57 2007.  
[http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub\\_d/d-262/d-262\\_3.pdf](http://www.nise.go.jp/kenshuka/josa/kankobutsu/pub_d/d-262/d-262_3.pdf)

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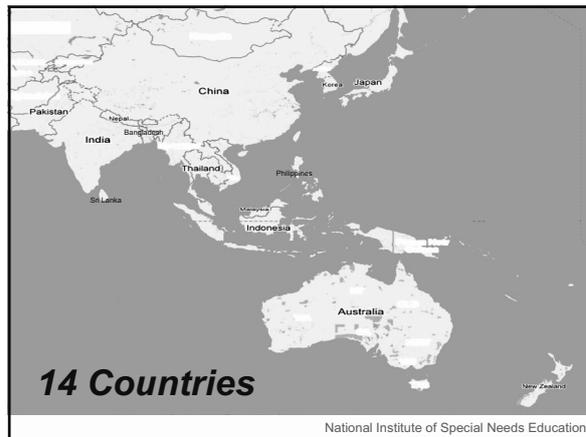
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**The 28th Asia-Pacific International Seminar on Education for Individuals with Special Needs**

**14 countries**

Australia	Bangladesh	China
India	Indonesia	Korea
Japan	Malaysia	Nepal
New Zealand	Pakistan	Philippines
Sri Lanka	Thailand	

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	Area (sq km)	Population	Population Density
Australia	7,692,024	21,412,584	<b>2.7</b>
Bangladesh	147,576	140,600,000	<b>1,102</b>
China	9,600,000	1,321,290,000	<b>138</b>
India	3,287,263	1,028,610,000	<b>356</b>
Indonesia	1,890,000	222,200,000	<b>122</b>
Japan	377,899	127,433,494	<b>339</b>
Korea	99,274	48,606,787	<b>484</b>
Malaysia	330,000	27,759,934	<b>80</b>
Nepal	147,576	27,133,000	<b>192</b>
New Zealand	275,340	4,268,400	<b>15</b>
Pakistan	796,000	169,270,617	<b>206</b>
Philippines	299,404	88,706,000	<b>293</b>
Sri Lanka	65,607	20,010,000	<b>294</b>
Thailand	514,000	65,970,000	<b>125</b>

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**Structure of School Education**

	level		level
Australia	Pr(1) - 6/7 - 5/6 - U	Malaysia	Pr(2) - 6 - 3 - 2 - 1 - U
Bangladesh	5 - 3 - 4 - U	Nepal	5 - 3 - 2 - 2 - U
China	K - 6 - 3 - 3 - C/U	New Zealand	ECE - 6 - 5 - PS
India	-	Pakistan	Pr(3) - 5 - 3 - 2 - U
Indonesia	K(2) - 6 - 3 - 3 - C/U	Philippines	6 - 4 - U
Japan	K/N - 6 - 3 - 3 - C/U	Sri Lanka	6 - 7 - U
Korea	K(3) - 6 - 3 - 3 - C/U	Thailand	Pr(3) - 6 - 3 - 3 - U

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**Structure of School Education**

< explanatory note >

Pr = Preschool Education  
 K = Kindergarten  
 N = Nursery School  
 C = College  
 U = University  
 PS = Post Secondary Education  
 ECE = Early Childhood Education

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**Compulsory Education age/years**

	age	years		age	years
Australia	6-16	11	Malaysia	7-12	6
Bangladesh	6-10	5	Nepal	5-9	5
China	6-15	9	New Zealand	6-16	11
India	-	-	Pakistan	6-10	5
Indonesia	7-15	9	Philippines	6/7-12/13	6
Japan	6-15	9	Sri Lanka	5-14	10
Korea	3-15	9	Thailand	6-17	12

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**Categories of Disability**

1. Visual Impairments (V)
2. Hearing Impairments (H)
3. Intellectual Disabilities (I)
4. Physical Disabilities (P)
5. Health Impairments (HI)
6. Autism (A)
7. Emotional Disturbance (E)
8. Speech and Language Disorders (S)
9. Multiple Disabilities (M)
10. Learning disabilities (L)
11. Behavioral Disabilities (Be)
12. Others (O)

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**Categories of Disability in Each Country**

	V	H	I	P	HI	A	E	S	M	L	Be	O
Australia	*	*	*	*				*	*			*
Bangladesh	*	*	*	*								*
China	*	*	*									
India	-	-	-	-	-	-	-	-	-	-	-	-
Indonesia	*	*	*	*		*	*	*				
Japan	*	*	*	*	*	*	*	*	*	*		*
Korea	*	*	*	*	*	*	*	*	*	*	*	*

- : NA  
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**Categories of Disability in Each Country**

	V	H	I	P	HI	A	E	S	M	L	Be	O
Malaysia	*	*								*		
Nepal	*	*	*	*	*		*	*	*			*
New Zealand	*	*	*	*	*					*		
Pakistan	*	*	*	*					*			
Philippines	*	*	*	*	*	*	*	*		*	*	*
Sri Lanka	*	*	*		*				*	*		*
Thailand	*	*	*	*	*	*	*	*	*	*	*	

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	Children	%	Special School	Special Class
Australia	266,400	-	-	-
Bangladesh	45,680	-	77	-
China	721,754	-	1,667	2,803
India	-	-	-	-
Indonesia	317,016	21.4	4,929	-
Japan	216,898	1.9	1,013	37,941
Korea	68,248	0.9	149	-
Malaysia	31,049	-	31	4,722
Nepal	63,106	1.0	396	-
New Zealand	2,812	-	41	-
Pakistan	28,230	-	520	-
Philippines	92,429	-	-	-
Sri Lanka	115,000	-	25	1,456
Thailand	236,500	3.6	43	1,425

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**The 28th Asia-Pacific International Seminar on Education for Individuals with Special Needs**

2008 Seminar Theme

The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools -Meeting Individual Educational Needs while Forming a Cohesive Society-

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Thank you for your attention.

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# ***Country Report***



# ***AUSTRALIA***

## **The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools -Meeting Individual Educational Needs while Forming a Cohesive Society-**

*Fiona Forbes*

School Principal, Peel Language Development School

### **Introduction**

Australia is a parliamentary democracy made up of three levels of government: commonwealth, state/territory and local government.

Under the Australian constitution, the six states and two territories have primary responsibility for the funding and delivery of school education. The effective delivery of education services across Australia requires the development of collaborative structures at all levels of government. At the national level, collaborative policy development and advisory structures have been established with representatives from each of our state and territory education organisations.

### **Function of Special Classes**

The purpose of special classes is to provide educational programmes tailored to meet individual learning requirements of students with special learning needs. The approach to these classes and their set up varies between Australian states and territories. All states and territories have some form of special class structure, set up by schools to support their students with special educational needs. States offer educational organisation support in the form of human resources, finances and professional guidance and as a result classes may be clustered into small units to cater for special educational needs or they may be larger centres for students with additional special educational needs with significant educational organisation support, in terms of resourcing. Examples of these can be found through doing an Internet search of state education websites for example Western Australia, Australian Capital Territory, and New South Wales websites all have reference to the range in provision of service in schooling for students with special educational needs. Within special classes and units there are specific staff to support the learning needs of students. The ratio of students to staff is significantly smaller than in regular classes to allow for more individualised attention. For example, some states have formulae which determine teacher time and student ratios from 1:6 to 1:12 depending on the level of need. In addition, these classes have support staff such as teacher's assistants. The amount of time allocated to this type of support is in direct relation to the state or territory funding formula. This formula allocates additional staff according to predetermined parameters applied to each student who meets specific disability criteria. An example of this is Schools Plus in Western Australia (DET WA, 2005). This funding structure matches educational needs of students to supplement resourcing

for government schools. Resources are directed to schools with eligible students. The educational organisation uses a rubric of needs domains that determine how much additional support a student will receive. Funding and eligibility levels vary across Australia. Teaching staff have specific training to cater for the students they have in their classes, units and centres. The place of special classes, units and or centres is seen by all states and territories as part of the continuum of service for students with special educational needs that ranges from full inclusion in mainstream classes to attendance at full-time special schools. This is illustrated in the largest Australian state, New South Wales. In a recent publication, *Special Education Classes and Provisions* (DET NSW, June 2008), details are provided of how education resources for the 33,000 students with disabilities are allocated. For example there are 73 support classes in regular schools in New South Wales catering for students with autism. Similarly there are 539 support classes in regular schools for students with moderate and severe intellectual disabilities. There are 52 special schools that cater for students with intellectual disabilities and 36 special schools that cater for students with emotional disturbance and behavioural disorders. Under federal legislation all government and independent schools are required to provide reasonable learning adjustments and opportunities for students with disabilities. The Disability Standards for Education (CG of A, 2005) clarify and make explicit these requirements under the Disability Discrimination Act (CG of A, 1992) and provide schools with guidelines for how this can occur.

## **Utilisation**

Within schools the organisation and utilisation of special classes is based on the needs of the school. Most schools monitor students using national testing. Teacher judgements are also used to form a picture of academic progress of students. Additional information from outside agencies such as psychological testing, adaptive behaviour scales, hearing and vision assessments, and physical and motor developmental assessments, will form a picture of whether a student is in need of additional support. Additional funding is then applied for and allocated according to the level of support needed by the student to access the curriculum. If the school deems it an appropriate use of the allocated resources, then a special class can be set up. Traditionally in schools special classes have operated for the first half of the day with students participating in literacy and numeracy programs and then in the second part of the day, integrating back into their mainstream classes to maximise teacher time. Units and centres however, are able to offer additional teacher time, flexibility and support as they have additional educational organisation funding and run full diverse programs. This allows the school to provide more opportunities for students with special educational needs by appropriately targeting resources, including teacher time. Centres are the largest group of special classes with varying governance models. For example in Queensland and New South Wales centres and units (with over 25 students) have a head of special education who is an assistant/deputy principal, or a head/senior teacher in charge of the learning opportunities for the students in their care and the staffing of the unit/centre. This is compared to the situation in Western Australia where a principal is appointed with a separate school budget and teaching allocation. All of these centres are tailored to support students

with special learning needs. At these government centres staff usually have university qualification in special education and all participate in ongoing professional development to cater for the students in their care. When a student is identified through the Schools Plus system parents are able to choose the best educational service for their child from a range of options along the continuum of services

## **Issues and Innovations**

### **Role of the Classroom Teacher**

With a move towards more inclusive practices there has been a move away from special classes in Australia. Where once individuals were grouped together with like learning needs there has been a move toward these students being educated in mainstream classes alongside their peers. This has put an additional requirement on state and territory educational organisations to assist teachers to support student learning. This spread of students across large geographical areas has resulted in a reduction in resources and expertise generally available to assist those with special educational needs. The classroom teacher needs to be prepared to support all learners in classes. For some teachers there is a large diversity of students who they have to cater for including some with complex learning needs.

### **Role of the Teacher's Assistant**

Ninety five percent of schools in New South Wales have the support of additional teacher assistant time for students with special educational needs (Shaddock et al 2007). There are a variety of courses available for training teacher assistants that differ from state to state. In Western Australia there are two, year long part-time courses available at tertiary level. The requirement for employing qualified teacher's assistants varies from state to state. With the move towards more inclusion in mainstream classes as a result of the implementation of the Disability Standards for Education (2005), this has necessitated a large growth in the workforce of teacher assistants across Australia. Educational organisations are aware of the need to provide more support and ongoing training to these important personnel in our schools.

### **Parental Choice**

Increasingly, in Australia parents are choosing to place their children in special classes, units, centres and schools where they know their child will receive specialised teaching and learning programs. This is reflected in increased enrolments in special education facilities across Australia and the current New South Wales data (2008) indicating the number of facilities, 1046 across the continuum, being utilised. This is especially evident in the secondary years of schooling. Secondary schools with specialist facilities are demonstrating to parents that they are able to provide appropriate vocational education and training to students with additional learning needs. They do this through providing access to courses such as business studies, hospitality, horticulture, building and construction, with industry experience. These modified courses often lead to work opportunities for students.

### **Inclusive Models**

The Western Australian Centre model which has autonomy in governance although co-located

in a regular school is an example of innovative practice. Centres are for primary students Years 1 – 7 (ages 5 – 13) and then for secondary students Years 8 – 13 (ages 13 – 18). There are some rural centres for students from Kindergarten to Year 13 (ages 4 – 18). These centres cater for students who have mild, moderate and severe intellectual disabilities. The centre model has also been used to set up services for other students with additional learning needs such as specific language impairments, challenging behaviours, hospital schools, and deaf education amongst others. There is an expectation of collaboration between the centre and the school to develop a climate of least restriction and appropriate inclusion to obtain the best learning outcomes for all. Within these centres and regular schools and their administrations teams, there is an expectation that a spirit of co-operation will be developed to ensure there is a sharing of resources, expertise and learning opportunities to create an environment of least restriction and maximise outcomes for all. Individual students are given the opportunity to learn according to their own needs be that one-to-one, small group or whole of class activities. This model has earned international acclaim as a model of service that provides for inclusive learning. In operation for over the past 25 years, these successful centres within schools offer a highly inclusive environment.

### **Leadership**

As previously stated there are many models of leadership that support students with special educational needs in Australian schools. Classes and units have a variety of leadership roles and these vary depending on location. For example in New South Wales leaders can be co-ordinators and deputy principals and in Queensland they are heads of special education. What is common in all of these models is that they are not autonomous and have a line manager in the mainstream school principal. Special schools have their own autonomous principal. The Western Australia's centre model of leadership is underpinned by a philosophy of shared management; collective power; shared responsibility and accountability; consultation and collaboration. Two principals of equal status are employed. One to the mainstream primary school and the second to the centre for students with special educational needs. In order to facilitate teamwork and shared skilling, the focus is on collegiality and co-ownership. This model enables:-

- free movement of students and staff across the cluster and between types of schools
- movement based on the student's curriculum needs, social needs, resource provision and capacity to provide a program
- expertise and resources to be shared
- some central specialist provision for rural and remote areas

This model is an example of how inclusion can be achieved and learning outcomes and curriculum integrity maintained. It was developed to meet specific local need but the underlying principles are transferable to suit other situations.

### **Parental Satisfaction**

Parents of students accessing this range of specialist service across Australia are highly satisfied

with the progress, outcomes and level of care afforded to their child as evidenced by school parent surveys and comments and submissions to recent reviews (DET WA, 2001). This is attributed to the highly skilled and competent teaching and learning programs that are provided during their child's years in special classes, units, centres and schools. This demonstrates that a continuum of service inclusive of specialist facilities is highly valued, and one that needs to be maintained and developed further.

## **Conclusion**

With these actions in place, the future for Australian students with disabilities and special educational needs has a greater probability of success for all.

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[www.education.tas.gov.au/](http://www.education.tas.gov.au/)

## <Questions and Answers after Country Report>

- Q1.** In case of Japan, teachers are dispatched by the city government to local school.  
In Australia, does school principal employ teachers?
- A1.** -differs in every state regarding staffing.  
- central appointment  
- local merits - advertise for teachers to apply in school.
- Q2.** Do you accept other disabilities in school for speech and language?
- A2.** No. Because there are other services provided by the government.
- Q3.** Issue - classroom teacher and inclusion - share your experience
- A3.** - It is World-wide problem.  
- There is a will to include students but need appropriate resources.  
- need to provide professional learning first  
- university need to provide appropriate training – regarding how to handle student with special needs.
- Q4.** Involvement of parents? Is there curriculum guideline?
- A4.** Australia - very high involvement  
- consultative  
- parents are part of the team + socio-emotional skills, home activity Curriculum  
- every state has different curriculum set up

# **BANGLADESH**

## **Special Education in Bangladesh: Present Trend and Future Needs**

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### **Introduction:**

Education is the fundamental and basic need for every human being. Without education it is almost impossible to develop the quality of human life. For survival, protection and development of human potentialities, education is the only way. The constitution of Bangladesh has clearly spelled in its article 28 (3) that 'No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.'

"Education for All (EFA)" is global campaign and most popular slogan which does not exclude the people with disability. Bangladesh is very much aware to implement the slogan in the country for all segments of students. Over the years Bangladesh has achieved a remarkable progress in basic education. Primary education was free and made compulsory under the Primary Education (Compulsory) Act 1990. Bangladesh has undertaken various measures with regard to EFA indicator access and gender equity. As a result, the net primary enrolment rate has increased from 65% in 1997 to 91% in 2007. More remarkably, Bangladesh has already achieved the MDG goal of gender parity in primary and secondary education. But still huge number of children with disabilities has not yet been able to access the educational facilities as desired.

In Bangladesh, there are three alternatives education system regarding the academic provision of children with disabilities named as: Special, Integrated and Inclusive education system. Besides, these education program, home-based education program and distance education program are also practiced here. Special education program are put into practice at primary level and Early Childhood and Care Education (ECCE)

The Ministry of Social Welfare (MOSW) is playing a vital and important role along with the Ministry of Education for providing education to the student with disabilities in accordance with their special needs. The Ministry of Social Welfare has designed and planned some of its educational institution with the need of disability concerned. The Ministry has arranged systematic teaching procedure, provided appropriate educational equipment, materials, accessible settings and other interventions for the student with different types of disabilities.

### **2. Role of Ministry of Social Welfare providing special education for the student with disabilities**

Though the Ministry of Social Welfare believes the new approach of inclusive education is the best form of education for the student with disabilities but the Ministry emphasizes special classes, resource

rooms and other arrangements in regular schools and their position in the education system. At present the Ministry of Social Welfare runs some education programs for the student with disabilities through the Department of Social Services.

### **2.1 Integrated Education Programme in regular schools for the Visually Impaired**

The “Integrated Education Program for the Visually Impaired Children” with a view to provide education with normal students. They are taught in Braille system, which requires Braille books. The books are published in the Braille press of the Employment and Rehabilitation Centre for the Physically Handicapped (ERCPH), Tongi, Gazipur. Started functioning since 1974, the Programme has incorporated the curriculum of the Secondary Education System. Initially, under this program, 47 units have been set up in selected normal secondary schools in 47 districts. The rest 17 districts remaining have been covered gradually and the number of units is now 64. Every year some of the students pass out in the Secondary School Certificate (SSC) Examination and some new students get admission in the schools. The schools are enriched with a resource room with essential educational equipment and materials to address the need of the student with disabilities.

The program helps the visually impaired children to get school education, social education and mobility training. Thus the program aims at the development of the visually impaired students through education and training and make them productive citizens of the country. It has been observed that they are capable to lead self-sustained lives provided they are blessed with essential education and requisite training. The Department of Social Services (DSS) under the Ministry of Social Welfare has signed a MOU with an International NGO named the Sight Savers International to enhanced Integrated Education Program for Visually Impaired Students.

### **2.2 Special School for the Visually Impaired**

The Government has taken steps for educating the visually impaired children in specialized institution. The Government established 4 special schools in 4 divisions in 1962 which are located in Dhaka, Chittagong, Rajshahi and Khulna. In 1965, another school was established for the visually impaired in Barisal. The schools provide education in Braille system. To impart education among the children, who are severely impaired, must be taught by Braille system while the low vision persons need to use magnifying glasses or books with large print. A good number of children have already received primary level education from these schools. Recently the MoSW is considering a project to upgrade the primary school to high school level. The number of students in these schools are 240. In these schools, besides, education, they are getting training on mobility, bamboo and cane works and so on. This helps the inmates eligible for getting jobs suitable for them. In the private sector, there are institutions run by the NGOs where visually impaired children are taught and trained.

### **2.3 School for the Hearing Impaired**

For providing education, training and rehabilitation, the MoSW is running 7 schools for hearing

impaired. Here 270 hearing impaired children are getting free food, lodging, education and training. They are also trained in sign language to express their aspirations, expectations and opinions easily, so that not only the trained personnel but also general people sometimes can guess their sign language. Under this program besides education and training, other psychological and socialization problems of the inmates are duly addressed. This education and training are provided to make the hearing impaired children as potential human resource and are employed in jobs suitable for them.

#### **2.4 Institute for the Mentally Retarded Children**

The National Policy on Disability 1995 and Bangladesh Disabled Welfare Act 2001-guarantee the equal rights and dignity of the Persons with disabilities including the mentally retarded persons. The said policy and act ensure their full participation in social and state activities. Accordingly Government has taken initiative for those mentally retarded children who are comparatively less developed according to their age. These exceptional/mentally retarded children need special attention on their orientation e.g. behavior, education and medical treatment. The DSS strongly believes that proper education, training, care and guidance can help the mentally retarded children to live in a family environment.

The MoSW has established an institution for the Mentally Retarded Children in Roufabad, Chittagong. Special education, medicare, training facilities are provided there in accordance with causes and severity of the retardedness. The total capacity of inmates in the institution is 100. Children between 6-12 years are allowed to be admitted into this institution. Food, lodging and training are provided free of cost in this institution.

#### **2.5 National Special Education Centre**

This institution has a faculty of Bachelor in Special Education (BSEd). There are separate schools for hearing impaired and mentally handicapped boys and girls, a Teacher's Training College, a library and a resource centre. It may be mentioned that there are separate facilities to provide residential accommodation to 70 hearing impaired and mentally disabled students.

#### **2.6 SWID-Bangladesh**

The Government has provided grants money to the "Society for the Welfare of the Intellectually Disabled-Bangladesh"- SWID-Bangladesh under which 44 non-Government Organizations are working in the Intellectual Disability Education Institutions in different districts of the country. About 442 Teachers/Officer/Staffs are getting remuneration from this fund through the Foundation.

#### **2.7 Bangladesh Foundation of Disabled Persons**

The non-Government Organization "Bangladesh Foundation of Disabled Persons" is provided 60% salary and other allowances as Government grant money to 57 Teachers/Officers/Staffs of 7 Organizations working in Dhaka and Manikgonj districts.

### **3. Role of Special Institutions in Inclusive Education.**

Bangladesh has the advantage of a highly potential National Centre for Special Education and Special Education Department in the University of Dhaka. Which can be developed into a lead institution to stimulate and support activities to include Children with Disabilities in regular inclusive schools. There are special schools mostly located in urban cities and towns. These institutions and NGOs which have considerable experience in education of Children with Disabilities should be included in the inclusive educative coalition and network.

Early childhood education is important for all children, but for children with disability, it is essential to prepare them with special skills (daily living, communication, mobility language, etc.) to improve their potentiality.

### **4. Recent Trend of Inclusive Education in Bangladesh with Special Needs**

The Constitution of Bangladesh spells in its article 17 that “(a) establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law. (b) relating education to the needs of society and producing properly trained and motivated citizen to serve those needs. (c) Removing illiteracy within such time as may be determine by law.”

The World Conference on Special Needs Education in Cooperation with UNESCO held in Salamanca, Spain in 1994 reaffirmed the commitment to Education for All “(EFA)” by endorsing the “Framework of Action on Special Needs Education” recognizing the necessity and urgency of providing education for children with special education needs within regular education system. The Government of Bangladesh is a signatory country in the Salamanca declaration though special education needs in the mainstream education or inclusive education recognized later a decade in the country.

The government has formed a committee for Inclusive Education for the first time in 1999 under the Ministry of Education with the representatives of the Ministry of Social Welfare and UNESCO to promote education of children with disability in the regular schools.

The Ministry of Primary and Mass Education (MoPME) is responsible for basic education, comprising formal free and compulsory Primary and literacy and non-formal education. The Ministry of Education (MoEdu) is responsible for secondary and higher education; it also looks after the Madrasah (Islamic) education. More than 700 NGOs are active in non-formal education, with some of them organizing and managing formal primary schools as well. The private sector manages the English medium schools.

The launching of the sector-wide program Primary Education Development Programme (PEDP-II) in 2004 marked a significant scaling up of government’s commitment to EFA goals and for the first time recognized inclusive education policy under this project. Within Directorate of Primary Education (DPE), a Access and Inclusive Education Cell (AIEC) has established in 2005 that is responsible for initiating efforts in social inclusion. An Inclusive Education Framework has been developed which covers Gender, Children with Special Needs, Indigenous Children, and Vulnerable

Groups. Strategies and action plans have been completed. AIEC has developed the action plan for Student with special needs and it has been implemented.

A recent review of inclusive education in Bangladesh (UNICEF, 2007) found that PEDP-II has made important strides forward in terms of social inclusion during its first three years: *“It has brought to DPE and MoPME the language of social inclusion and a heightened awareness and understanding of its importance where it barely existed before..... It has begun to take the first steps on the long road of bringing special needs children into schools. It has built thousands of new primary schools that incorporate ramps for use by children with disabilities. It has begun the task of supporting capacity development across DPE in terms of social inclusion issues and activities, including in monitoring and evaluation.”*

Under the PEDP II, the DPE has issued a circular for the primary school to enroll the students with special needs who have reasonable amounts of disability in the beginning of the 2006. DPE conducted a baseline survey in 2005 and took initiative to identify students with special needs. The baseline report revealed that 45680 children with disabilities need support in primary schools and among them significant number students with intellectual disabilities. DPE has moved to improve identification process of students with special needs. Under this project, government has redesigned the pre-service basic teachers training curriculum that is included inclusive education especially teaching method of special educational needs.

## **5. Way Forward**

The scope and function of special Schools can be redefined. Some steps to be taken for strengthening the programs which include:

- Preparation of moderately disabled children for regular school through early childhood education programs.
- Meeting educational needs of children with several disabilities.
- Provide guidance and support to regular school teachers to meet special needs of Children with Disabilities, education of children with special needs is an issue of curriculum and teachers training.
- Stress should be on improving access of Children with Disabilities to the curriculum of regular school, instead of a separate exclusive curriculum for Children with Disabilities.
- Evaluation system should be introduced.
- Curriculum should meet educational needs of all children including those with special needs all stakeholders teachers of regular and special schools, teacher, trainers, child development specialist and curriculum specialists should be involved in the exercise.
- In-service training programs under different projects should also address the educational needs of special needs education.
- Special teachers training program should include core program for all disabilities to support regular schools and meeting educational needs of children with several disabilities in special schools.

## **Conclusion**

For encouraging inclusive and special education the Government of Bangladesh has introduced stipend for the student with disabilities by the MoSW. Government has signed and ratified UN Convention on the Rights of the Persons with Disabilities. The Government has also ratified Optional Protocol. The Government has appointed 46 focal point of different Ministries and Departments to over see the rights of the PWDs including education. As a result Government has promised bound to create educational facilities for the student with disabilities. Both forms of special and inclusive education could be the excellent solution of education for all including student with disabilities.

### **<Questions and Answers after Country Report>**

**Q1.** Co-operation between NGO's and Govn't is problem with Malaysian agenda also They do not have enough funds.

**A1.** NGO's try to do things their own way, but this is a special area. Without government moral support, NGO's cannot go on.

**Q2.** Who gets the stipend and what accountability

**A2.** Goes to individual children.

**Q3.** Government has appointed 46 focal points. How does this work?

**A3.** Include different ministry and organization – as they have different types of work. Some are responsible for education – others are responsible for other areas – so aviation has to provide access for disability at the airport, etc.

**Q4.** Ratification of Convention for the Rights of Persons with Disabilities. Has it had any impact on policies?

**A4.** There was some conflict between law/policies with the Convention. Therefore, dialogue is going on with stakeholders – to modify existing rules/laws. Then work may take place to meet the Convention.

**Q6.** Does the National Special Education Centre take the responsibility for the curriculum?

**A6.** Very new organization – currently not fixed but roles will be further developed.

Using regular curriculum - Braille for the visually impaired, for example

## **Comments from the Chair**

1 Importance of the relationship with NGO's

2 Importance of inter-ministry approach

# CHINA

## Inclusive Education of China and Resource Classroom in Regular School

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### I . Inclusive education and “learning in regular classroom” (LRC) of China

Since the 1980s, new concept of special education, such as “Integrating” “Returning to the mainstream” was accepted gradually in China. Influenced by these theories and practices, China began to set up an inclusive education system with China’s own characteristics, that is “Learning in Regular Classroom(LRC)” for disabled children.

In the September of 1988, “Learning in Regular Classroom” was brought forward formally in *the Outline of the Work for the Disabled in China During the 5-Year Plan Period (1988-1992)* which was issued by the State Council. In 1988, the Ministry of Education put forward to establish a new system about special educational system during the First National Conference of Special Education. In this system, the mainstay is special educational schools and the main body is LRC and special classes in regular schools. It showed the adjustment of government’s guidance objectives of special education.

In China, popularization of compulsory education and increasing the enrollment for children with disabilities are the most important goals to be emphasized. We cannot find a better way than LRC for the disabled children enrolled in schools when special education schools is not enough. But in practice, we have no enough expenditure for the necessary facilities and equipments for students with special education needs, no more details on the division staff, including resource room teachers, psychological counselors, physical therapists and other volunteers involved in individual education program of disabled children, just like developed countries. In China, special education resources and staffs are comparatively inadequate, regular schools pay more attention on students` academic achievement and the special needs of student are neglected.

### II . Current situation of LRC in China

#### 1. The basic situation of LRC schools

According the investigation, 35.8% of the counties and cities have less than 50% regular schools with LRC. 56.4% have more than 50% regular schools with LRC. About 7.8% of the local educational officials do not know the numbers of regular schools with LRC. The average students number of LRC schools is 1201.3. The average number of classes in LRC schools is 24.2. The size of class is 47.06 students. The average number of teacher and staff in LRC schools is 71.6, 60.5 teachers, 5.8 administrators and 5.3 staffs. On the average, there are 2.03 students with disabilities in one class. The type of LRC students is mental retardation (46.8%), learning with difficulties(17.7%), visual disability(8%), hearing disability (12.7%) and others such as physical disability, multiple disability (14.8%).

## **2. Support for LRC schools**

By the survey, 74% of the counties (cities, districts) report that they have set special education funds, 19.8% have no such funds, 6.2% do not report. The other questionnaire comes from LRC schools showing that only 51.6% LRC schools have been funded. 49% LRC schools say that they have neither resource room nor resource teachers to give special or remedial instruction for students with disabilities. 13.4% LRC schools show that they have special teachers or counselors. 17.5% LRC schools say that there are special education teachers around.

Only 9.3% special schools' resource room is open to students of regular schools. 22.3% LRC schools don't have any connection or cooperation with special schools.

## **3. Basic situation of LRC teachers**

According to the survey of LRC teachers, only 11.6% LRC teachers have special education background. Only 37.8% LRC teachers investigated say that they have received special education training, 62.2% say they have not.

## **III . Challenges of LRC**

- **Funding:** There are a lot of LRC schools in undeveloped areas have not been provided with the basic support needed in the areas of teaching aids, studying tools and equipment (e.g. Braille textbooks) and related service (e.g. sign language instruction or speech therapy).
- **Classroom Size:** Classrooms usually have between 40 and 55 students. The class size is still too large for teacher taking care of every student.
- **Low Enrolment and high dropout:** There are still many children with disabilities not in school, especially in undeveloped regions where the enrolment rate is no more than 60% and dropout rate is very high.
- **Curriculum and teaching:** Curricular adjustment and adaptation of instructional materials and practices must be made to satisfied the special needs of students with disabilities. Moreover, many disabilities (e.g. learning disability, autism) are not recognized or diagnosed effectively.

## **IV . Utilization of resource classroom**

### **1. Functions of resource classroom**

- **Reception office area.** It is for receiving students and parents.
- **Assessment and consultation area.** It is for identifying learning difficulties and special education need, assessing students' potential abilities, consulting, making up individual education projects.
- **Observation and training area.** It is for students to carry out learning and rehabilitation activities by using of equipment, toys, teaching materials, etc.
- **Teaching research and teaching resources area.** It is for teachers to manage the files of students, design and manufacture teaching aids, prepare for lessons. It is also a teaching research center for special education teachers, specialists.

The efficiency of resource classrooms utilization can be improved through one space with multiple functions.

## **2. Duty of resource classroom teachers**

- Resource classroom teachers be responsible for analyzing and evaluating the special needs of students.
- Resource classroom teachers draw up individual educational projects.
- Resource classroom teachers select and develop teaching materials and aids.
- Resource classroom teachers join the implementation of individual education plan.
- Resource classroom teachers provide help to other teachers, disabled children and their parents.

## **3. Procedure of students entering resource classroom**

- Report: Teachers report the student in their class who need to be helped in the resource classroom.
- Diagnose: Organize teachers and resource classroom teachers and relevant persons (include the experts of the health and rehabilitation) to carry out diagnosing and analyzing.
- Keep record of the students which including the basic situation of the students, the results of the diagnosing, the former academic performance, and so on.

## **4. Operation of the resource classroom**

- Establishing a special education office in LRC school. This office is responsible for making overall plans and arrangements for the education of disabled students and the utilization of resource classroom. Its members usually include vice principal, senior teacher, resource classroom teacher and relevant teachers and persons. Individual education plan of student with disabilities should be discussed and approved by the office.
- Students with disabilities mainly study in the regular classroom, supplement in the resource classroom. The time studying in the resource classroom should be kept under 40% time in the school.

## 5. Evaluation of resource classroom

Index of evaluation

master index	detail index
management (1-6)	1. Principals are responsible for management, operation of the resource classroom.
	2. The work of resource classroom is brought into the whole plan of school.
	3. There are rules or regulations of resource classroom.
	4. There are training plan for resource classroom teachers.
	5. There are home-school co-operation projects.
	6. There are work plan to get support from society.
Operation (7-13)	7. Analyze and diagnose the special needs of students.
	8. Make up and carry out individual education plan.
	9. Carrying out healing training for disabled students.
	10. Help students with disabilities learning.
	11. Supplying teachers teaching information.
	12. Give professional support to the resource classroom teachers.
Equipments(14-15)	13. Training and counseling for the parents.
	14. Use of equipments
Comprehensive assessment of the utilization of resource classroom	15. Management and maintenance of equipments
	(describe in word)

Source: Qing Sulan, Liu Zaihua, Yang Xijie, He Er'shi, 2005

From the situation of LRC in China and utilization of resource classroom above, we can see although the system of inclusive education in China is imperfect and has suffered shortage of resources, utilization of resource classroom is vital to help disabled children integrated in regular schools.

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### **<Questions and Answers after Country Report>**

**Q1.** Strategic plan of the Central Government

**A1.** - Focus on the plan of the compulsory education in all areas.

- Allocation of regular students and special students
- Planning building of 40 new special schools

**Q2.** Which schools are called LRC schools?

**A2.** LRC schools are those with disabled children learning in regular classes.

It may have resource rooms. Regular schools where children with disabilities are in special class are not considered as LRC schools.

**Q3.** Training and counseling for parents, is it only for parents of children with disabilities?

**A3.** LRC- Training, Consultation is only for parents of children with disabilities

Training of the parents is needed for successful education

Program of parents training is very important.

Training for parents of disabled children of all types

**Q4.** - Any similarities in the resource room management same as Onari Elementary School.?

**A4.** Big difference- As to resource room at Onari-elementary school, students come from regular classrooms. In China, resource room is only for children with disabilities, just like special classroom.

**Q5.** What is the national strategy to promote LRC?

**A5.** Six years ago- Ministry of education – issued documents to require local governments to build support system of LRC for disabled children to ensure quality of regular school. Documents in China are almost equal in its impact as the law.

# **INDONESIA**

## **The Implementation of Inclusive Education in Indonesia**

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Inclusive education is carried out at regular school where children with special needs also study at the same school with their normal peers. Regular school accommodates needs for every student without discrimination.

The fundamental principle of the Inclusive education is all children should learn together, wherever possible, regardless of any difficulties or differences. Inclusive education is not only a way to reduce school budget but also improve school effectiveness and quality of education.

### **1. The Role of Special Class, Resource Room and Other Arrangements in Regular schools**

The Implementation of inclusive Education is influenced by several factors, they are: Special class, resource room and other arrangements.

#### **a. Special Class: special class has some functions namely as a guidance center and as a training center.**

Guidance here means a process of guiding and development to students with special needs in learning process. The challenges facing by the students may be caused by several factors such as inappropriate learning strategies and method, learning difficulties, class environment that is not comfortable, and socialization influence with students without special needs. The Guidance may be provided by regular teachers or itinerant teacher.

When there are students have some difficulties in understanding certain concepts then the students may be given training exercises related to their needs. The exercises may be done by the students in a special class guided by resource teacher, or subject teacher such as for mathematics, supported by special teaching aids used for mathematics such as Blokious.

#### **b. Resource Room**

Resource room is a room that is used to help the implementation of inclusive education service. Resource Room has role and function as a consultation center, as an assessment center, and as a training center

The Consultation is a guiding process provided to: a) Students with difficulties both in learning and education process, (b) regular teachers who have not understood education services for students with special needs and (c) parents of students with special needs who have not understand how to treat children with special needs at home to meet align with services provided at school.

The aim of the assessment is to assess maximum potentials possessed by the student that may be developed and to identify the abilities or inabilities of the students themselves. The output of assessment is very important to make education program for the students. It is conducted by professional staff such as psychologist, optometric, speech therapist and other related experts.

The function of the training center is a place to provide trainings for all people around the children with special needs such as (a) teachers at regular school and special guiding teachers, (b) parents of students with special needs and without special needs, (c) family members of students with special needs and (d) peers of regular school.

### **c. Other arrangement**

The development of the quality of the educational services supported by many factors, they are: (1) central and regional government, (2) headmaster, (3) regular schoolteacher, (4) resource center, (5) special guiding teacher, (6) Administration Staff, (7) professional/ expert staff, (8) Accessibility, (9) School Committee, and (10) Parents

## **2. How they are utilized to meet Special Educational Needs of Individual Children**

Inclusive education in each country develops differently due to the different condition and needs of each country. The implementation of inclusive education Indonesia is still in the process toward ideal inclusive education and varies among the region in the country, it is caused by various existing factors such as geographical position, race, language and culture.

The government's effort in developing education system toward inclusive education starts to gain success. The school have accept students with various conditions. The Government also provided room facilities specified for students with special needs such as special class, resource room and many others of which each of them has different role and function.

### **a. Special class**

In the special class, the students get guidance related to difficulties or problems faced by the students, both in their daily lives and in learning process in the regular class. The tutorial may be in the form of personal development, mental development as well as guidance for their difficulties in understanding learning concept.

In this special class the students with the difficulties is supported with guidance in line with their respective difficulties, conditions and needs. In addition to receiving guidance, the students with special needs also get opportunities to carry out many kinds of exercises aiming to acquire skills related to both academic learning concept and vocational skills they have to master. Exercises in the special class are conducted outside regular class so that they do not overlap with learning process in the regular class. If for example a blind student has difficulty in understanding multiplication concept with big number then he or she needs a help of a learning aid called Blokies.

## **b. Resource Room**

In resource room the students get guidance related to the needs and kinds of education services that suitable with the student competence and needs. For example a student with low vision needs magnifier to help him or her read, write or observe an object by maximizing his or her remaining vision potential.

The result of assessment by professional is put into recommendation addressed to the parents of the students with special needs. The recommendation is very useful for teachers in designing programs of education service for the students themselves. Meanwhile for their parents, the recommendation is beneficial to know potential of their children so that the parents will understand the programs made by the teachers for their children. Assessment activity is conducted continuously to make the teachers update information of their students' educational progress.

## **c. Other arrangement**

Other supporting factors such as principles, regular teachers, itinerant teacher, professionals, administration staff, facilities and infrastructures, school committees and parents should work together in providing educational service for the students. Therefore, every need of the students may be met by all supporting elements in accordance to their respective capacity so that the objectives of student education namely developing interests, talents, potential possessed by students may be reached as planned.

## **3. Issues involved and Innovative Efforts Made**

### **a. Issues involved in Implementation of Inclusive Education in Indonesia**

- There have not been many school that are willing to implement inclusive education
- Special Schools (segregated schools) are only available in big cities so accesses for children with special needs in remote area are still very limited.
- Many of school stakeholders are not capable of treating children with special needs.
- Lack of sufficient facilities and infrastructure in inclusive school.
- Lack of itinerant teacher.
- Many parents of children with special needs do not agree with the idea of sending their children to regular school.
- Inflexible school curriculum.
- Indonesian geographic condition.

### **b. Innovative Efforts Made**

- Providing Socialization to improve regular school awareness to accept children with special needs.
- Providing dissemination of techniques of treating children with special needs.
- Providing facilities and infrastructure for children with special needs.

- Increasing the number of special teachers in regular schools.
- Making regulations concerning with the implementation of the inclusive education.
- To form task force at national, provincial and regional (regency/city) level.
- Utilizing IT to cope with geographical condition of Indonesia.
- Using flexible curriculum.
- Improving the quality of regular teachers by providing trainings concerning with special education.

### **<Questions and Answers after Country Reports>**

**Q1.** Government policies, is it decentralization or is everything centralized?

**A1.** Political reform occurred in 1998 brought in changes of political system in Indonesia to decentralization. In connection with education, Indonesia has applied Educational Unit Level Curricula (KTSP) where the curricula is compiled by educational /school unit itself based on school's needs and conditions. Central Government through Education National Standard Agency (BSNP) compiled Content Standard (SI) and Passing Competence Standard (SKL).

**Q2.** What are the differences in key function of the resources room and the special class?

**A2.** Special Class: Children with special needs obtain guidance in relation with obstacles or problem they face both in their life and in learning process in regular basis. In addition, the learners obtain opportunity to conduct a wide variety of exercises in order to acquire skills.  
Resource Room: Children with special needs receive guidance related to the needs or forms of educational services in accordance with the learners' competence and the needs such as assessment; also serves to prepare the learners in dealing with teaching and learning activities; a place to discuss problems dealt by learners with other professions.

**Q3.** Explain more about workforce

**A3.** Success of inclusive education implementation is influenced by various supporting factors such as regular school teachers, itinerants, experts, administrative staffs, school committee, and parents. For example, a psychologist is an expert who supports education such as helping in compilation of service programs for learners, providing recommendations regarding intelligence level, and providing emotional guidance to learners. While, administrative staffs highly required for the continuation and smoothness of education implementation process.

# JAPAN

## Role of special units in elementary and lower secondary schools – Meeting the educational needs of each child –

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### 1. Introduction

There are two systems for dealing with the education of children with disabilities in Japan's present elementary and lower secondary schools in Japan today. One is the "classes for special needs education" established in elementary and lower secondary schools, and the other is the "instruction through *tsukyu*," which is provided in resource rooms for students from regular classes. For cases that do not fall under these systems, the teachers in charge provide instruction with due consideration to the children with special needs in regular classes.

### 2. "Classes for special needs education"

#### (1) The current status of "classes for special needs education."

"Classes for special needs education" is defined in Article 81 of the School Education Law of Japan. Classes for special needs education are offered to children in elementary schools and students in lower secondary schools who need special support to overcome difficulties in learning or daily living caused by disabilities.

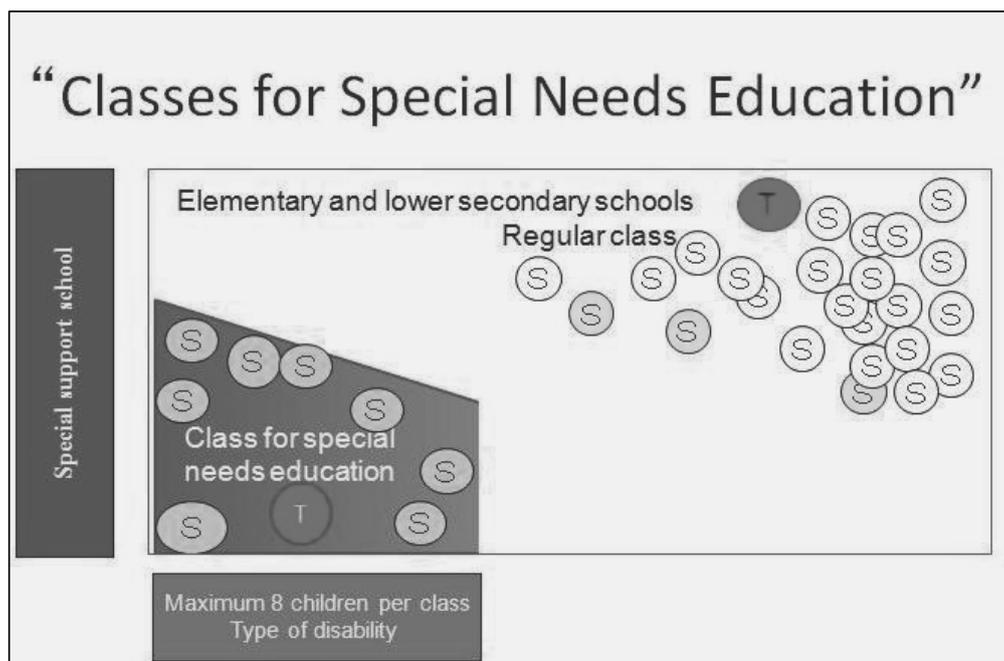


Fig. 1 Classes for Special Needs Education

In elementary and lower secondary schools, classes for Special Needs Education are established as self-contained independent classrooms. The maximum number of targeted students per class is eight. (Fig.1) As of 2008, the average number of students per class is about three. Under the laws of Japan, public elementary and lower secondary schools have one teacher per class. Classes for special needs education are established according to the category of disabilities.

**Table 1: Starting Year of Special Needs Education Classes**

Classes for special needs education	Types of disability	Year initiated
	Low vision	1 9 6 4
	Hard of hearing	1 9 6 0
	Intellectual disabilities	1 9 4 8
	Physical disabilities	1 9 5 6
	Health impairments	1 9 5 1
	Speech and language disorders	1 9 5 8 1 9 6 9
	Emotional disturbances	1 9 6 9

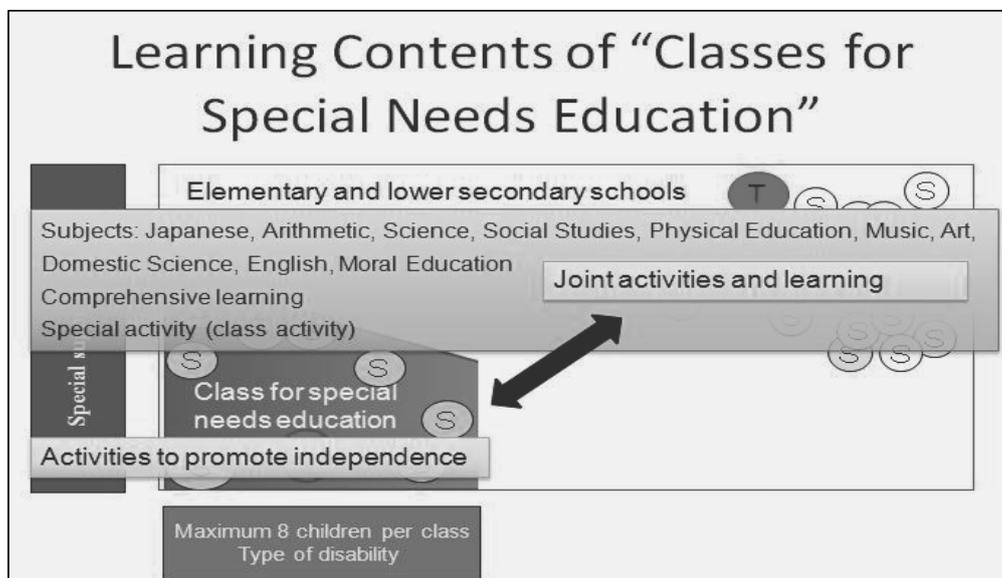
Table 1 shows the types of disabilities of classes for special needs education and the years they were initiated. Classes for children with low vision started in 1964, hard of hearing in 1960, intellectual disabilities in 1948 and physical disability in 1956, while classes for children with health impairments started in 1951, speech and language disorders in 1958 and emotional disturbances in 1969.

As of 2007, Japan had a total of 22,872 elementary schools, in which there were 26,297 classes for special needs education (Table 2). Japan's lower secondary schools totaled 10,922, of which there were 11,644 special needs education classes. From these figures, it is assumed that, in Japan, almost all elementary and lower secondary schools have classes for special needs education for some sort of disabilities. Approximately 1.0% of all school children in compulsory education, i.e., 113,377 students, study in classes for special needs education. Since the classes for special needs education in elementary and lower secondary schools are meant for specific types of disabilities respectively, children with disabilities whose schools do not have classes for special needs education which cover their types of disabilities may enroll in appropriate classes for special needs education in schools in neighboring areas to receive special instruction.

**Table 2 Number of Classes and Enrollment of Special Needs Education Classes (2007)**

	Types of disability	Number of Classes (Elementary/lower secondary schools as of 2007) classes	Enrollment(Elementary/lower secondary schools as of 2007) persons
Classes for Special Needs Education	Low vision	261	330
	Hard of hearing	687	1,208
	Intellectual disabilities	20,467	66,711
	Physical disabilities	2,389	3,991
	Health Impairments	1,008	1,826
	Speech and language disorders	402	1,310
	Emotional disturbances	12,727	38,001
Total (Elementary/lower secondary schools)		37,941	113,377
※Elementary		26,297	78,856
※lower secondary schools		11,644	34,521

**(2) The learning contents of “classes for special needs education”**



**Fig. 2 Learning Contents of "Classes for Special Needs Education"**

Instruction given in classes for special needs education is provided, in accordance with the national curriculum guideline, to each student according to the state of their disability. Instruction is given on subjects including Japanese, arithmetic, science, social studies, physical education, music, art, domestic science, English and “moral education,” “comprehensive learning” and “special activity.”

(Fig.2) In addition, special instruction in class for special needs education is also offered on “activities to promote independence,” which is part of the curriculum of schools for Special Needs Education.

For instance, there may be cases where students with hard of hearing study subjects such as “Japanese” and “English,” which closely relate to the acoustic environment and communication means in classes for special needs education under specific consideration paid to them, while they learn “science”, “social studies”, “physical education”, “art,” etc. in regular classes. On the other hand, when a curriculum requires students, even with hard of hearing, to experience chorus in “music,” they will learn it in regular classes. For children with intellectual disabilities, a function program which integrates several subjects, for example, may sometimes be included in the curriculum.

In some cases, teachers of special needs education classes give instruction of academic subjects in regular classes, while, in other cases, teachers of regular classes give instruction in special needs education classes.

### (3) Content of “Activities to Promote Independence” in Special Instruction

“Activities to Promote Independence” is a special instruction subject which deals with elements necessary to perform basic activities. The elements comprise factors required for facilitating or overcoming difficulties children will encounter in their learning and/or living due to their disabilities. The objective of “Activities to Promote Independence” is to have individual children acquire adequate knowledge, skill and attitudes, and build a foundation for harmonious mental and physical development in order to gain independence.

“Activities to Promote Independence” cover six items: (1) health maintenance, (2) psychological stability, (3) formation of human relations (to be implemented in 2009), (4) understanding the surroundings, (5) body movement, and (6) communication (Fig. 3). The instruction of Activities to Promote Independence is based on the individualized teaching plan.

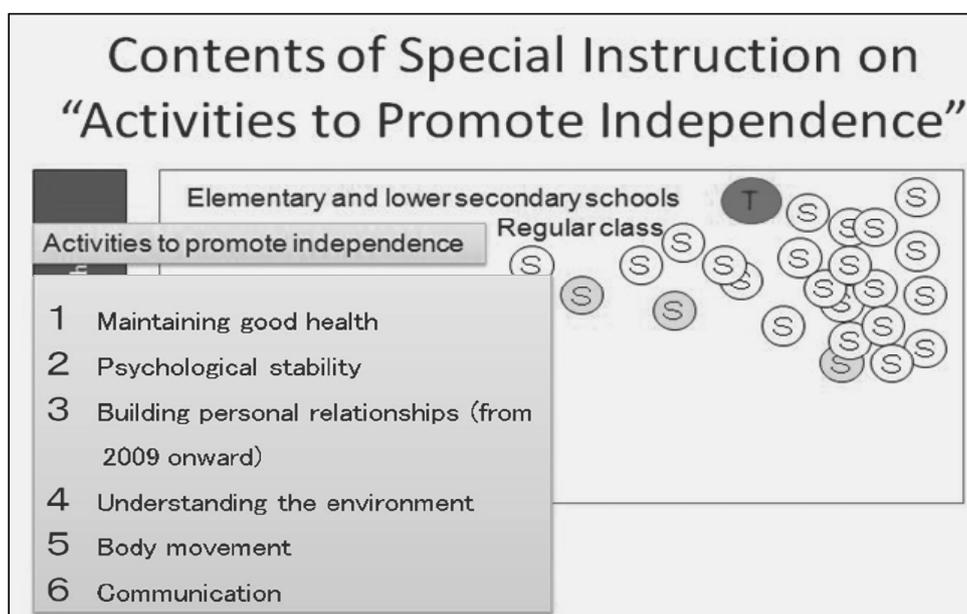


Fig. 3 Contents of Special Instruction on "Activities to Promote Independence"

### 3. “Instruction through *tsukyu*”

#### (1) Current implementation of “instruction through *tsukyu*” (commonly called “resource rooms”)

“Instruction through *tsukyu*,” which is commonly called “resource rooms,” is a place where special instruction is given to students with relatively mild disabilities enrolled in elementary or lower secondary schools. “Instruction through *tsukyu*” is described in Article 140 of the Enforcement Regulations for the School Education Law, “Special Curricula According to Disabilities” and based thereon. This was implemented in 1993. Initially, it served children with low vision, hard of hearing, physical disabilities, health impairments, speech and language disorders and emotional disturbances enrolled in regular classes. No “instruction through *tsukyu*” was provided to students with intellectual disabilities, or for students enrolled in special needs education classes. In 2005, “instruction through *tsukyu*” was provided for students with autism, learning disabilities and attention deficit hyperactivity disorder (ADHD) as well. (Table 3) Until 2005, most autistic children were treated as having emotional disturbance, with special needs services in resource rooms.

Generally, when there are ten or more children requiring special needs services, a special needs resource room can be set up. Teachers who take charge of special needs resource rooms are posted each fiscal year within national, prefectural and municipal budgetary limits. Accordingly, if an elementary or lower secondary school has less than ten students needing special needs services in resource rooms, a special needs resource room may not be set up. In a case like this, either special needs services in resource rooms in other schools in neighboring areas will be utilized, or such children will be taught in regular classes with teachers paying special attention to them.

**Table 3 Starting year of “Instruction through *Tsukyu*”**

	Types of disability	Year initiated
Instruction through <i>tsukyu</i>	Children with low vision	1 9 9 3
	Children with hard of hearing	
	Children with Intellectual disabilities	No “instruction through <i>tsukyu</i> ”
	Children with physical disabilities	
	Children with health impairments	1 9 9 3
	Children with speech and language disorders	
	Emotionally disturbed children	
	Autistic children	2 0 0 5

As of 2007 (Table 4), 43,078 pupils in elementary schools and 2,162 students in lower secondary schools, 45,240 in total, received special needs services in resource rooms, representing 0.4% of all schoolchildren in 2007.

**Table 4 Number of children who are educated by special needs services in resource rooms (2007)**

	Types of disability	The number of children (Elementary schools) persons	The number of children (lower secondary schools) persons
Instruction through <i>tsukyu</i>	Children with low vision	1 3 4	2 1
	Children with hard of hearing	1, 6 1 8	3 0 5
	Children with Intellectual disabilities		
	Children with physical disabilities	1 1	0
	Children with health impairments	1 6	8
	Children with speech and language disorders	2 9, 1 3 4	2 0 6
	Emotionally disturbed children	2, 6 2 8	5 6 9
	Autistic children	4, 9 7 5	4 9 4
	Children with learning disabilities	2, 1 5 6	3 2 9
	Children with attentiondeficit hyperactivity disorder (ADHD)	2, 4 0 6	2 3 0
	Subtotal	4 3, 0 7 8	2, 1 6 2
	Total	4 5, 2 4 0 (persons)	

**(2) The learning contents of “instruction through *tsukyu*”**

Students who receive instruction through *tsukyu* are given special instruction according to their disabilities, that is, instruction on “activities to promote independence” and “complementary instruction on subjects.” Such special instruction is provided as addition to the regular curriculum of elementary or lower secondary schools, or, as partial replacement of the curriculum. For special instruction, relevant children visit special needs resource rooms. Instruction is given for 35 to 280 unit hours/year, or 1 to 8 hours as the upper limit per week (Fig. 4). In the case of learning disability, instruction is to be provided for 10 to 280 hours a year. Instruction through *tsukyu* may start from the minimum of one hour per month. The content of “activities to promote independence” in special needs services in resource rooms is chosen by referring to “activities to promote independence” in special needs schools. Since those who receive special needs services in resource rooms are mostly able to participate in learning in regular classes and only partially require special instruction, such instruction is given by taking into account that their disabilities are mind.

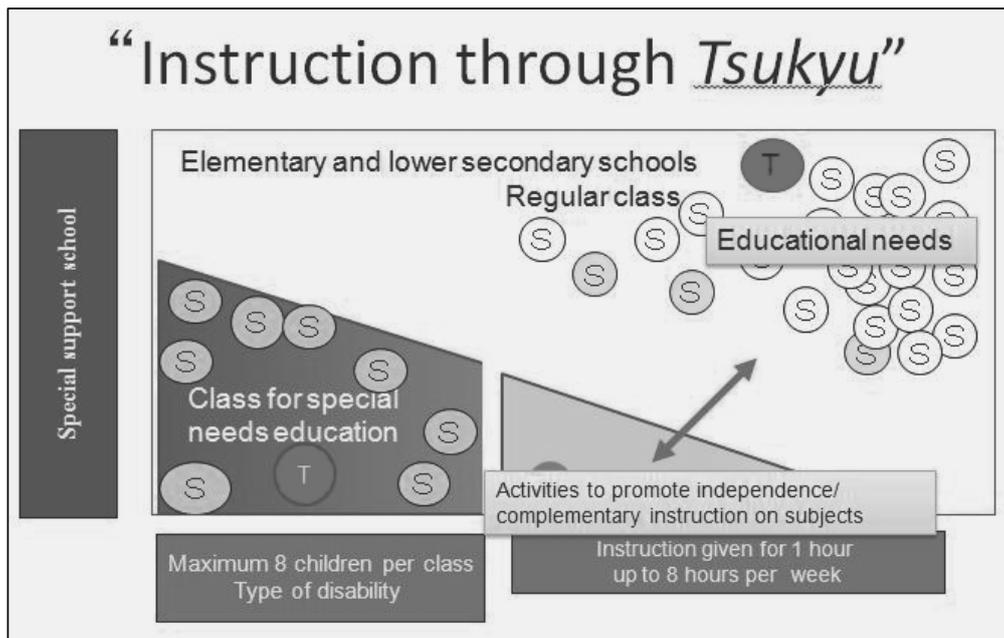


Fig.4 “Instruction through *Tsukyu*”

#### 4. Research on “special needs resource rooms (tentative name)” responding to the educational needs of each child

In 2001, The Future Directions for Special Education in the 21st Century was discussed and recommendations were made. With regard to special needs education in elementary and lower secondary schools, a proposal was made unify “classes for special needs education” and “resource rooms” in a flexible and practical manner. Research on this issue has been conducted and the resulting classrooms are tentatively called “special needs resource rooms.” (Fig. 5)

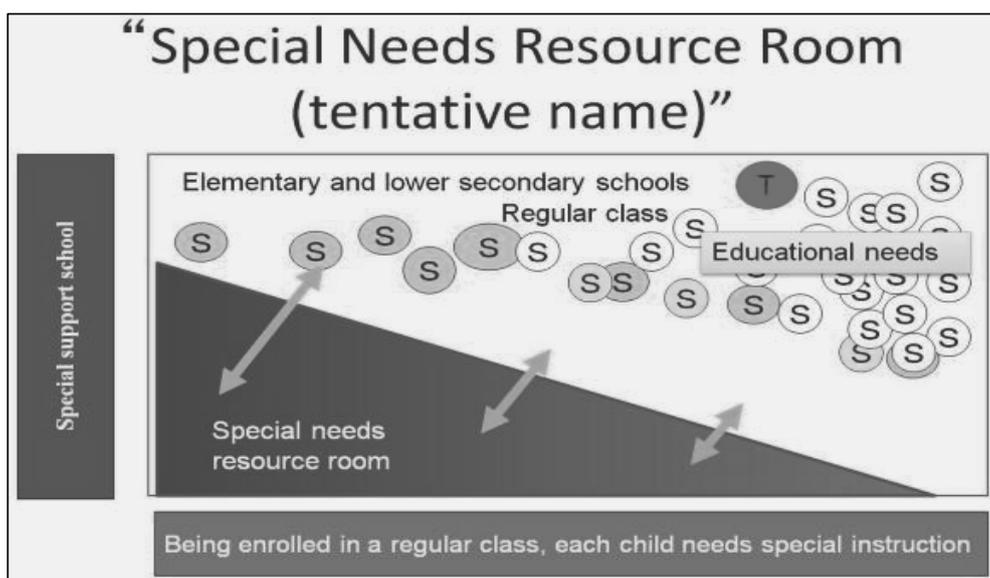


Fig.5 “Special Needs Resource Room (tentative name)”

Having an eye on the establishment of an inclusive educational system and building a society of normalization where persons with and without disabilities live together, those in the educational field have begun to study it as a system for responding to specific, individual needs of children with disabilities in elementary and lower secondary schools.

In view of the future of the educational system, this scheme is being pursued as a way to make good use of “classes for special needs education” and “special needs services in resource rooms,” which are the institutional and social resources currently available in Japan. It may also serve to soft land in the transition from the present system to an inclusive educational system.

Current issues that need to be addressed include “textbooks to be used”, “evaluation method”, “and expenses including payments to aides” and “universally designed curricula”. In the development of classes for special needs education, each has been formed for a specific category of disabilities. Whether such a “specialized nature of classificatory teaching” should be carried on or not is also an issue.

The special needs resource rooms (tentative name) are intended to create an education system that meets to the special educational needs of each child with disabilities. The special needs education classes would serve not only children with “low vision”, “hard of hearing”, “intellectual disabilities”, “physical disabilities”, “health impairments”, “speech and language disorders” and “emotional disturbances” but also children with “LD”, “ADHD” and “high-functioning autism (HFA)” to provide special needs education according to their disability and only for the time they need.

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- (1) School Education Law 2008, Ministry of Education, Culture, Sports, Science and Technology
- (2) Enforcement Order of the School Education Law 2008, Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- (3) Literature on special needs education 2008, Special Needs Education Division of the Elementary and Secondary Education Bureau, MEXT
- (4) FUJIMOTO Hiroto, et al., “Practical Research on the Promotion of the Educational Support System for Disabled Children in Elementary and Lower Secondary Schools,” National Institute of Special Needs Education, March 2008
- (5) FUJIMOTO Hiroto, et al., Practical Research on the Promotion of “Exchange and Cooperative Study,” March 2008

## <Questions and Answers after Country Report>

**Q1.** What provision is there for gifted and talented students in Japan?

**A1.** There is no provision for gifted and talented in Japan.

**Q2.** Students with emotional disturbance, does this category include students with challenging behaviors? Can schools refuse to take these students? What class would they be placed in?

**A2.** Students with serious behavior problems would be in special classes. All students in Japan can access compulsory education so no one is refused.

**Q3.** What is the definition in Japan of intellectual disability?

**A3.** In Japan, there are 3 elements to define intellectual disability

1. developmental stage
2. delay/ retardation demonstrated on psychological testing
3. adaptive behaviors scale

All must show impaired intellectual functioning.

**Q4.** What evaluations have been undertaken of resource rooms?

**A4.** Since 1994, parents have been consulted and this has shown the effectiveness of the resource rooms. Now, resource rooms are available for more students since 2007.

# **KOREA**

## **The Role and Issues of Special Classes and Inclusive Classes In Regular School of Korea**

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For the past few years, Korea has been pressing forward with much effort to propagate and implement the inclusive education policy. As a result, about 67.3% of the total population of students who qualify for special education, are receiving education in regular schools. Despite of all these efforts, however, there have been few questions, not about the regular school placement of the students who qualify for special education, but regarding the appropriateness of education, which addressed whether the appropriate education was provided to students who qualify for special education to meet their variety of needs. If regular school is insufficiently prepared for inclusive education, it is possible that students who qualify for special education can be placed in an awkward situation being isolated and segregated both socially and educationally. Therefore, many special education professionals are showing great interests and putting much effort to address issues regarding levels and extent of inclusion of students with disabilities in regular classes.

This article will introduce the current status of education provided in both special classes and regular classes for students who qualify for special education, and look into current issues and the efforts to resolve these issues.

### **1. The Function of Special Classes in Regular School**

Special classes in Korea have following characteristics. For placement, special classes are placed within general schools. For organization, each special class has a small number of general teachers and special teachers collaborating together either partially or fully to provide services. For operation, their main goal is supporting inclusive education while providing individualized special education. For administration and functions, they focus on providing the disability awareness education to general teachers and general students, finding children who are not yet school-aged, providing itinerant education for students with disabilities home bound, and educating students with disabilities attending general schools.

#### **1) General status of special classes**

Current status of special classes in Korea is as following. Special class, which was established and operated in Korea since 1971, 599 more classes since 2007, making it 6,352 classes as of April, 2008. The number of students receiving services from special classes increased as well 35,340 students in 2007, 37,857 students in 2008.

As of April 2008, 25.6% general schools out of all general schools in Korea operate special classes. The rate of each educational institute operating special class is as following. Kindergarten is at 2%, elementary school is at 56.5%, middle school is at 34.8%, and high school is at 19.9%. Hourly special classes provide 94.7% of total special classes. In average, each elementary school special class has about 3.5 students, each middle school special class has about 6.9 students, and each high school special class has about 8.3 students.

## **2) Educational activities in special classes**

The basic and core purpose of operating special classes is to support the educational activities domain. In order to develop the educational plan to support the educational activities, teachers assigned to special classes fill out the educational plan report considering ‘the current status of students with disabilities in the class’ and ‘teacher’s own philosophical background.’ The operation plan for special classes include information on ‘individualized education (including IEP),’ and ‘inclusive education’ the most.

The educational activities in special classes include diagnosing evaluation of students, developing and implementing individualized educational plan, developing study materials, involving local community resources to learning, supporting inclusive education, transition education and vocational education, and managing students and evaluating student.

To select and place students who qualify for special education, and to develop Individualized Educational Plan (IEP), special class often performs evaluations of students whether they are new or transferred to the class. Special class also organizes the individualized education operation committee for the school to evaluate development and implementation of IEP, and to counsel ‘selection and placement needs of the students who qualify for special education.’ IEP is developed focusing on ‘tool subjects’ (basic subjects such as language and math), and it is based on ‘the additional diagnosis and evaluation for developing IEP.’

Instructions in special classes can be modified based on individual student’s study objectives. Instructions can be given based on skill levels of students after dividing students into different skill levels. Each class can be operated differentiating instructions based on subjects or students, or can be operated providing either group instruction or individualized instruction. The most popular contents in special classes include ‘basic subject instruction’ and ‘functional life skills centered education.’ Among the life domain related instructions in special classes, ‘the basic life skills education’ is the most popular subject, and ‘challenging behavior education’ is the second. The life skills program operated by each school includes ‘the basic like skill education program,’ ‘the emotional behavioral education program,’ and ‘the safety education program.’ Special classes also often involve local community resources for transition education and vocational education of the students. Students in special classes are managed and evaluated using the same progress reports used for general students.

## **3) The educational support activities status in special classes**

The educational support activities are very important domains that can make the educational activities more efficient while operating special classes. The educational support activities include but not limited to ‘developing and operating educational process,’ ‘supporting teacher in-service training,’ ‘supporting special education inspection,’ ‘supporting school leadership,’ ‘supporting special education para professionals,’ ‘supporting parent education,’ and ‘supporting facilities and finance.’ Educational process in special classes are developed combining ‘curriculum for inclusion classes’ and ‘curriculum for special education,’ and considering general curriculum and individualized educational plan. In order to support efficient and effective education of students who qualify for special education in special classes, in-service training for general teachers regularly takes place. Local department of education inspect the effectiveness and efficiency of special education once each school term. Trainings for parents whose children attend special classes are provided once or twice a year. Because special classes are located within general schools, the interests of school leadership such as principals on special education can be vital to the quality of services provided by special classes. For the most schools, school principals show great interests in special classes and provide valuable supports. For the school leadership who do not show interests in special education, trainings such as ‘understanding special education and students with disabilities,’ ‘the related information about special class operation,’ and ‘the basic knowledge to understand special classes’ can be provided.

## **2. How they are utilized to meet special education needs of individual children**

According to the law, inclusive education means that an individual who qualify for special education can receive appropriate education to meet individualized educational needs, without discrimination in regards to the disability categories or severity, with peers in general schools. To support students who qualify for special education receiving inclusive education in general schools, special education teachers and special education related service professionals will be placed within general schools or the special education support center, provide itinerant education service. The law also states that to prevent discrimination within inclusive education settings, principals of the schools where individuals who qualify for special education are applying for admission should not discriminate students with disabilities based on disabilities by denying application or admission of individuals who passed admission criteria. Principals also should not discriminate providing special education related services, participating classroom activities and other in and out of school activities, and participation of parents in individualized education support team.

To promote understanding of inclusive education in each level of schools, it is required by law to provide in-service trainings related to special education for general school staff that support inclusive education. To promote inclusive education, teachers responsible for inclusive education can receive additional points for the duration of their appointments.

Additionally, the law also requires providing services such as itinerant education to those who qualify for special education and require either long or shortterm absences. Itinerant education service

is provided to students who qualify for special education, and have mobility issues or severe physical disabilities which prevent students receiving education in schools and limit their activities at home, medical facilities, or welfare facilities.

Even with all these effort to promote inclusive education, according to the status of students who qualify for special education and placed in inclusive classes, counseling inclusive class teachers, providing resources, placing special education para professionals, and providing study materials are happening at a slow pace. Also implementing curriculum modification and collaborative instruction as instructional support did not work out well. In other words, current inclusive education tends to provide physical inclusion in general class setting only. Therefore, students who require special education tend to be treated just as general students, and instructed based on the general curriculum. The reasons behind these issues include, 1) increased number of students who require special education participating inclusive education, 2) increased complaints from general teachers regarding awkwardness, rejection, and lack of self determination of students with disabilities toward the new classroom settings, 3) increased requests from general education teachers for various specific supports from special education teachers to compensate difficulties of facing double duties and implementing inclusive education curriculum, and 4) increased difficulties of providing appropriate supports to inclusive classes because of special education teachers' lack of knowledge about general curriculum and segregated placements and roles within school.

According to the survey on the most needed support for inclusive class teachers, the teachers requested 1) providing information for instructional plan, 2) providing information and resources for curriculum modification, and 3) supporting social inclusion so that students who qualify for special education can be accepted as members of the inclusive class and their peers accept them as friends.

### **3. Issues involved and innovative efforts made**

#### **1) Issues of special classes**

First, special classes in Korea tend to exhibit a pyramid shape as students advance toward higher level schools. On the other hand, the number of students in special classes tends to exhibit an inversed-pyramid shape as students advance toward higher level schools showing unbalance between supply and demand for special education. To resolve such issues, in the future, demands of special education in different geographical areas of country should be considered, balanced placement of special classes should be implemented to support educational connection through different school levels for students who qualify for special education, and the number of students per middle and high school special classes should be decreased. Current students who participate in special classes have variety of disability categories and varying degrees of disability. Therefore, the educational structure needs to be more flexible to expand its potential to support variety of disabilities and varying degrees of disabilities.

Second, selection and placement process for students who qualify for special education in special classes should be enacted. It is important to diagnose, evaluate, select, and place qualifying students through legalized process, and develop IEP based on the process. In order to accomplish curriculum

inclusion for students who qualify for special education, the individualized education operation committee should be organized, and perform diagnose and evaluation through the committee. Then, legality of the selection, placement, and cancellation process can be secured. And the result of diagnose and evaluation should be reflected on IEP development. Especially, considering the academic aptitude evaluation per subject matter including intelligent and social maturity of students for diagnose and evaluation will lead to developing better IEP for the students.

Third, it is important to apply curriculum inclusion to the educational plan, appropriately secure modification of instructional time per subject, operate modification of the instructions per subject, and modify evaluation per subject and method to report the results

## **2) Issues of inclusive classes**

In reality, it is difficult for one general class teacher to find separate time to instruct one student who qualify for special education while instructing the whole class. Even with the help from a para professional to support the student who qualify for special education one-on-one base, without any effort to change instructions for the whole class in more efficient ways, it would be difficult to provide better educational opportunities for students who qualify for special education.

Difficulties while implementing inclusive education include 1) lack of understanding from general teachers and administrator leaderships in general schools, and 2) fixation of the dichotomous model between special education and general education. The solution for these issues is the collaboration between inclusive classroom teachers and special education teachers. To achieve curriculum inclusion between general students and students who require special education, and improve the quality of the inclusive education, the leadership of general schools should realize the responsibility and accountability of the school to plan the inclusive curriculum for the whole school and for students who require special education. School administrators and teachers of inclusive school must share a mental structure to develop an inclusive curriculum planning for the school as a whole, and for students who require special education. To resolve these issues, following ideas should be sought.

First, instead of accepting and implanting inclusive education without any evaluation, there should be studies on the collaborative instruction, which is the main structure of the inclusive education where more than two teachers share a same space, and preparation and implementation methods to carry out the instruction without discomfort to participants. Second, structures for collaborative study should be established, and inclusive education and the disability awareness program should be implemented. Specific suggestions include promoting collaboration relationship between teachers, providing in-service training for teachers on inclusive education, and providing trainings for parents on inclusive education. Third, implementing social relationship support program can promote interaction. Special suggestions include organizing peer study supporters, operating school activity clubs, participating activities by dividing roles of students who require special education, and providing trainings for general students on disabilities and students who require special education. Fourth, the collaborative

study process based on the instructional modification should be developed and implemented. Specific suggestions include developing modified curriculum for inclusive education, modifying text book contents for the study strategies, selecting types of inclusive and collaborative study models, modifying instructional content based on the curriculum analysis, and developing instructional modification.

#### **4. Conclusion**

In order for the inclusive education to succeed in the educational field, appropriate educational services for individual students must be provided, instead of just being satisfied at the physical placement of the students who require special education within general school. It is time for us to discuss the implementation methodologies. In other words, instead of resting on discussing its concepts, realistic implementation strategies of inclusive education should be discussed. Furthermore, varying differences of students should be accepted as diversity, but should not become basis of discrimination. And collaboration among teachers to promote inclusive education should be viewed as the shared accountability overcoming inherent divides such as general education and special education.

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## **<Questions and Answers after Country Report>**

**Q1.** Explain about the law.

**A1.** - Regular teacher is very important.

- Korea emphasize on training of regular teachers for special education.
- Compulsory to have special education training.

**Q2.** Inclusive education in Korea - How do you manage challenging behavior when a student disrupts a regular class?

**A2.** - Korean law is fantastic – no discrimination for student with challenging behavior.

- However, in reality, disturbing classes is still an issue which teachers still need to work on.

**Q3.** Explain itinerant education services

**A3.** SPED teachers visit the home and hospital to provide services to the children with special needs.

**Q4.** How frequently do itinerant teachers visit the students? Do you need to provide IEP of those students ?

**A4.** Frequency is not fixed – depends on the child situation. Yes, providing IEP is important.

**Q5.** In Japan, there is a big issue about children who do not want to attend schools. Do you have the same issue? If so, do you provide itinerant educational service to them?

**A5.** - In Korea, this is not the issue.

# ***MALAYSIA***

## **‘The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools - Meeting Individual Educational Needs while Forming a Cohesive Society’**

***MOHAMAD NOR BIN MOHAMAD TAIB***

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Ministry of Education, Malaysia**

### **1. INTRODUCTION**

Special education in Malaysia provides educational opportunities for pupils with special needs such as those with visual impaired, hearing impaired as well as children with learning disabilities. To meet special educational needs of the individual children, Special Education Division, Ministry of Education (MOE) has provided educational opportunities and facilities through the following programs:

- Program for Visually Impaired Students
- Program for Hearing Impaired Students
- Special Education Integrated Program (in regular schools)

Through the programs listed above, students with special educational needs are enrolled in either in Special Education Schools (Primary and Secondary Level) or Primary and Secondary Regular Schools according to their disabilities. Most of the students with hearing impaired and visually impaired are segregated from mainstream schools and learn in special education schools for the deaf and blind. However, most students with learning disabilities learn in special education classes in regular schools under Special Education Integrated Program.

### **2. SPECIAL EDUCATION INTEGRATED PROGRAM**

The main aim of special education integrated program is to ensure that students with special needs can learn in a least restrictive environment. This enables the students to learn in a normal learning environment and enhance social integration between children with special needs and their mainstream peers in as many school's activities as possible. Thus, they will also be able to develop their social and communication skills effectively.

All the special classes in regular schools are equipped with appropriate teaching and learning facilities to ensure that the students can learn in a conducive learning environment equitable to their peers in the mainstream school. Special rooms and special activities are also provided to help the students develop well physically and mentally. These are as a result of good collaboration between the MOE and other agencies such as the NGOs, private companies and organizations. This paper therefore, intends to look at the functions of the special classes, resource rooms or any special activities run in our regular schools and how they are utilized to meet special educational needs of individual children.

### **3. SPECIAL ARRANGEMENTS IN REGULAR SCHOOLS**

#### **3.1 Special Resource Room**

One of the special rooms designed in Malaysian special education integrated program is a multi sensory room called Snoezelen. Snoezelen is a multi sensory room which provides multitude of opportunities for people with sensory impairments. It became a realization as a result of smart partnership with a private company namely Procter and Gamble Sdn. Bhd. involving a cost up to RM 206,000.00. It was developed in January 2008 and for the time being only one school in Malaysia has such a room that is Sekolah Kebangsaan Presisnt 9(2), Putrajaya. It is fully-equipped with all the relevant equipments to stimulate the sensory organs in the body (sight, hearing, taste, smell and touch senses).

This room facilitates the students and any individuals in various aspects such as increasing the concentration ability, increasing self awareness, enhancing greater social interaction and communication skills, increasing adaptive behavior and increasing self morale. It has many beneficial effects on the students and it is undeniably worth the cost spent though there are still rooms for improvement in the aspects of support service from experts in various fields.

#### **3.2 Pre-vocational Activities**

Malaysia, specifically the Ministry of Education (MOE) is committed to the concept of “total rehabilitation” which entails a multi-disciplinary approach. This includes medical, social and vocational rehabilitation. Since then the Ministry has been actively moving ahead with various policies and programs designed to improve the quality of life of the disabled children. Thus, students with special educational needs in special integrated program in our regular schools who are not academically inclined are exposed to various types of pre-vocational activities. Through these activities, students are expected to be physically and emotionally developed towards the optimum level and will be able to lead meaningful lives after 10 to 12 years studying in schools. In other words, the activities provide them with vocational skills to make them marketable and employable in the “real world”. The following are examples of special activities and arrangement of classes carried in two regular schools which have special education integrated program.

#### **A. SMK Panji, Kota Bharu, Kelantan.**

Pre-vocational activities to be highlighted in this paper are such as the activities carried out in SMK Panji, Kota Bharu, Kelantan. SMK Panji is a regular secondary school located at the capital of the state of Kelantan comprising more than one thousand mainstream students and about fifty mainstream teachers. The special education class is opened in one of the school's block consisting of 42 special educational needs students of different category of disability such as Down Syndrom, Autisme, Cerebral Palsy, Dyslexia, ADHD, Noonan Syndrome and Fragile X Syndrome.

The efforts taken by special education teachers receive full support from the Ministry as it is proven that the students' behavior and development shows great improvement after the

implementation of various activities. For example, the Animal Therapy corner which is built at the end corner of the special education class is proven leaves positive impacts on the students through the therapeutic relationship established between the animals bred (chickens, rabbits and quails) and the students. Other special centres or stations set up for the class are given special names such as MC Hammer Centre (carpentry activities), Master of 'Cangkul' Centre (planting and landscape activities), Launderette Centre (laundry and self-managerial activities), Cut and Trim Station (hair care activities), Garden Spa Station (facial treatment, manicure and pedicure treatment), Art Attack Station (handicraft activities) and Style and Design Station (sewing and designing activities).

The outcomes from the activities are very encouraging where students actively participate in all activities carried out following the special timetable prepared by the teacher. Due to positive responses from the teachers and encouraging development in the students, they have become source of inspirations for many other special education teachers.

### **B. SMK Bandar Sunway, Petaling Jaya, Selangor**

SMK Bandar Sunway is a regular secondary school located in an urban area namely Petaling Jaya, right next to the city of Kuala Lumpur. The special education integrated program in this school was initiated in 1998. The introduction of vocational subjects in this program began with the establishment of the training bakery cum café in 2003 which established craft and various functional skills. To date, the pre-vocational and life skills training program teach the students vocational subjects such as cooking, gardening, arts and crafts, home craft, bakery etc.

With the teachers' efforts and hard work, special rooms and arrangement have been set up to implement various vocational or life skills training. These include a cafeteria for cooking and serving training, well set up kitchen to learn house keeping skills, gardening area, arts and crafts centre and so forth. All the arrangements are made possible with good collaboration with parents and private agencies which portrays a good example of a cohesive society. Parents are involved in activities such as fund-raising projects, organizing local and oversea excursions and helping teachers in bakery and outdoor activities.

The most exciting arrangement made by the teachers and parents is the 3C Employment / Training Centre Program whereby students are exposed to real working environment and experiences. Through this program, students who have completed the extended education program and fulfill certain set criteria are attached to working places such as restaurants, hotel, pet shops and shopping malls located around Sunway. It is an effective program as students are able to work and at the same time being trained in real-life situation.

## **5. CONCLUSION**

All the efforts taken by the MOE are to help achieve the National Mission towards achieving the developed nation status by the year 2020 - developing human capital with first class mentality using the people-centered capacity building approach. Thus, our commitment at improving the quality of life

among the disabled will continue beginning with children with special needs by providing them with quality education. Quality education involves not only academic subjects but also skills development that can help them survive in the challenging 'real world' in the future.

In realizing our vision, there are challenges that we have to face. Some issues arise in running the special rooms and activities need to be addressed meticulously. Budgets, expertise, teachers and school administrators' commitment and support services are some of the issues raised. However, it is worth acknowledged that the Ministry's and the teachers' endless commitment to collaborate with other related agencies or institutions has helped ease the challenges encountered. Continuous support from all parties or cohesive society will help realize the national Vision 2020 for the betterment of the children with special needs. Children with special needs have the right to quality education and lifestyle as they too, are an asset and part of the human capital of the country. Respect, tolerance and the spirit of working together despite of the differences are the key factors in attaining success in forming a cohesive society.

### <Questions and Answers after Country Report>

Comment:

Resource class sponsored by private sections is a positive aspect.

**Q1:** Malaysia is doing things in a different way. In the presentation, 3 categories of disabilities were mentioned. In the learning difficulty group, it is amazing there are so many varieties of disabilities. How do you manage all these as a group.

**A1:** 1) They all came under the category of learning difficulty. But, some modification is going to be happened by the Ministry. In inclusive education programs, there is provision of identifying the problems of particular students through a pull out system.

2) NGOs are also involved to serve the children.

3) We are trying our best on this regard.

4) Programs for multiple disabilities will be tried out within regular school.

**Q2:** Concept of total rehabilitation (to clarify).

**A2:** This is a very good concept. We try to develop individualized education plan.

Vocational and income -generating programs are also introduced. (ex. bakery)

These make people independent.

**Q3:** The role of NGOs, have you funded them?

**A3:** 1) Basically, registered NGO get funds from government.

2) They also do some fund - raising activities.

- 3) NGOs try to create awareness among public. Showing they are also part of society.
- 4) Early intervention
- 5) NGOs are run by professionals providing some specific programs with their own funds.
- 6) Government also works with NGOs.

**Q4:** What is the national strategy concerning special classes and resource rooms to promote special needs education in the future?

- A4:**
- 1) There is provision of inclusive classroom. We are usually eager to open up more special class in regular schools and getting support from professional NGOs. There is already an active plan for Down's syndrome, reading impaired children and others. This is time for Malaysia to go in detail.
  - 2) We are looking forward to doing some challenges.

# ***NEPAL***

## **The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools -Meeting Individual Educational Needs while Forming a Cohesive Society**

*Mr. Hari Ram Panta*

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### **1. The Context**

Nepal is Democratic Republic country in South Asia situated on the lap of the Himalays. Mt. Everest and Lumbini, the birth place of Lord Buddha are identity of Nepal. The Interim Constitution of Nepal -2006 has made basic education as Fundamental Right of people. Three Year Interim Plan (2007/08-2009/10) has emphasized social inclusion. Nepal government has made a commitment to achieve the Education for All by 2015. Inclusive education is one of the priority areas of EFA and MDG. Nepal has taken various initiatives to introduce inclusive education through the provision of school with special needs children and resource classes through the integration model in regular classes/schools. Different types of schools are in operation in Nepal with various models of inclusive education to provide access to education.

### **2. Inclusionary practices toward regular schools**

The departure from traditional system of segregated schools towards inclusive schools has been a story initiative in Nepal. To meet the educational needs of individual children, Nepal has adopted the following practices, the inclusive practice being the recent one.

**A: Special School:** The first initiatives to educate children with disabilities (CWDs) were establishing special schools. The first special school was for the blind and visually impaired children started in 1964 with an integrated approach to education. There was gradual expansion of special education in other parts of the country in later years.

#### **B. Integrated education and resource class:**

The Special Education Council was formed in 1973 to take responsibility of special education throughout the country. With the implementation of Basic and Primary Education Master Plan in 1992, primary education to children with disabilities mainstreamd in 1994 with integrated resource classes in regular schools. The main objective of the pogramme was to provide equal access of basic and primary education to all children including children with special educational needs. Based on inclusive pedagogy, 350 resource classes are operating in regular schools for primary level education and 18 integrated schools for bilind and deaf children up to the secondary level of education.

### **C. Inclusive Education:**

Inclusion is a right-based approach advocating equitable access of education to all children irrespective of their differences and virtually intending to create a society for all. With the aim of developing school for all, Department of Education has disseminated the basic concept of inclusive education. The resource class schools for CWDs are also considered as inclusive school. Efforts are being made to develop inclusive education resource centers at local level for promoting social inclusion, community participation and decentralization of educational services.

### **3. The Resource Class provision:**

The government of Nepal is committed to provide education for all by 2015 by bringing all children to school irrespective of their special educational needs. Department of Education is running 350 resource classes for CWDs as part of regular school system to ensure full participation and equality. Integrated schools with resource room to work as the support centers for needy children and the schools with integration program for blind and low vision children are gradually moving toward inclusive school i.e. welcoming school for all. Resource classes are managed with residential facility attach with local community. The Resource Class Management Committee is responsible for managing residential facilities and overall activities of resource class. (CERID Report, 2004) .

Before operating the resource class resource teachers get additional 45 days special training, and refresher and up-grading trainings in following years. Resource teacher is made responsible to operate the class and provide support to CDWs. The efforts are being directed to develop model inclusive school with adequate support mechanism to children needing special or individualized support.

### **4. Utilization of resource classes and other arrangements:**

The resource classes operating now have significant role in providing specialized, individual and additional support to children, including their social or emotional adjustment and transition management. Moreover, assessment centers are part of the system that also supports children to assess and meet their individualized needs.

***Utilization of Resource Class:*** Resource classes or rooms are the most important units established in regular school setting to facilitate the learning process of children with special educational needs. These classes are ment mainly for : managing transition from resource class to regular classes; assessment and need identification of children and providing care for social and emotional adjustment ; provide individualized and special support such as remedial teaching, extra tutoring, counseling, mentoring, etc ;functioning as supplementary support system to CWDs and other needy children; motivating and preparing children with special needs to regular education; building up awareness among parents and local people fighting for right to education for all; develop a school for all or welcoming all regardless of their difficulties or differences; and promoting individualized pedagogical support to children.

***Utilization of Assessment Center:*** Assessment center, one in each district, is used for screening and assessment of CWDs; early identification and intervention; counseling and referral service;

coordinating with related I/NGOs, CBOs, etc., and developing network for promoting access and quality of services.

Apart from resource class and assessment center, accommodation facility, Braille books, supportive devices and teaching learning materials are provided, and teacher trainings are managed for reaching all children particularly special educational needs.

## **5. Issues and challenges:**

Creation of inclusionary setting to ensure equitable access for all children together with special needs children; individual support to children with special educational needs in a large classroom; reaching all children with special educational needs who are still unreached; representative management to ensure participation of the target groups; dealing with special /inclusive education dichotomy to move toward inclusion; linking special needs / inclusive education with overall EFA movement; restructuring school education system in terms of financial sustainability ,structural setting and its duration;

amount of exposure and its duration for resource/inclusive teacher; life skill education and experience of trainers; availability of and appropriacy of support services; inadequate knowledge and skill in teachers to assess and support CWDS; and true decentralization of educational services with increased participation of the stakeholders in planning and execution of the policies and programs are now being the issues and challenges in Nepalese context.

## **6. Innovative efforts: Strikingly visible are the following efforts of the government to meet the special educational needs of individual children.**

***Inclusion of Deaf Children:*** Janata Namuna Higher Secondary School Biratnagar, has developed a model of inclusion of 55 deaf children in regular classes with other hearing students. The students learn sign language under regular curriculum in resource class up to grade three through resource teachers. They study together with hearing friends in regular classes from grade four onward. Resource teachers train regular staffs in sign language who teach both deaf and hearing children in the same class using basic signs and total communication methods. Interesting enough, both deaf and hearing students are studying together successfully creating an example of social and educational inclusion. The achievement level of deaf students in their class is comparatively better than that of hearing students. Thus, such practice has set a good model challenging the slogan “No Inclusion for the Deaf “. (Please refer to DVD- “Our School “)

***Inclusive Classroom - Lalitpur and Tanahun model:*** After establishing the special resource class support to CWDs for their integration in regular schools, the inclusive classroom schools are locally managed to ease the access of children with different disabilities to schooling in regular class based on the inclusive pedagogy. Adarsha Saula Secondary School, Lalitpur and Shukla Primary school, Tanahun are such example. Such a management has changed the attitude and behavior of the whole school system towards meeting the individual needs of children with special educational needs.

## **7. Way Forward:**

- Disability issue has been incorporated in regular teacher training package to develop the capacity of teacher for supporting CWDs.
- Small center and itinerant teaching for children with intellectual disability has been more successful for providing educational and counselling services locally.
- Scholarship, Braille books and teaching learning materials are provided.
- Assessment Centers are established; and coordination with I/NGOs has been the implementation strategy.
- Parent's involvement has ensured through Resource Class Management Committee, Parents' Teachers Association, and mostly through managing residence for CWDs.
- Teacher management and training programme has been prioritized.
- Initiatives have taken to scale up inclusive education to address the needs of all children from regular school setting.

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## <Questions and Answers after Country Reports>

**Q1.** What are the key points for the success in including deaf students in regular school?

**A1.** – Government and local government system help it.

- Member of CBR (Community Based Rehabilitation) made efforts to collaborate with School.
- Teacher use total communication skill and they use talented students for support.
- Above of all, teachers dedication is the best key for success in regular school.

**Q2.** Could you explain the assessment center? Is it managed by government? What kind of people are working in the center?

**A2.** Government manages the center. Assessment center supports to local education and resource room. Ten professional members are guiding member and they have a technical team.

**Q3.** What is the strategy or policy to use the collaboration with NGO?

**A3.** Government has policy to collaborate with NGOs for implementing programs effectively. In the case of special needs education, the ministry has Institutional Linkage programs. The collaboration is made mainly for resource sharing for effective implementation. In the case of Braille book production, special teacher training, advocacy and Community Based Rehabilitation (CBR) programs, NGOs are contributing to government.

# ***NEW ZEALAND***

**"Advancement of Education to Meet the Special Needs of Individuals  
~Toward Realization of Principle of Equity and Social Cohesion ~"**

***Adele Peart-Baillie***

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## **Introduction**

New Zealand has a population of around four million people. New Zealand Maori, the indigenous people of New Zealand, make up approximately 20% of the population. The population is not evenly distributed throughout New Zealand, with the Auckland Metropolitan area having around a third of the total population. In addition to this, there is also the diversity of the population. New Zealand is home to a significant number of people from the Pacific. In some areas such as Auckland the population is very diverse with over 160 nationalities represented. Many people have arrived over the past 20 years, many of those from our neighbouring Asian countries.

The education systems in New Zealand have recognised the legislative and pedagogical shifts required, to meet the needs of all learners in the 21<sup>st</sup> century, including those with special needs. The Advancement of Education to meet the Special Needs of Individuals "Toward Realization of Principle of Equity and Social Cohesion" is firstly supported through legislation; a key Act being the Education Act 1989; in addition through policy such as The New Zealand Disability Strategy: ***Making a World of Difference*** (Ministry of Health, 2001) which provides a key platform.

The Ministry of Education, contributes to key government goals, through a Statement of Intent (SOI) (Ministry of Education, 2007b) in which the Ministry of Education's overall mission is to "***Raise educational achievement and reduce disparity***". Within this there is a strategic framework 'Better Outcomes for Children' which was developed in 2006. This strategy seeks the outcomes of ***Presence, Participation and Learning***, as fundamental for students with special needs.

An individual with special education needs is one who requires additional support in a regular school setting. The need may be a physical disability, a sensory impairment, learning or communication delay, a social, emotional or behavioural difficulty, or a combination of these. This paper will focus on the school sector (those aged 5 -19 years), being mindful that special education support begins before school with early intervention, in the early childhood sector, and can support students until the year they turn 21.

## **The Role of Special Classes, Resource Rooms and Other arrangements in Regular Schools in the New Zealand context.**

In order to provide a complete picture of the provision available, the following three components need to be considered:

1. *The Legislation and Policies to support education for all, including those with special needs.*
2. *The National Curriculum framework*
3. *The Special Education funding framework.*

### **1: In the Legislation, Policy and Frameworks for Special Education Support**

the Ministry states that *“The Government’s Special Education Policy is to improve learning outcomes for all children and young people with special education needs at their local school, early childhood centre, or wherever they are educated”* (2004).

#### **Key Principles**

1. Since 1989, students with special education needs have had the same rights to enrol and receive education at state schools.
2. Placement in a special school is through a statutory process and requires the agreement of the Secretary of Education.
3. Schools are self managing with a Board of Trustees governance mechanism and are responsible for identifying and developing programmes with educators, specialists and families, other agencies as required. All schools report to the Ministry through the National Administration Guidelines (NAGS).

### **2: The New Zealand Curriculum (Ministry of Education, 2007a)**

The Curriculum is a statement of official policy. Its principal function is to set the direction for teaching and learning in the 21st century.

*“The New Zealand Curriculum applies to all English-medium state schools (including integrated schools) and to all students in those schools, irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location. The term ‘students’ is used throughout in this inclusive sense unless the context clearly relates to a particular group”* (Ministry of Education, 2007, p6).

Central to this new policy document is the paradigm shift from Curricula as content to curricula as a process, based around key competencies. This aligns with the thinking around the new age of the knowledge worker and individualising learning for all learners.

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

The curriculum addresses effective pedagogy; that teacher actions promote student learning. While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn; and
- inquire into the teaching–learning relationship.

In particular ‘creating a supportive learning environment’ could be seen as the key to supporting students with additional needs.

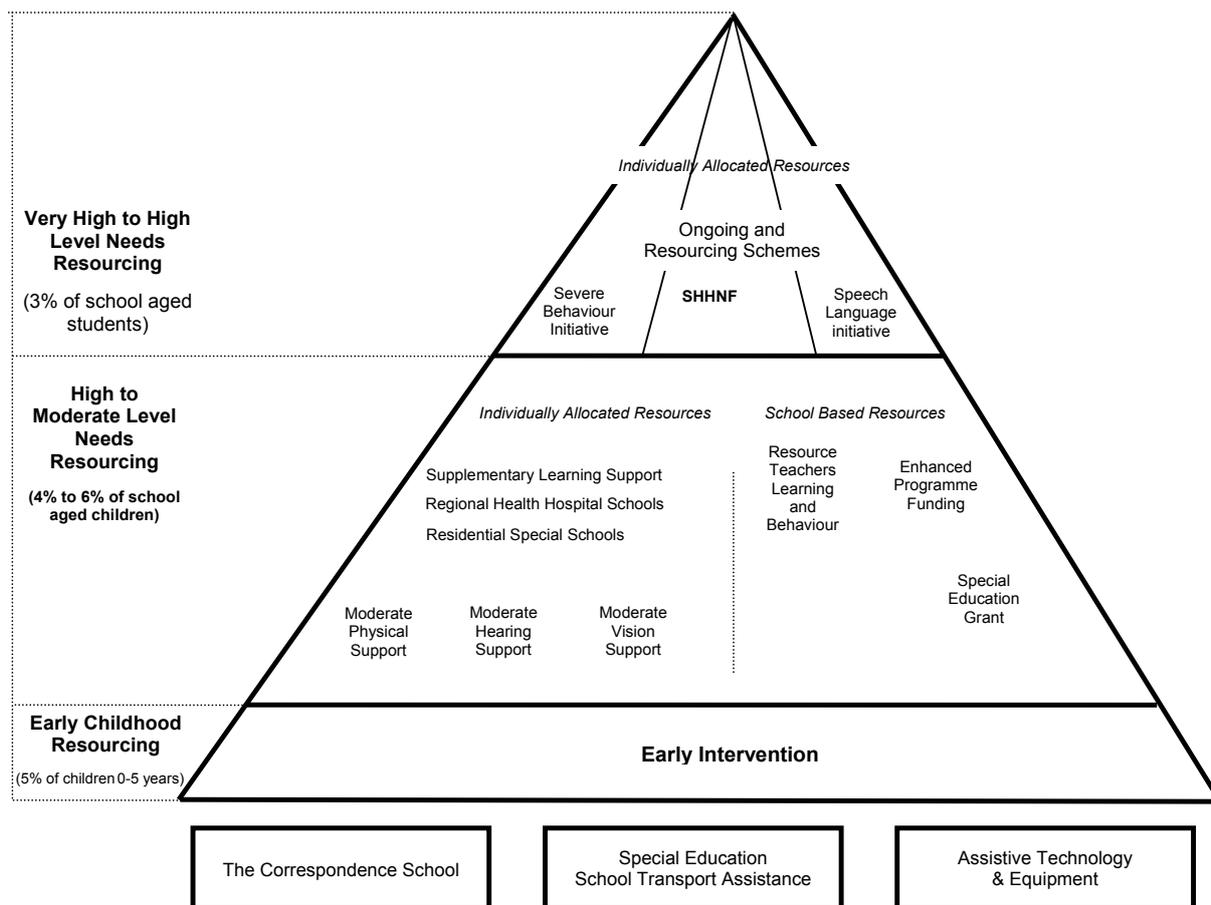
Research tell us that effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. They also build good relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children’s learning. (Ministry of Education, 2007a).

### **3: Special Education Frameworks**

The Special Education Policy states in Principle 3 that:

***“All learners with identified special education needs have access to a fair share of the available special education resources”***

The government’s special education framework sits under a policy framework called SE2000, (Davies & Prangnell, 1999) which was introduced in 1998. It is the strategic and operational mechanism through which special education services are allocated. The following model illustrates how learners have targeted resources within this framework to assist them to access learning within the education system.



## SE2000 Framework (Updated 2006)

### Current arrangements to access learning in regular schools:

Advice and guidance is offered to regular schools through a number of mechanisms to support students with special needs in school (Ministry of Education, 2008):

- Students with more moderate special needs in regular schools can be supported by the advice and guidance of Resource Teachers of Learning & Behaviour, Special Education Teachers providing support to individual teachers and systemic supports with targeted Ministry funds such as the 'Enhanced Programme Funds'. Students who are verified to receive ORRS resourcing, and those who meet the criteria for severe behavioural or communication needs can access support and specialist staff through the Ministry.
- Regular Schools may host a satellite of a Special School to provide for students with ORRS funding.
- There are some regular schools which manage the resourcing for ORRS students; they have developed smaller specialist classrooms, and resource centres.

All schools are required to report through a National Guidelines system on their students' outcomes.

### The Development of Networks of Learning Support

In order to achieve a wide range of options and supports for students there has been an ongoing

strategy to work across the education sector to develop networks within communities, creating educational pathways for families. This would mean there would be a range of options to meet their needs over the term of their education within their own community.

Metropolitan Auckland has begun this process. The purpose is to provide a more collaborative approach to special education provision within a community for students with special needs. The strategy started with an advisory group representing key interested parties to develop the implementation plan for the strategy.

The approach is to help:

- encourage local groups of schools to work together to develop local group plans and is based on the success of existing local groups of schools working together with the Ministry of Education;
- provide guidance to providing for the future development and management needs associated with changing student needs and population growth; and
- establish priorities for the allocation of funding for the building of new facilities; and help
- parents and caregivers to make informed choices.

Any schooling group or individual plan will include special education. Available resources will be used to maximise their impact in support of learning programmes. Although the focus of this work has been on options for verified students (funding) only; that is those with the highest and most complex needs who receive ORRS funding, the principles remain true for all learners. The potential outcome is that all students have an educational pathway to meet their needs and aspirations within their local community.

## **Issues and Challenges**

Families are seeking some assurance that there will be a suitable education pathway for their children and young people in their community. At present there are some gaps. New Zealand schools, whilst funded through Crown funding, have a self governing model within National Administration and Education Guidelines. This in fact gives communities the ability to set their own priorities for the focus of their school. The acceptance of the development of networks, which are community driven and agreed, can provide the framework for provision within the wider local community and give a future focus for the Ministry to plan for the resources required in each of those communities.

A number of new approaches such as the New Zealand Curriculum, twenty hours free early childhood education and a new initiative, Schools Plus (Ministry of Education, 2008b) which aims to keep students engaged in education to the age of 18 years and to transition to work and further tertiary education will provide an effective platform for schools to plan and report their progress for each of their students, including those with special needs.

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## <Questions and Answers after Country Report>

**Q1.** New Zealand has linguistic diversity. How do you deal with the situation?

**A1.** We endeavor to have education staff with linguistic diversity. Use of interpreters. Use of telephone interpretation services has increased. (Office of Ethnic Affairs supports this service for government agencies.)

**Q2.** The funding for the highest-need group goes to individual child. The merits can be easier acceptance by the schools to provide for these students. Is there any demerit to this system as they have increased resources?

**A2.** We call it the Ongoing Resourcing System. For the highest 1% (see the top of the triangle) shifting schools doesn't cause a funding problem. However, the middle group in the triangle, the funding does not go with the child. It relies on systemic work in schools to build capability.

**Q3.** System for early identification to clarity?

**A3.** Children with severe disabilities can be diagnosed by 6 months, usually by health. For other children with disabilities, around 18 months to 2 years old. There are still a number of children who start school who have not been identified.

**Q4.** Transition from early intervention to school education. How is the individual information transmitted?

**A4.** School teachers are invited to IEP meeting prior to starting school. For the ORRS students (those in the top group of the triangle), transition planning is easier – program for individual children. For students with more moderate needs, there may be a range of options. Resource teachers of Learning and Behavior may have responsibility. We are trying to create protocols on working seamlessly across the existing support systems, with Resource Teachers of Learning and Behavior (RTLb).

# **PAKISTAN**

## **Meeting Individual Educational needs while forming a Cohesive Society**

**MAQBOOL AHMAD KHAN**

**Secretary, Government of the Punjab  
Special Education Department, Lahore**

1. An Inclusive education system implies that children with disabilities should have access to quality education in neighborhood schools attended by non-disabled siblings and peers.
2. Inclusive education is not a matter of disability; but rather an issue of being a fundamental right of every child to receive education as part of National Policy of Education – 1998, National Policy for Persons with Disabilities – 2002 and achieving the Millennium Development Goals. The Inclusive Development Programme needs to be embedded in the general education system with the support of professionals trained in special education.
3. Government of Pakistan is making serious efforts to move towards the globally agreed Millennium Development goals relating to primary education for all children. In addition, efforts are being made for increasing the base of human development for socio-economic growth for enhancing the quality of life and reducing poverty. In this context education of all children and young persons with disability becomes a right-based goal just like any normal child.
4. Equal education opportunity implies access at par with other children and young persons. The goal of equal opportunities cannot be achieved only through limited number of Special Education Centres established by the Directorate General of Special Education, Ministry of Social Welfare & Special Education, Provincial Governments and NGOs. It is also not required to establish such Centers for all challenged children since educational needs to over 90 percent such children can only be met in regular general schools. This can be achieved through a policy, proper planning, providing necessary equipment, trained teachers and accessibility.
5. The national Policy of Education 1998 envisages about Inclusive Education and National Policy for Persons with Disabilities 2002 also states about provision of education for such children and adults. These policies are to be converted into operational plans by the concerned Ministries with the involvement stakeholders and a framework for partnership for developing Inclusive Education is established as spelt out in “Islamabad declaration on Inclusive Education on 27<sup>th</sup> April 2005”.
6. An essential requirement is to prepare an operational plan specifying implications like provision in education mandate of the provinces, impact on other children, attitude change in the community and parents, system change involving officials at all levels in implementing and monitoring progress. Strategies to include phasing with children with mild and moderate disabilities, on site support for capacity building, curriculum flexibility and teacher training should also be outlined with indicative resource requirements as mentioned in policy on Inclusive Education in National Plan of Action.

7. Directorate General of Special Education Islamabad is making efforts to provide by 2025 an environment, at gross root level that would allow full realization of the potential of persons with disabilities through their inclusive mainstreaming and providing them full support of the government, private sector and civil society. The National Plan of Action to implement the National Policy for Persons with Disabilities has been finalized. The NPA is focused for actions to be taken in the next five years. However, recommendations upto 2025 have been made. It is based on the philosophy that access, inclusion and equalization of opportunities for persons with disabilities cannot be achieved by isolated interventions.
8. A Pilot Project (2003 – 04 to 2007 – 08) has been completed in 14 Normal schools of four provinces including NA & AJK. The details are given as below:-

### **Objectives**

- i) To establishment Inclusive education system for Children with Disabilities in regular schools setup.
- ii) To create awareness and motivation in the teachers of regular education system, parents and the community for education and intellectual development of the children with disabilities through inclusive education.
- iii) To provide special education facilities for children with disabilities in the selected schools in cost effective manner with easy accessibility approach.

1.	Date of Commencement	2003 – 2004
2.	No. of Normal Schools	14
3.	Location of Schools	Islamabad, Lahore, Hyderabad, Sukkur, Peshawar, Quetta, Muzaffarabad (AJK) and Gilgit (NA).
4.	Disabilities covered	Visually Impaired, hearing Impaired and Physical Impaired, (Mild to Moderate)
5.	No. of Enrolled Special Children	227
6.	Budget Allocation	Rs.5.000 Million for year 2007–2008 Rs.10.000 Million for year 2008-2009
7.	Seminars / Workshops	50 Seminars / Workshops conducted at Lahore, Sukkur, Hyderabad, Karachi, Quetta, Mardan, Peshawar, Muzaffarbad (AJK), Gilgit (NA) & Islamabad.
8.	<u>Achievements</u> i) Equipment & Furniture  ii) Accessibility  iii) Post Graduate Diploma in Inclusive Education	Equipment & Furniture provided to 14 schools like Braille Machies, Wheel Chairs, Crutches, Low vision aids, Braille Slates, Writing frames, Tape recorders, Specially designed furniture etc.  Construction of Ramps including accessibility to washroom.  Department of Special Education University of Karachi started diploma classes in 2008, Agha Khan University Karachi has started a certificate course on Inclusive Education.

	iv) Islamabad declaration on Inclusive Education	National & International Organizations on 27 <sup>th</sup> April 2005 in National Consultation on Inclusive Education held in Islamabad agreed upon “declaration on inclusive education”.
	v) Starting Inclusive Education in Schools.	a) Northern Areas b) 24 District of NWFP c) All Districts of AJK d) Federal Directorate of Education
	vi) Training	1100 Teachers / Stake holder were trained from Normal & Special Education setup.
	vii) Community Education	Sensitized mass community through publication literature and leaflets regarding importance of Inclusive Education.
9.	Future Plan / Policy	
	i) Establishment of Center for Inclusive Education	At Mirpur Khas, Sindh & Turbat (KECH), Balochistan
	ii) A PC-I on Inclusive Education prepared	Inclusive Education will be started in 41 districts in all over Pakistan @ cost of Rs.536.128 million, if approved.

9. In the province of Punjab which is the biggest province of Pakistan, the Government of Punjab, Special Education Department has established 111 new Special Education Centres. Presently they are imparting education and training to special children only, but on introduction of inclusive education these 111 centres of special education can serve as resource centres for about 65000 schools of Education Department.

10. The issue today is not whether most of the children and young persons with disabilities can be educated in general schools, the issue is how it should be done. Government of Pakistan is confident that it will be able to accomplish this gigantic task because it has the political will to do it. All out efforts will be made in meeting individual educational needs while forming cohesive society. Further, the 28<sup>th</sup> Asia Pacific Seminar on Education with Special Needs will facilitate and go a long way in pursuing this noble cause.

✂ The report of Pakistan was presented by the seminar host behalf of the delegate of Pakistan, so there is no Q&A session.

# ***PHILIPPINES***

## **Transformational Education towards Integration in a Cohesive Society for Individuals with Special Needs: The Philippine Perspective**

*Veneriza Nazareno - Trillo*

**Director, Resource and Program Development  
Jesu-Mariae International School, Inc.**

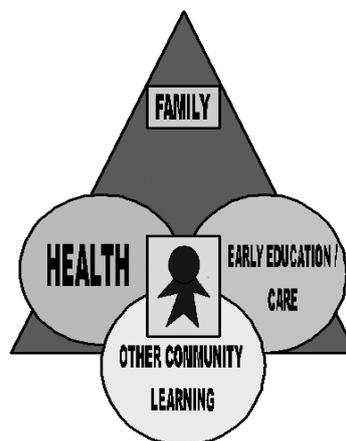
### **INTRODUCTION**

The sign of fast – changing globalization affects socioeconomic development of a country. It is Wall Street vs Sesame Street II. Transformational education challenges the process to develop Individual with Special Needs (ISNs) towards integration in a cohesive Philippine society. Impatience never command success. In a highly relational culture such as ours, the key may be to use own social bonds and rouse the emotion of our educators by energizing them, unleashing their creativity and putting their collaborative spirit to work. It enables others to act, model the way and encourage the heart in a shared vision.

A developmentally – appropriate strategy influence behavior and create opportunities for the ISNs to move into a new dimension in an environment filled with unlimited opportunities for discovery. Transformational education is less about personality and more about behaviour of an individual especially those who are differently abled. Behavior such as thinking critically, creating and communicating a vision, and empowering and motivating others can be learned and developed. This implies that transformational education can be developed through role modelling, coaching and counselling, and think – tank experiences.

Beyond training programs and development methods it requires empowering culture and reinforcing of values that will promote participation and engagement in the community.

### **ECOLOGY OF CHILD DEVELOPMENT**



*Urie Bronfenbrenner's Principles of Ecology of Child Development*

The principle considers the child as the center. It acknowledges that a child affects as well as affected by the setting in which he spends time. It states that child development takes place through processes of progressively more complex interaction between an active child and the persons, objects, and symbols in its immediate environment.

## **THE PHILIPPINE PERSPECTIVE**

The Philippine Department of Education advocates the right of a child to an education – NO LEARNER LEFT BEHIND.

The Philippine Bureau of Elementary and Secondary Education Division geared towards the development of the maximum potential of the child with special needs to enable him to become self – evolving and functional citizen. The ultimate goal of Special Education Division is the integration or mainstreaming of ISNs into the regular school system and eventually into the community. A great deal of thinking and problem – solving to transform Philippines’ basic educational system to a wonderful learning environment has to be done for ISNs.

## **EDUCATIONAL PROGRAMS AND SERVICES**

The imagination exercises a powerful influence over every act of sense, thought, reason, - over every idea. Transformational environment is not where everything matches, shiny and new. It is fast – evolving utilization of available resources that is needed.

- A. Integration / Mainstreaming** – this refers to the enrolment of a ISNs in a regular school with additional teaching and core resources.
- B. Special Classes** - special program provided for ISNs to hone their abilities, skills and talents.
- C. Shadow Teaching** – it is a proactive approach to education by behaviour management intervention, assisting the regular teacher as the need arises and at the same time, keep a close watch on the children and help the child cope up with school’s educational demands.
- D. Team Teaching** – integration with professionals of different skills for full development. It devises a system on how to share responsibility in handling ISNs.
- E. Buddy System** – development of interpersonal relationship. It initiates a sense of belongingness and feeling of security being with others and it strengthens bonding.
- F. Peer Coaching** – assisting peers in developing basic skills through role modelling and interaction.
- G. Life Skills Training** – acquiring general and personal skills through practical and experiential learning.
- H. Co / Extra** – Curricular Activities – mainstreaming of ISNs in all school activities including community immersion.
- I. Values Education** – process of transmitting values of life to ISNs through character formation.
- J. Livelihood and Entrepreneurial Skills** – training ISNs to be self – reliant, self evolving and responsible. It creates placement opportunities for ISNs.
- K. Alternative Learning System (ALS)** – a second chance program for the marginalized learners who

have been deprived of learning. ALS provides these people with functional literacy through a life skills approach that is equal and parallel to those learned in the four walls of the school.

## **RESOURCE CENTERS**

We know that young children learn best by interacting with people, objects and the environment in ways that are meaningful to them.

Practicing “ real” inclusion is not merely mixing ISNs to those without disabilities. It requires a paradigm shift in viewing ISNs as no less than the majority of children and accepting their limitations without prejudice.

Integration generally benefit both typically developing children and ISNs in term of setting high expectations for all children, as well as promoting culture of tolerance for individual resources.

Resource centers serve as a place for the development of fine and gross motor skills in an organized pattern guided by signals from the environment. It is an avenue in acquiring social competence, development of individual emotional and practical competence. Resources does not only involve a room for intervention but the holistic environment that is exploratory and experience – based that prepares ISNs to be in a cohesive community. It enables the child to change the world she sees both indoors and out. It is an environment created by the learning that goes on within its spaces and the learners, both child and adult, themselves. It reflects the stories of people who live within it and evolves through sensitivity to the environment. It feels like a studio, with plenty of light, comfortable place to sit and work, well – organized materials, careful display of past projects, natural materials creating inspiration for the future endeavours.

## **CONCLUSION**

Lately, we seem to have lost our sense of the common good. We forget that by pursuing the community’s interests we benefit the individuals within it, including ourselves. All these are major contributory factors to the problems that the Philippines and other countries now face. We must now develop a sense of community where people are committed to the welfare of each other. We would do well to remember the moral principle that men, individually, are responsible for what they make of themselves, but, collectively, they are responsible for others in the world in which they live in.

Hopefully, transformational education for Filipino special learners through a comprehensive, innovative, and efficient management and utilization of resources will synergize special service - oriented efforts to finally catapult themselves into functional, self-evolving citizens integrated and effectively mainstreamed into a cohesive society living together in PEACE and HARMONY.

### <Questions and Answers after Country Report>

**Q1.** Do you have difficulties getting enough support to run the program? Do you have any resistance from parents?

**A1.** Enlist support from a non government organization where people have done a training session to support the program. We run parent orientation sessions for parents of regular students.

**Q2.** Why is the gifted and talented child included into the special needs? Do they have the same needs as children with disabilities?

**A2.** Gifted and talented children and children with disabilities are all included as one number. Some gifted and talented used to be classified as behaviorally challenged as they were disruptive in class. Teachers need specialized training as well.

**Q3.** Definition of gifted and talented and other disabilities - are they government endorsed?

**A3.** Department of Education require testing to access these programs - all are recognized by guidelines of Philippines government.

**Q4.** Is this quite a common practice to have those sorts of programs in other schools?

**A4.** These programs are quite common in other schools, too. We focus on building basic skills – functional literacy. These programs are very sustainable.

# SRI LANKA

*Mr. H.A.H.K.Nimal Hettiarachchi*

Assistant Director of Education(Special Education)

Zonal Education Office

## 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 Lanka Schooling Sector has adopted the principles of inclusion to develop a dynamic educational approach that responds to Student diversity and uses individual difference for inching learning.

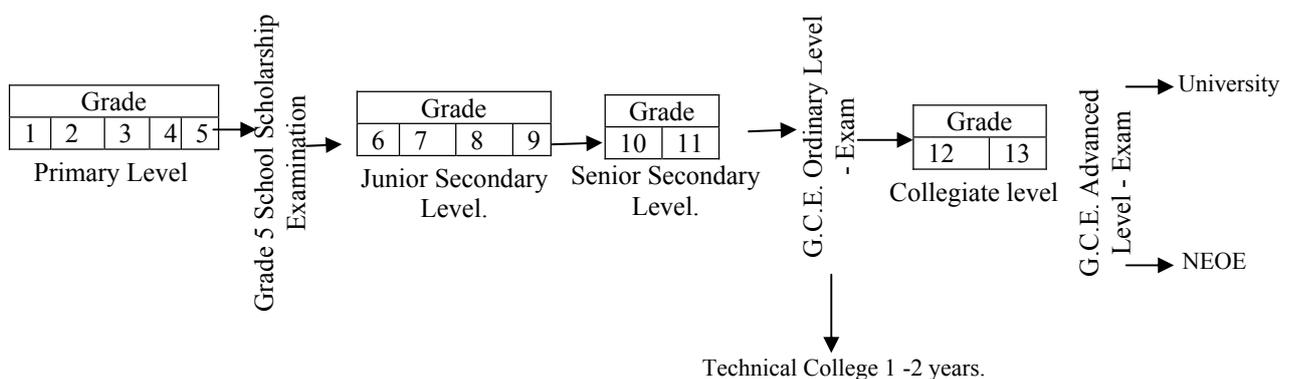
History proves our trend to education from the past. The education commenced from the Buddhist temples and then to “Guru Gedara” the Head Masters house has expanded to the present school system. At present this system has been established as government Schools Pirivena Schools, Special School and as Private Schools.

The Sri Lankan economy is based or agriculture, However in recent years development has focused on other industries under a number of free trade zones have generated new export markets for garments as well increased foreign employment for many nationals.

These developments are being built upon a cultural history spanning many centuries. During the colonial period from 1505 the Sri Lankan education system was influenced by western missionary School culture In 1938 the Government introduced free and non - discriminatory education for all.

The prevailing system of education Compulsory education to all from 5 to 14 year of age. The present system comprises of the following four levels.

## School system in Sri Lanka



In 2007 there were 9678 Government Schools which catered to 3.942 million Students. There are 324 National Schools managed by the ministry of education and 9354 provincial Schools managed by Nine provincial Councils. There are further 561 private Schools, 25 Fee levying assisted special Schools, 389 non fee levying assisted Schools, and 13 fee levying autonomous independent Schools. English medium International Schools is another category within the public and private School system.

### **Teachers and Students.**

By 2007, the Ministry had employed 208277 teachers Ministry. . These teachers have various levels of Qualifications. There are 72126 graduate teachers, 127499 Trained teachers, 7087 untrained teachers, 681 Trainee teachers and 884 other teachers.

### **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 the Buddhist King Buddhadasa Organized care institutions for people with disabilities.

During the colonial period missionaries started institutions for Children with disabilities. Most of these institutions operated as Charity organizations to take care of Children with disabilities. The first School for Students with disabilities was established in 1912 and catered to Children with Deafness and blindness. Since then 24 special Schools for Children with disabilities have come into being across the country. In these Special Schools the attention was paid for welfare and education of the children.

From 1964 Students with disabilities have been integrated into regular Schools through Special classes and more recently through enrolment in regular classes. At the beginning services were focused on Students with blindness or visual impairment, in 1972 an integrated program for Children with hearing impairments commenced. In 1986 integrated programs for Students with intellectual disabilities began.

The Services these Schools Provide are complimented by 1456 special classes or inclusion units that operate in regular Government Schools. These units work Closely with the general education Sectors of these Schools and provide for many Students a pathway to full inclusion. In 2004 across Sri Lanka, over 75000 Students were reported to have disabilities who were being educated in regular classes, Many of these Students were reported as having intellectual disabilities.

Students with intellectual disabilities study in regular classes Special classes and special Schools. Most Students reported to have mild intellectual disabilities are educated in intellectual disabilities are educated in regular classes , Special units and special Schools provide foundation skills and Knowledge Before many of them move in to 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.

A separate Curriculum has been drawn up for Students with intellectual disabilities in special classes A separate curriculum focuses on basic education and vocational training with its core areas as.

- Sensory training and integration.
- Body concept and motor skills development moral Education.
- Basic mathematics, reading and writing skills
- Physical Education.
- Daily living skill pre vocational training.
- Drama and Aesthetic Activities
- Religious Education and Environmental Studies.

Data from survey Conducted in 2007 on 1456 on Special Classes Supporting Students with intellectual disabilities indicated that they conducted vocational training for their Students. Compared with regular Schools they place a greater emphasis on living skills, fine motor skills and basic literacy including reading, writing and basic mathematics. Special classes reported that they provided the following vocational programs. Also the Ministry of Education provides School uniforms, text books monitoring funds for Quality in put for all the pupils meals for some pupils in the rural Schools.

Needle work, Grinding, hand Embroidery ornament making, wood work, Agriculture, packing (Food Stuff) painting class pots fabric paintings, flower making, Envelop, making, knitting (wool and thread) painting greeting card and etc.

Their task is to guide them to the medical checkups for the treatments and to direct them to have Special Education. Another responsibility is organizing awareness programmes for their parents. It is the responsibility of the teacher to provide them with Basic Education activities and make them learn Together with the other ordinary pupils in general Education class rooms.

Then the principal and the other teachers of the School will fulfill their special needs and lead them to higher education. Their responsibility is to coach the special Student to sit common examinations under the general curriculum when special Education needs are required in the process they are made to use Special classes as resource centers and in such situations the special trained teacher will be there to help the child. There are also special resource centers situated in provinces. The special teachers and students can use these fully equipped centers to assist the students. These resource centers provide opportunity for special students to get their special requirements like hearing aids and spectacles.

Stressing this requirement these pupils get the opportunity to follow the same curriculum with the other pupils as well. Most of the time changes can be seen in the curriculum for the betterment of the visually handicapped pupils.

The main responsibility of the principal and the teachers is to see that the pupils with special needs live with parents, brothers and sisters, relations and friends, and they learn together with the other ordinary pupils in the same classroom. This is also the main principle behind the Inclusive Education which is currently implemented successfully in Sri Lanka.

### <Questions and Answers after Country Reports>

**Q1.** How many students in special classes?

**A1.** There are 8 students per 1 teacher and 1 support staff in one special class.

(Supplemental question)

How do regular students and special students work?

- They work together.

**Q2.** What are the major problems or issues concerning the use of special classes or resource rooms?

Do you have any good practices or innovations?

**A2.** Problems;

- 40 children are in a class (too big number of students in one class)

(To correspond to this problem)

- School children and other staff help children with disabilities.

Good Practices;

- Awareness program to all teachers and pupils.

**Q3.** Do you have community volunteers, agencies to support the students on vocational training?

Do you have committee or any support systems?

Where does the vocational program (e.g. needlework) take place?

**A3.** The vocational training takes place in the classroom at school.

**Q4.** What is the category of “other teachers 884”?

**A4.** They are teachers who pass the A-level examination.

**Q5.** Please explain a little bit about the film. What kind of school was it?

**A5.** The films are recorded at regular schools in Colombo and other village.

# ***THAILAND***

## **“The Role of Special Classes, Resource Rooms and Other Arrangements in Regular Schools – Meeting Individual Educational Needs While Forming Cohesive Society in Thailand”**

*Somporn Warnset*

Director, Office of Basic Education Commission  
Ministry of Education, Thailand

In Thai law since 1999 and the national education policy for children with disabilities the provision of educational opportunities for students with disabilities include all children in education for all of Thai citizens. This is the overall rights of every child throughout Thailand. People with disabilities in Thailand no longer have to stay at home, or learn a particular skill to earn their livings by themselves. They can make their own choice and have a school education, as far as they wish to go or to their full potential. Persons with disabilities, as a large population of Thailand, are certainly included in this country’s recognition. With the belief that persons with disabilities have the potentials to be human resources of the country to establish an effective rehabilitation strategy for persons with disabilities, so they can become productive contributing citizens as other good social human capital. Thailand also believes that every person with disabilities can be improved through appropriate and “tailored-to-fit” education.

The Thai government also took the opportunity to proclaim 1999 as the “Year of Education for Persons with Disabilities” with the national policy, “Any persons with disabilities who wish to go to school, can do so”. The result was an incredible increase of the numbers of children with disabilities in the public schools, which more than doubled, and the policy of equalization became national practice in urban and rural areas. The major key of the force behind the movement was the representative of individual disabilities groups sitting together with the high-ranking officers, headed by the Minister of Education, having full consumer participation, of people from organizations of and for the disabled involved in the process.

Learning methodology, learning environment, learning opportunity, and learning community must be integrated into the system of education. On the basis of relevant educational research and curricula, projects for learning in these fields would have to be developed and carried out. Plans would be put to action by full support of street implementers, and the results would ensure a good overall learning atmosphere.

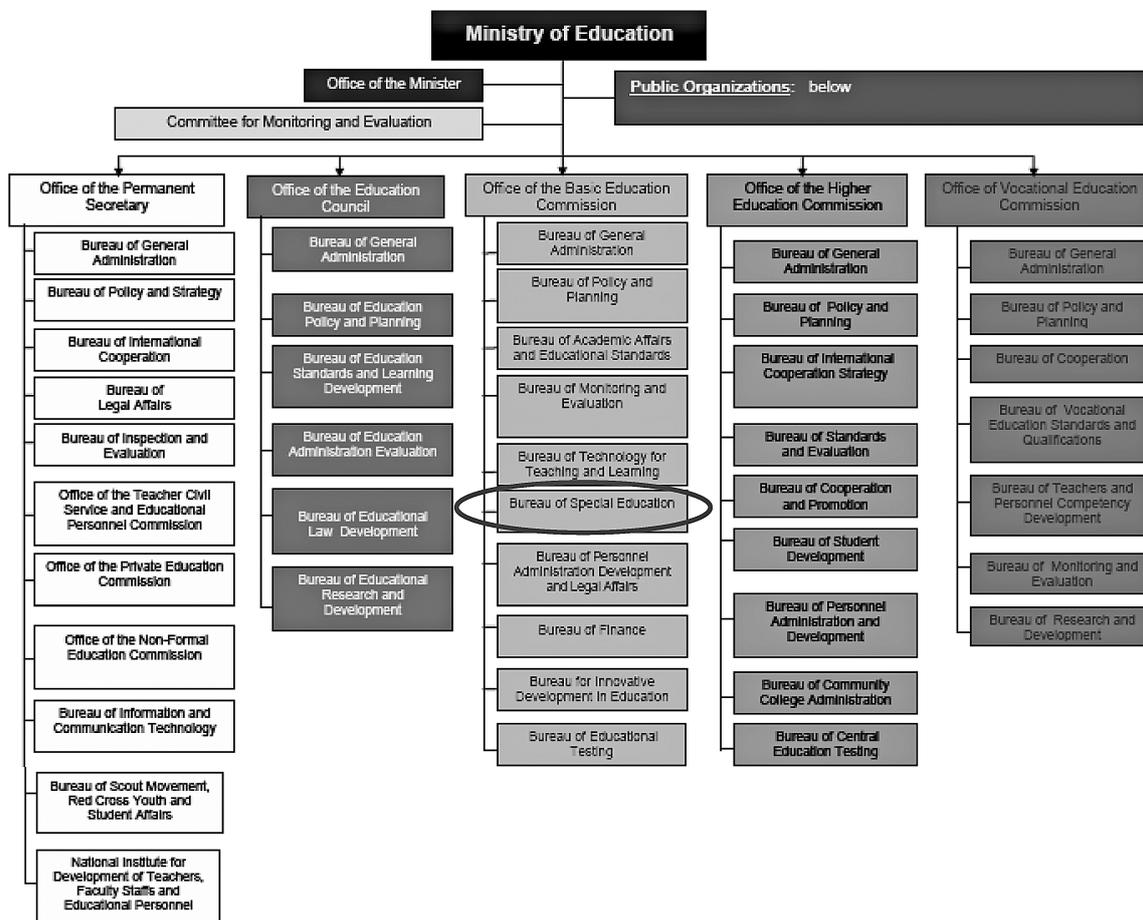
The legal framework and education policies of persons with Disabilities under the Office of Basic Education Commission (OBEC), Ministry of Education. In addition, the development of administrative structures as well as the implementations of the policies through different activities for the past seven years (2002 - 2008) have ensured the availability, accessibility, acceptability, and adaptability of education for persons with disabilities.

The Constitution of the Kingdom of Thailand (1997): Section 30 and 55. Tracing back to the development of legal framework and national plans, Thailand has prioritized equal opportunity in education as a key element towards the successful development of persons with disabilities in Thailand.

The National Education Act B.E. 2542 (1999): Section 10. The remarkable turning-point in the history of education for persons with disabilities is the promulgation of the National Education Act B.E. 2542 (1999). The Act aims at protecting the rights of persons with disabilities to education in accordance with their rights under the Constitution

The Ministry of Education Ministerial Regulations on accessibility, materials, services and other related supports. On 19 August 2002, the Ministry of Education issued a Ministerial Regulation on accessibility, materials, services, and other related supports for all students with disabilities. They will have the right to the services and supports as specified in their Individualized Program (IEP). Schools work with parents as well as professionals from medical, paramedical, special education, therapist, and non-government agencies in their communities. It is stipulated that from now on, it is the responsibility of every school having students with disabilities to support teachers to adapt curriculum, teaching techniques, evaluation methods for students with special needs in order to accommodate all students with different needs in integrated education.

About Thailand educational system, The structure of the Ministry of Education therefore comprises 5 major offices and a unit and The Bureau of special education with in the Office of Basic Education Commission (OBEC) as follows:



## **The function of special classes, units, resource rooms and other arrangement in regular schools**

The function of special classes in Thailand: worked to 1) evaluate the performance skills and make student schedule or IEP changes or other adjustments if need be 2) meeting with the parent(s) and others on the IEP team and finding a way to teach the student those skills can be the difference between a future college graduate and a future illiteracy statistic. 3) provide other things for them to learn in your class : materials , environment and activities 4) provide a chart for weekly or daily grades and do what it takes to make sure that your students are getting something out of resource class.

## **The resource rooms and other arrangement in regular schools.**

This room provides one-on-one instruction in a friendly, intimate environment include multisensory strategies, structured approaches to teaching some subject .The Resource Room is available to general education students with IEP's that indicate the student is in need of additional help with their courses. Students may take exams with extended time in this location.

The room has computers with Internet access, CD ROM for all subject areas which is available for all assignments, CAI for repeat practice by 3'R technique (Routine Repeat Relax) by a special education team. The learning activities for the Resource Room include 1) Learn to study :Student can be graded on things such as illustrated flashcards for words they're learning, or paraphrased notes, or oral quizzes on the material they reviewed. 2) Practice basic skills. 3) Learn something else of interest: Some students will work on an independent 'project' in a subject of interest especially if they are provided with structure and feedback throughout the process 4) Learn to keyboard. Keyboarding is a tangible, marketable skill and one that can be learned relatively independently. 5) Learn from commercial comprehension materials. The strategies for this room include 1) Task analysis 2) Peer tutoring 3) Buddy system and 4) Cooperative learning. There are many products designed to engage the independent reading and writing levels of students.

## **How they are utilized to meet special education needs of individual children.**

Thailand, at this moment, is working on living policies which are more flexible and efficient in action. In Early Intervention which is seen as key to providing the children with Disabilities the best possible start, expansion is urgently needed as regards the number of services in order to access the target group as a whole. The activities Implemented 1) Early Intervention to provide services to children with Disabilities since birth or as soon as their disabilities 2) Curriculum Development to prepare the school for integrated education of students with Disabilities. 3) In-service training for teachers, parents and personnel 5) Academic vacation camps for students with Disabilities 6) Integrated education & Assistive Technology through Coupon system in accordance with IEP.

In issues involve and innovative efforts made, Thailand used School-Based Management (SBM) and SEAT Framework (Student, Environment, Activities and Tools) to manage of integrated education. This project is currently being evaluated and the year-end symposium will be organized for each school

to present its best practice. In this project, Individualized Education Programs (IEP), which indicate special needs of children with Disabilities, were written by teachers. In accordance with IEP, provision of education coupons for assistive technology and special services has been accommodated. From 2006, we have 23,350 integrated education rooms, 269,408 disabilities students in inclusive schools, 11,962 students in informal schools, 53 severe autistic child rooms in 46 inclusive schools, and 2,000 schools. Nowadays Thailand have, 42,800 disabilities students in. 2,570 inclusive schools, and 500 severe autistic students in 111 rooms in academic year of 2008 (OBEC, 2008)

However, nowadays the majority of our students disabilities are going to mainstream schools over 80 per cent. The Disabilities students are entitled to a coupon a year, minimum 2000 baht (\$50) per head, which they can exchange for assistive technology as well as additional services. They can also access the educational fund for people with disabilities, which help with access to such things as higher education.

Thailand, continue to develop integration schools. This is National award scheme, benefits for both disabled and non disabled children. The best practice should be highlighted. The earlier a child receives help, the less the problems are later. The early intervention (EI) should form a major part of the role of Regional and Provincial centers. EI is most effective when carried out locally. Community Based Rehabilitation (CBR) is strategy to support inclusive school. Special Education Center through out of Thailand should be train local people in disability awareness, making appropriate environment, explaining rights and daily living support. However, the world is changing, Thailand is changing, Special Education is changing, our job is to try to manage the change. If we achieve this, we will make Special Education truly..... Special!

※The report of Thailand was presented by the seminar host on behalf of the delegate of Thailand, so there was no Q&A session.

# ***General Discussion***

(Chair: Malaysia, New Zealand)

General Discussion was conducted under the framework indicated below:

1. What were similar experiences?
2. What were new experiences in individual countries?
3. What were good practices or ideas?
4. Other Comments

## **1. What were similar experiences?**

### **Australia**

- Graduate qualification in special education is low as like Japan
- Experts providing extra support - students not directly funded but receive some kind of support in most countries
- Most countries cater for about 1% of students with disabilities

### **Bangladesh**

- In Onari School, Japan, we observed resource room for hearing and speech impairment, but we have such type of resource room for visually impaired students, where students are getting support from teacher, hostel for students (go to regular school and return to hostel),etc.

### **China**

- Most important thing is function of resource room.
- Not many in China, but resource rooms are important for inclusive education.
- Should enhance and build more resource room

### **Indonesia**

- The role of special class and resources room
- Training for teacher in regular schools is important

### **Japan**

- All are moving toward inclusion with strong will.
- Respect of human rights, social independence, diversity
- We share common challenges

### **Korea**

- Direction for inclusion found in most countries

- In-service training for teachers is important
- As like in Malaysia, IEP is also important
- Every student with disabilities has IEP, shared by parents, comments from teachers

### **Malaysia**

- IEP is very important
- In Malaysia, parents have right to see IEP to know what their child is learning. Moreover, students bring IEP to job setting

### **Nepal**

- Resource rooms and classroom management in regular schools get support through regular education system
- Bigger number of students in regular class
- In regular class, teachers are not providing enough support for children with disabilities

### **New Zealand**

- Contribution and participation in society is the long term goal
- Teacher acceptance, dedication and positive attitude is an important element
- Parents attitude and confidence in the system

### **Philippines**

- Concern for human resources, qualification, training etc.
- Majority has cooperation with NGO
- Challenges in inclusion

### **Sri Lanka**

- Inclusive education

## **2. What were new experiences in individual countries?**

### **Australia**

- Korea requires teachers to get training of teachers for special education by law
- Japanese government fund students with developmental disabilities who do not have intellectual disabilities

### **Bangladesh**

- Role of NISE in Japan is excellent
- The role and responsibilities of our National Center for Special Education could be redefined as like as NISE

-Mobilizing local resources in Malaysia

### **China**

-Special schools convert into special education centers that give support, equipment to regular schools

### **Indonesia**

-Concept of total rehabilitation from Malaysia

### **Japan**

-Bangladesh ratified Convention on the Rights of Persons with Disabilities

-Impressed by the action taken by government according to it

### **Korea**

-Korea does not have resource room

-Role and function of special class are similar to resource room

-Special classroom not divided by category in Korea but most countries divide special class or resource room into disability categories

### **Malaysia**

-High time to have national institution like NISE or KISE

### **Nepal**

-Inclusion of deaf children to promote social inclusion, new in our country

-Good law system in Korea

-NGO co-operation Bangladesh model

-Vocational and functional literacy in Malaysia

### **New Zealand**

-Sponsorship from private sector, particularly for vocational training

### **Philippines**

-No provision for gifted and talented in most countries

-Categories of disabilities are different from country to country

-Countries may work out for common words

### **Sri Lanka**

-Resource room is most important

### **3. What were good practices or ideas?**

#### **Australia**

- Establishment of national center such as NISE, KISE, allow good practices to be embedded into system
- Mobile teacher unit in Philippines, teaching functional literacy for adults or students who can not come to school for poverty

#### **Bangladesh**

- Materialize the concept of inclusion
- Government and NGO partnership

#### **China**

- National Institute such as NISE
- However, special needs education department not just an office should be set up in central government in China. It will have powerful influence
- Convert special education to special needs education

#### **Indonesia**

- Develop one-roof school model, primary and secondary together

#### **Japan**

- NZ system of satellite
- Expertise may be spread to local regular school, good way to spread resources

#### **Korea**

- Coupon system of Thailand, used for assistive technology
- Onari School resource room cover students from other schools
- Malaysia, good at providing pre-vocational program

#### **Malaysia**

- Inclusion noticed in Japan
- Students with severe needs accepted in regular school
- Malaysia only accept the educable

#### **Nepal**

- Coupon system in Thailand to motivate parents of children with disabilities
- Teacher management by law in Korea
- Ensuring right to education of children with special needs through regular school system as seen

in Onari school

### **New Zealand**

- Level of discussion around good functional assessment and program
- Educating the students' community (parents and other students)

### **Philippines**

- NISE organization, recommend to government
- Inclusion of students with visual impairment and hearing impairment
- CBR and orientation, particularly for the parents of regular students
- Peer coaching/buddy system
- Vocational training for independent living

### **Sri Lanka**

- Regular school teacher training for special education

## **4. Other Comments**

### **Indonesia**

- Inclusive education not only for children with special needs, but include children in rural area, remote area, isolated area, conflict area, disaster area, street children, and immigrant children

### **China**

- Vocational education is very important for disabled children
- In order to participate in society after graduation, should vocational education should be included in inclusive education system needed

### **Korea**

- How to evaluate children with special needs in regular classroom? No resource room in Korea
- How do countries divide children into special class and resource room?
- Wish to know the practices in other countries

### **Philippines**

- (Reaction to Korea) -Evaluation being done by a series of assessment of regular teachers, coordinators, therapists
- Developmental psycho-educational diagnostician
- Whether IEP is planned and implemented well is also evaluated
- Resource room is used as special class as well. It gives special instruction to group of children with special needs

## **Japan**

- Terminology or concept for disability needs to be clarified, such as;  
Intellectual disability  
Developmental disability  
Challenging behavior
- Concepts involved differ from country to country

## **Bangladesh**

- More cooperation in the field of education of individuals with special needs among the Asia-Pacific countries/Region

## **Malaysia**

- Benefit of inclusive education
- We can increase the enrollment, reduce drop-out and infrastructure, increase participation of parties of society including parents

## **Nepal**

- Developed inclusive societies, education must be more inclusive
- Definition differs from country to country
- Need to strengthen the inclusive education system for students with special needs through regular system

## **Sri Lanka**

- Special classes provide vocational programs

## **Australia**

- Teacher registration; Special needs license needed in parts of Australia
- Teacher shortage, need to have teachers even without license

## **Philippines**

- Teacher shortage, common experience in many countries
- Effort needed to train them, not only regular school teacher, but also assistant staff, for they will handle SEN students
- Any incentive to attract teachers for special education (question from Malaysia)- Paid more in Philippines

## **New Zealand**

- Lot of work on what works well on students in regular school
- The relationship teachers form with students is a critical factor for outcome

- Building training, but right staff in right place most important
- Monitoring outcome for programs and strategies in place is crucial
- What are they learning?
- Long-term outcomes - should also be evaluated
- Sharing those evaluations

### **Australia**

- Agree with New Zealand
- Anything put in place need to be monitored and evaluated and shared for effectiveness

# ***Appendix***

The 2008 School Year

Special Needs Education of Kamakura City

Kamakura City Board of Education

## **School Catalogue**

Kamakura City Onari Elementary School

平成20年度

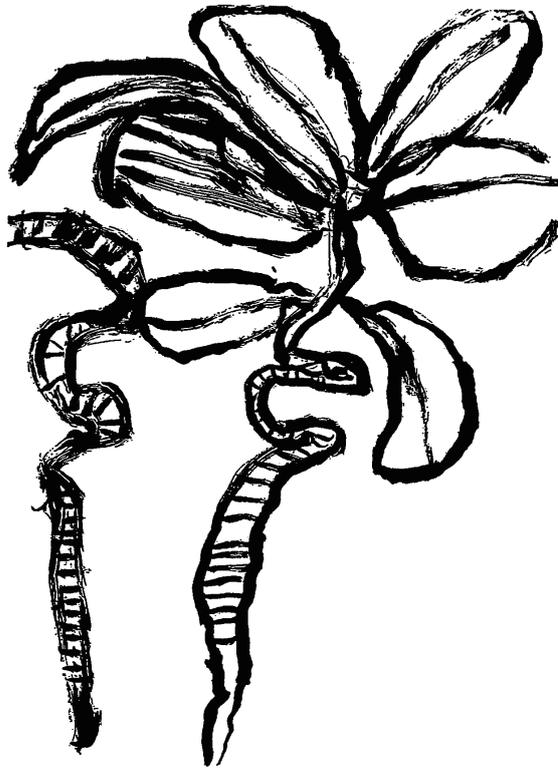
鎌倉市の特別支援教育

鎌倉市教育委員会

**学 校 要 覧**

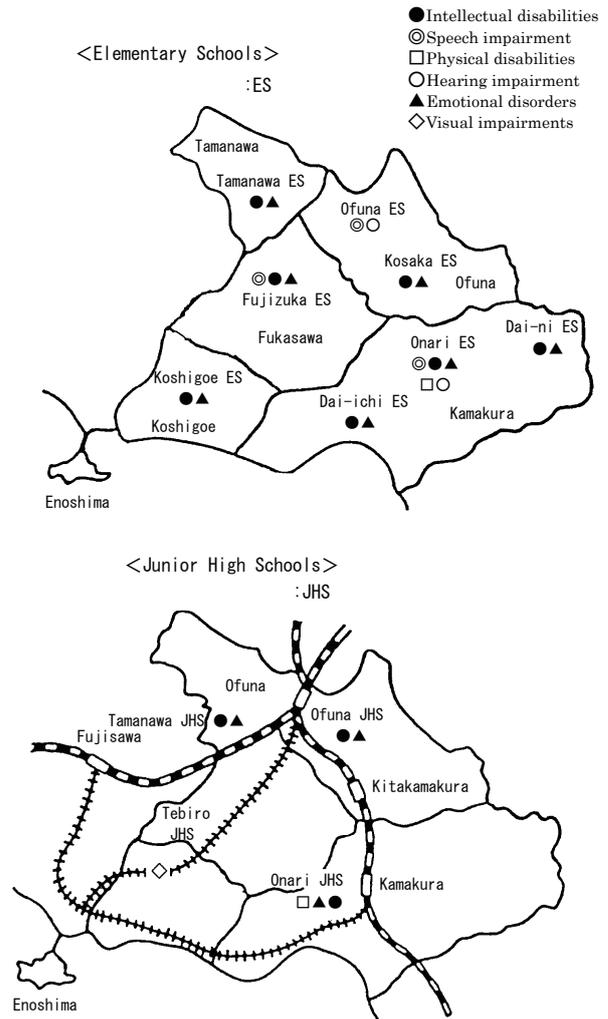
鎌倉市立御成小学校

# Special Needs Education of Kamakura City



Kamakura City Board of Education

## Location of Schools with Relevant Classes



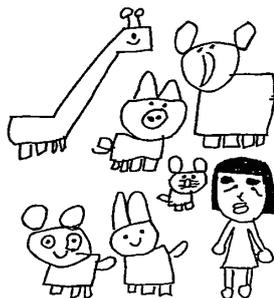
<Number of Students in Special Needs Education Classes and Those Receiving Special Needs Education by Attending a Class in Another School (known as Resource Room), and the Number of Classes>  
(as of May 1, 2008)

Type of class	Elementary school				Junior high school			
	Number of students			Number of classes	Number of students			Number of classes
	Boys	Girls	Total		Boys	Girls	Total	
Intellectual disabilities	13	9	22	7	6	9	15	4
Emotional disturbance	30	11	41	9	10	8	18	4
Physical/Motor disabilities	4	3	7	1	2	1	3	1
Visual impairments	0	0	0	0	1	0	1	1
<b>Total</b>	<b>47</b>	<b>23</b>	<b>70</b>	<b>17</b>	<b>19</b>	<b>18</b>	<b>37</b>	<b>10</b>

<Number of Students Enrolled in Special Needs Education Schools>  
(as of May 1, 2008)

Type of class	Elementary school			Junior high school		
	Boys	Girls	Total	Boys	Girls	Total
School for the blind	0	0	0	0	0	0
School for the deaf	1	5	6	0	0	0
School for children with intellectual disabilities	8	0	8	5	4	9
School for children with physical/motor disabilities	1	1	2	1	0	1
School for children with health impairments	1	0	1	2	2	4
<b>Total</b>	<b>11</b>	<b>6</b>	<b>17</b>	<b>8</b>	<b>6</b>	<b>14</b>

Type of class	Elementary school		
	Number of students		
	Boys	Girls	Total
Speech impairment	105	23	128
Hearing impairment	2	3	5
<b>Total</b>	<b>107</b>	<b>26</b>	<b>133</b>



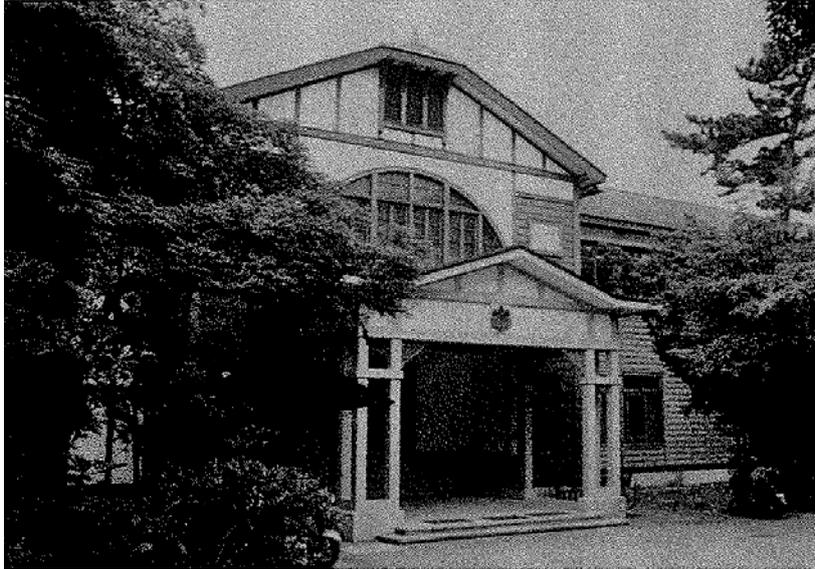
<To Promote Special Needs Education in Kamakura City, the Kamakura City Board of Education will>

- strive to have a good grasp of the development of students who require special consideration,
- strive to provide finely-tuned school attendance counseling, and
- strive to gain correct understanding of and cooperation for special needs education.

Special needs education reflects ideas on education and the views on human beings of the society of the time. In keeping with the times, the demands from parents have also diversified. Hence, we believe that we must set ideals for our special needs education, and at the same time, step up our continued efforts to improve the contents of education and the facilities so as to be able to fully respond to the educational needs of children and parents.

The 2008 School Year

# School Catalogue



## Kamakura City Onari Elementary School

<http://www.kamakura.ed.jp/~narisyuu/index.html>

### 1. Outline of the school

#### (1) Location

Adjoining Kamakura City Hall, the school is situated in a quiet environment, blessed with natural greenery against the backdrop of Mt. Onari. The site, which was formerly the location of the Kamakura Imperial Villa, has an area of approximately 33,000 square meters. Artifacts have been excavated from the school yard, dating back not only to the Muromachi and Kamakura eras but also to ancient periods.

(Longitude 139° 33' E and latitude 36° 18' N, measured at Onari-mon)

#### (2) School history (condensed)

October 1933: The former Kamakura Imperial Villa site was granted for use as a school and two two-story wooden schoolhouses, one one-story house, and an auditorium were completed. Land area: approximately 41,005 square meters.

August 1964: The playground was expanded upon purchase of land from the Imperial Household Agency by Kamakura City.

October 1970: A class for students with speech impairment (resource room class) was opened.

April 1971: A class for students with intellectual disabilities (Class 7) was opened.

April 1975: A class for students with physical/motor disabilities (Class 8) was opened.

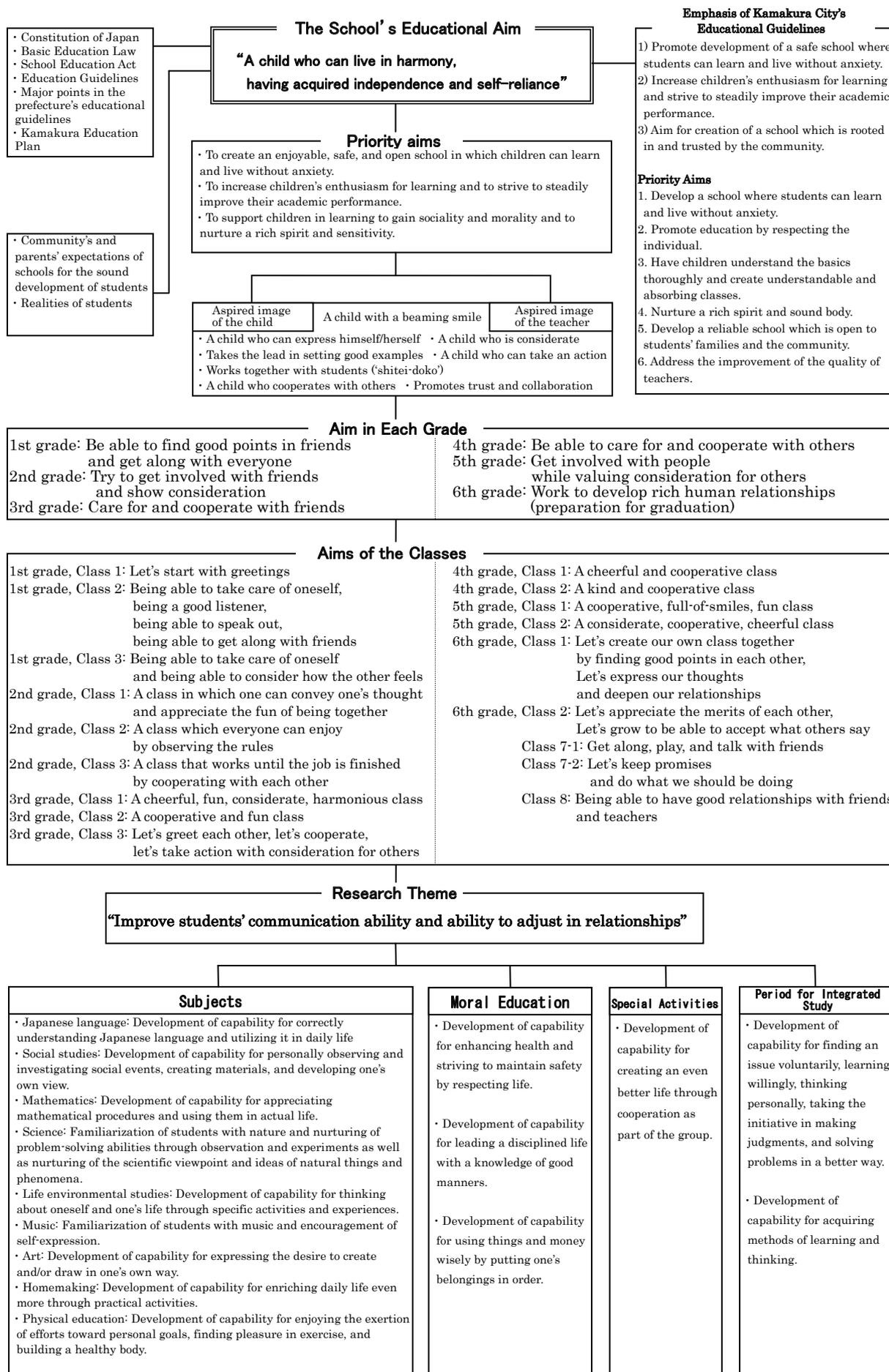
April 1994: A class for students with emotional disturbance was opened.

December 1998: Classes moved into newly-constructed buildings.

October 1999: Classes began in the new resource room upon its completion.



## 2. Overall School Education Plan for the 2008 School Year



### 3. Education Plan

#### (1) Daily Schedule

Morning reading / 'Fure-ai Time' / morning meeting (monthly)	Bell 8:25	8 : 3 0 ~ 8 : 4 5
<b>1</b>		8 : 4 5 ~ 9 : 3 0
(Short recess)		(5 minutes)
<b>2</b>		9 : 3 5 ~ 1 0 : 2 0
Recess		1 0 : 2 0 ~ 1 0 : 4 0
<b>3</b>	Bell 10:35	1 0 : 4 5 ~ 1 1 : 2 5
(Short recess)		(5 minutes)
<b>4</b>		1 1 : 3 0 ~ 1 2 : 1 5
Lunch		1 2 : 1 5 ~ 1 3 : 0 0
Noon recess		1 3 : 0 0 ~ 1 3 : 2 5
Cleaning	Bell 13:20	1 3 : 2 5 ~ 1 3 : 4 0
(Short recess)		(5 minutes)
<b>5</b>		1 3 : 4 5 ~ 1 4 : 3 0
(Short recess)		(5 minutes)
<b>6</b>		1 4 : 3 5 ~ 1 5 : 2 0
		End of club activities 15:35

Committee activities 14:35~15:20 Club activities 14:35~15:35

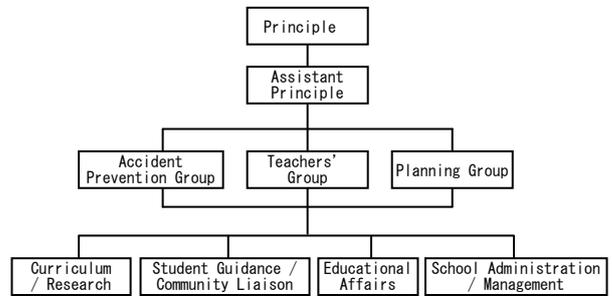
#### (4) Annual Events Schedule

Month	School events	Research meeting / seminar, etc.
4	New staff introduction ceremony, term-opening ceremony, entrance ceremony, farewell ceremony, physical measurement, periodic health checkups (by the end of Jun.), community visit, classroom visitations / round-table conference, reception for the 1st graders (Student Council), traffic safety guidance for the 1st graders, and safety check	• In-school research
5	Sand work (4th graders), field trip (1st through 4th graders), safety check, zone meeting, and school-wide dismissal exercise	• In-school research • General meeting on special needs education • General meeting on student guidance
6	5th graders' overnight trip (at 'Miura Fureai-no Mura'), art appreciation assembly, school trip to Nikko, school lunch tasting, classroom visitations / round-table conference, individual interviews, and safety check	• In-school research • General meeting on student guidance
7	Swimming class, overnight trip for Class 7 and 8 (at 'Ayumi-so'), term-closing ceremony, and safety check	• In-school research • Special needs education seminar
8		• In-school seminar • In-school research • Student guidance • Research meeting
9	Term-opening ceremony, evacuation drill, athletic meet, safety check, and physical measurement	• In-school research
10	Saturday classroom visitations, (Let's Go to School Week), track and field meet (6th graders), and safety check	• In-school research • Student guidance seminar • General meeting on student guidance
11	Onari Children's Day, students' work exhibition, individual interviews, dental health guidance, and safety check	• In-school research • Special needs education seminar
12	Term-closing ceremony, in-school concert, the city exhibition of students' work, city elementary school concert (5th graders), and safety check	• In-school research • Special needs education seminar
1	Term-opening ceremony, evacuation drill, in-school New Year's calligraphy writing exhibition, explanation meeting for the new 1st graders, Gallery 50 Exhibition, and safety check	• In-school research • Research paper presentation meeting • General meeting on student guidance
2	Classroom visitations / round-table conference and safety check	• In-school research
3	Anniversary of the founding of the school, farewell assembly for the 6th graders, graduation ceremony, term-closing ceremony, school year closing ceremony, and safety check	• General meeting on special needs education • General meeting on student guidance • In-school research

#### (2) Curriculum (Annual school hours)

Classification	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Japanese language	272	280	235	235	180	175
Social studies			70	85	90	100
Mathematics	114	155	150	150	150	150
Science			70	90	95	95
Life environmental studies	102	105				
Music	68	70	60	60	50	50
Art	68	70	60	60	50	50
Homemaking					60	55
Physical education	90	90	90	90	90	90
Moral education	34	35	35	35	35	35
Special activities	34	35	35	35	35	35
Integrated study			105	105	110	110
Total	782	840	910	945	945	945

#### (3) School Administrative Organization



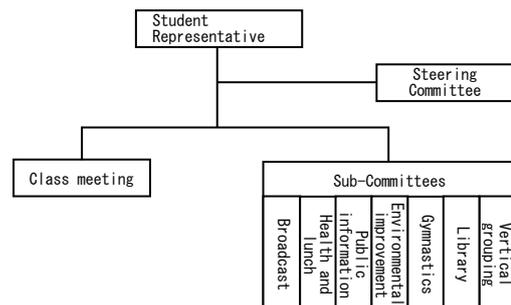
#### (5) Special activities

- 1) Student Council activities
  - a. Student Representative Committee
    - Participating students
    - Steering Committee members, Committee representatives
    - Class representatives of the 3rd/4th/5th/6th graders
    - Activity day
    - Once a month (last Friday of the month)
  - b. Committee activity
    - Participating students
    - 5th and 6th graders
    - Activity day
    - The 6th period on the 1st Tuesday of the month and as otherwise scheduled
- 2) Club activities
  - Participating students 4th/5th/6th graders
  - Activity day Nine days per year; the 6th period on Tuesday; 60 minutes

#### Clubs

Soccer	Dodgeball	Badminton	Tennis	Track and field
Science	Painting, art, manual training	Cooking	Music	Baseball

#### Student Council Organization Chart



## Number of Students and Classes

(as of May 1, 2008)

grade	1st	2nd	3rd	4th	5th	6th	Class 7	Class 8	Total	Number of children resource room for speech and/or hearing impairments
Number of classes	3	3	3	2	2	2	2	1	18	
Boys	49	57	68	37	48	36	2	4	295	43
Girls	38	41	42	41	34	43	3	3	239	12
Total	87	98	110	78	82	79	5	7	534	55

## Teachers and Staff for the 2008 School Year

No	Title or responsibility	Name
1	Principal	OTANI Reiji
2	Assistant principal	YODA Wakayo
3	1st grade, class 1	One teacher
4	1st grade, class 2	same as above
5	1st grade, class 3	same as above
6	2nd grade, class 1	same as above
7	2nd grade, class 2	same as above
8	2nd grade, class 3	same as above
9	3rd grade, class 1	same as above
10	3rd grade, class 2	same as above
11	3rd grade, class 3	same as above
12	4th grade, class 1	same as above
13	4th grade, class 2	same as above
14	5th grade, class 1	same as above
15	5th grade, class 2	same as above
16	6th grade, class 1	same as above
17	6th grade, class 2	same as above
18	class 7	SUZUKI Ryounosuke
19		KOYAMA Ruriko
20	class 8	UEHARA Yuko
21		KOBAYASHI Natsuko
22	Music	One teacher
23	Science	same as above
24	Small group	same as above
25	Guidance for new teachers	same as above
26	Resource room for children with speech and/or hearing impairment	FUJITA Yumiko
27		MASUDA Junko
28		ONO Megumi
29		MAKABE Shigeko
30	Nurse	One teacher
31	Clerical staff	same as above
32	Dietician	same as above
33	Skilled staff	same as above
34		same as above
35	Kitchen staff	same as above
36		same as above
37		same as above

## Class Schedule for the 2008 School Year

The basic class schedule is shown below. Please read class handouts and other notices to check for changes due to special events or other activities.

\* 'Fure-ai Time' (A time for students and teachers to enjoy together)

\* Arrival at school: Between 8:10 and 8:25.

(Bell)	8:25
Morning reading/'Fure-ai Time'	8:30~ 8:45
1st period	8:45~ 9:30
2nd period	9:35~10:20
Recess	10:20~10:40
(Bell)	10:35
3rd period	10:40~11:25
4th period	11:30~12:15
Lunch	12:15~13:00
Noon recess	13:00~13:20
(Bell)	13:20
Cleaning	13:25~13:40
5th period	13:45~14:30
6th period	14:35~15:20
[Club activities]	[14:35~15:35]

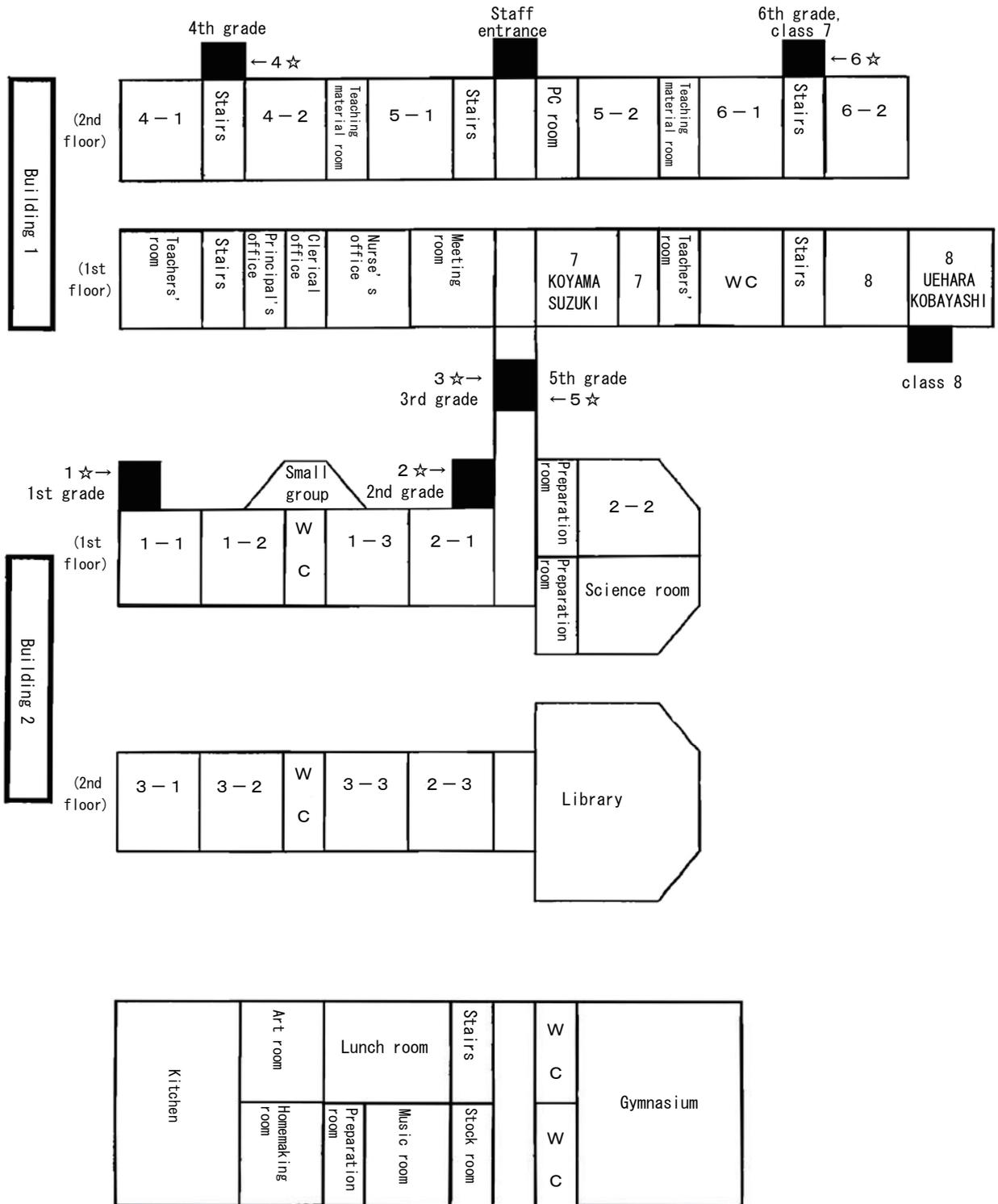
38	Kitchen staff	One teacher
39		same as above
40		same as above
41		same as above
42		same as above
43	Daily lite assistant	same as above
44		same as above
45		same as above
46		same as above
47		same as above
48	Librarian	same as above
49	Academic subject assistant	same as above
50	Communication assistant from community	same as above
51	Security officer (weekdays)	same as above
52	Custodian (holidays)	same as above

The 2008 School Year: Classrooms, Homeroom Teachers and Layout

Classroom layout

Stairway used ■ : Stairway

Announcement of new classes ☆ : Bulletin board (by stairway)



**Kamakura City Onari Elementary School:**  
**Outline of the Resource Room for children with Speech and/or hearing impairment**  
**( 'Kotoba no Kyoshitsu' )**

The Resource room for children with speech and/or hearing impairment of Onari Elementary School was opened in October 1970 in order to provide guidance to children with hearing and/or speech impairment. At present, three schools in Kamakura City, including our school, Ofuna Elementary School, and Fujizuka Elementary School, have a resource room for children with speech and/or hearing impairment, to which 11 teachers are assigned. Students enrolled in eight schools in the city attend our resource room for children with speech and/or hearing impairment.

Accompanying the reconstruction of the Onari Elementary School building, a new classroom was completed as an annex on the north side of the school building, and relocation of the class was completed on November 1, 1999. It is a one-story, reinforced concrete building that is partly wood and has a building area of 368 square meters. The building has four personal guidance rooms (one of which is used also as a group guidance room together with the adjoining counseling room), one observation room (one of the former observation rooms was switched to guidance room), test room, monitor room, teachers' room, and playroom, etc.

**1. Educational Aim**

"Alleviate and/or eliminate difficulty in learning arising from hearing and/or speech impairment and encourage the fostering of a rich human nature by providing appropriate guidance to each and every child."

**2. Guidance Style**

Basically, a 60 to 90 minute personal guidance session is provided once or twice a week. Small group guidance is also provided as needed.

In most cases, students attend a class after school hours. However, if they attend a class during the regular school hours, their attendance is not treated as 'tardiness' or 'leaving early,' as provided by the municipal Board of Education.

As a general rule, students must be accompanied by one of their parents, who is requested to understand and cooperate with the school's safety policies.

**3. Contents of Guidance**

Although we adapt the contents of the guidance to condition of each student, the contents can be generally explained as follows:

Language guidance (understanding language, expressing oneself, and verbal exchanges, etc.)

Hearing guidance (improving hearing ability)

Articulation guidance

Communication guidance

**4. Annual Events, Etc.**

	Events Involving The Resource Room for Children with Speech and/or Hearing Impairment	Events Involving the City and/or Schools
Apr.	Dispatch notice of resource room (to schools in which students are enrolled)	Hearing test (1st/2nd/3rd/5th graders)
Jun.	Prepare a curriculum	
Jul.	Visit the classes the students are enrolled in	The City' s School Attendance Guidance Committee starts its session.
Sep.	Submit a petition to the prefecture and/or city	
Nov.	Open class for the students' homeroom teachers	
Dec.	Language Get-together ( 'Kotoba no Tsudoi' ) (biennial)	
	Parents' learning session (biennial)	The City' s School Attendance Guidance Committee closes its session.
Feb.	Start counseling for new school children of the subsequent year	
	* Mothers' class (round-table conference)	* Other events

**5. Students Receiving Special Needs Education under the Resource Room System for Children with Speech and/or Hearing Impairment (classification and number of students) as of September 8, 2008**

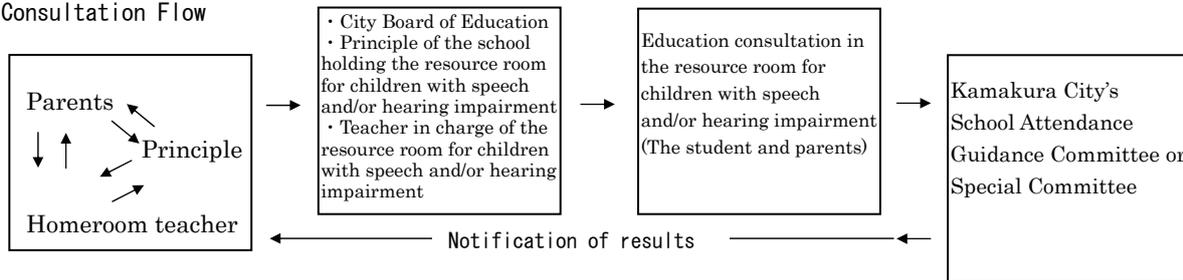
Classification	Hard of Hearing	Articulation disorder	Stuttering	Cleft palate	Delay in language development	Others	Total
In-school	0	4	2	0	10	0	16
Other school	2	5	3	1	31	0	42
Junior high school	(2)	0	0	0	0	0	(2)
Total	4	9	5	1	41	0	60

\* The number of students may change due to completion or admission before the end of the school year.

## 6. Procedures for Receiving Special Needs Education under the Resource Room System

Upon request by the parents, an interview is held with the parents in the resource room for children with speech and/or hearing impairment. Then, the city's School Attendance Guidance Committee (at the start of school) or Special Committee (for entrance during the school year) deliberate the request, and decide on the appropriateness of admission.

### Consultation Flow



## 7. Collaboration with Relevant Organizations

Student's homeroom teacher (via classroom visitation, open class, post-graduation planning, etc.)

Medical institutions (Kanagawa Children's Medical Center, etc.)

Welfare agencies (city's Welfare Division for Persons with Disabilities, Prefectural Comprehensive Therapeutic care and Education Center, Prefectural Welfare Center for person with Hearing Impairments, Therapeutic care and Education Consultation Center for Children, etc.) (Translator's note: Therapeutic care and Education refers to comprehensive treatment and education for children with intellectual and physical disability.)

Counseling organizations (National Institute for Land and Infrastructure Management, Kanagawa Prefectural Education Center, City's Educational Counseling Organizations, LD-related Consultation Organizations, Child Consultation Center, etc.)

## 8. In-service Training and Research

City: Joint case meeting with the city's responsible staff and ST (speech therapist) of the City's Welfare Division for Persons with Disabilities (monthly)

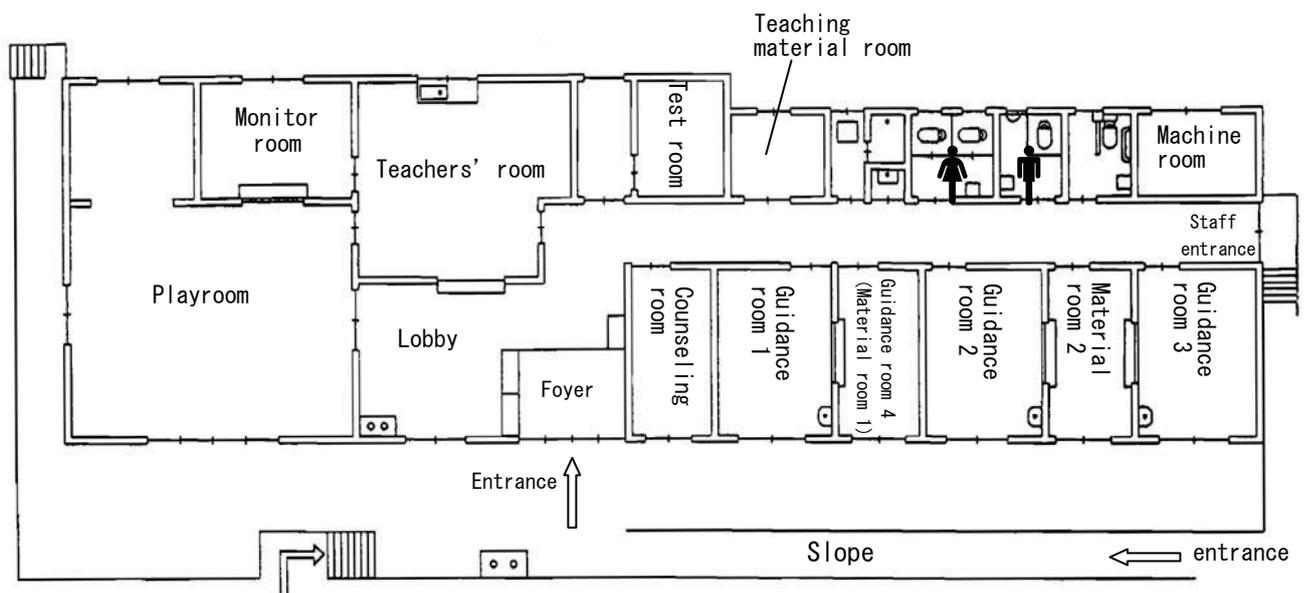
Prefectural: Seminars of the Prefectural Education Center and Prefectural Association of Education for People with Hearing and/or Speech Impairment (10 meetings a year)

Seminars of the neighboring districts: seminars and research conferences (1 or 2 meetings per term) of the Yokosuka District Meeting (joint meeting of 4 cities and 1 town)

Participation in other seminars and research conferences

(National Institute for Land and Infrastructure Management, Prefectural Education Center-related, Yokohama City-related, Kanagawa Research Association of Speech, Research Association of Kanagawa Otologic Society, other seminars, etc.)

## Layout of the Resource Room for Children with Speech and/or Hearing Impairment



## Outline of Class 7

### 1. Key Activities

The joint activities and learning program for each individual student will be decided upon at the beginning of the new school year, based on the condition of the student and after consultation with the teacher in charge of the accepting class.

Outdoor study will be carried out every Tuesday, with the cooperation of volunteers to ensure students' safety.

Luncheon guidance for Class 7 will be provided every Tuesday. However, school lunch may be provided for Class 7 on any other day of the week, depending on circumstances.

### 2. Schedule

Day of the week	1 B		2 B			3 B
Mon.	Joint activities and learning, Individual	Joint activities and learning	Music, Japanese language	Activities to promote independence	Lunch,	Individual (4th/5th graders)
Tue.	Joint activities and learning, Individual	Outdoor study, Activities to promote independence				Noon recess,
Wed.	Joint activities and learning, Individual	Joint activities and learning	Art	Art	Cleaning	
Thu.	Joint activities and learning, Individual	Joint activities and learning	Living (Overall)	Living (Overall)		Joint activities and learning (4th/5th graders) Individual (1st graders)
Fri.	Joint activities and learning, Individual	Joint activities and learning	Activities to promote independence	Physical education		Individual (4th/5th graders)

## Management of Class 8 (for students with physical/motor disabilities)

### 1. Educational Aims

- Cultivate basic living habits required for daily living.
- Expand living experience and aim at attaining self-reliance and social independence.
- Improve mental and physical conditions to the maximum extent and expand the scope of activity.
- Nurture a rich spirit through activities such as seeing, listening, and touching.

### 2. Contents of Education

#### 1) Important Points of Guidance Combining School Subjects and Daily Living

##### - Daily Living

Cultivate basic living habits. (Meals, toilet, greetings, wearing and changing clothes, etc.)

Acquire ability required for achieving mutual understanding and two-way communication by promoting diverse exchanges with the students of regular classes.

##### - Activities to Promote Independence

Improve hand movement, walking ability and mobility, and general bodily awareness through individual learning, group learning, outdoor study, and functional training.

#### 2) Important Points in Guidance on School Subjects and Daily Living

##### - Japanese Language

Enjoy stories by listening to and watching storytelling with picture cards ( 'kamishibai' ) and looking at picture books.

Enjoy the rhythm of language through plays on words.

##### - Living (Overall)

Become familiar with living creatures by keeping animals or growing plants, including vegetables.

Learn about the people around themselves.

##### - Music

Enjoy music and develop a sense of rhythm by singing together with other students and by making simple movements or expressing themselves freely to the music.

Play simple music in concert using percussion instruments.

##### - Art

Cultivate the senses of the fingertips by touching clay, glue and so on with hands, and by using scissors.

Enjoy drawing by using crayons, pens, paints, and so on.

##### - Physical Education

Cultivate a sense of physical balance and strengthen muscle power through various movements (using suspended playing equipment, trampoline, etc.)

Become familiar with water and release stress in water through a swimming drill (every Wednesday). (A volunteer swimming coach is invited to ensure safety.)

### 3) Weekly Schedule

	1	2	3	4	5	6
Mon.	Morning meeting, Roll call by the teacher of the day	Joint activities and learning	Music and Japanese language, Class 7 and 8 together	Activities to promote independence	Activities to promote independence, 2nd/5th/6th graders	
Tue.	Morning meeting	Joint activities and learning	Outdoor study (volunteer)		Art, All students	Club activities, Committee meetings
Wed.	Morning meeting	Joint activities and learning	Swimming (volunteer)			
Thu.	Morning meeting	Joint activities and learning	Living / Overall, Class 7 and 8 together	Activities to promote independence or physical education	Physical education or activities to promote independence, All students	
Fri.	Morning meeting / functional drill / joint activities and learning / activities to promote independence (PT Machida and Suzuki, relaxing / correcting)				Activities to promote independence, 3rd/5th/6th graders	

## Q & A Session at Kamakura City Onari Elementary School

**Q:** With regard to support for children with disabilities, I understand that they are either accompanied by a teacher (qualified person) or by an assistant or a student volunteer (unqualified person). On what do you base your decision on the attendants?

**A:** Student volunteers help in regular classes as assistants.

When a child who is enrolled in a class for special needs education participates in joint activities and learning, the he or she is accompanied by one of the teachers in charge of the class for special needs education or by support staff. The teachers take charge of different children by rotation so that they are able to deal with any child.

We also decide whether or not to have the teacher in charge of the special needs education class accompany the student depending on the subject matter covered in the regular class and condition of the child on that particular day.

**Q:** What is the aim of joint activities and learning? Is it to nurture their sociality or to improve their academic performance?

Also, in this instance, who is responsible for the academic achievement, the teacher in charge of the class for special needs education or the teacher in charge of the regular class?

**A:** We have a policy of allowing students in special needs education classes to participate in joint activities and learning - 1 hour a day for the class for children with physical/motor disabilities (relatively severe disabilities) and 2 hours a day for the class for children with intellectual disabilities (relatively mild disabilities).

The aim is to stimulate the social development of the children and to increase their enthusiasm for learning activities. This area of education is categorized as “daily living” under the curriculum. The teacher in charge of the class for special needs education is responsible for guidance, and the teacher in charge of the regular class is in a position to support him/her.

The children in regular classes are positive role models for those in the classes for special needs education. For instance, by seeing other children eat everything at lunch they feel motivated to do the same, or by seeing other children putting away the dishes, the children in the classes for special needs education begin to feel that they should also help others.

**Q:** Are there any volunteers other than student volunteers?

**A:** We have volunteers such as students’ parents and people in the community.

These people assist by accompanying the children when they participate in school events. They

also assist in outdoor studies conducted on Tuesdays and Wednesdays, swimming classes, and so on. We also obtain cooperation from the Social Welfare Council of Kamakura City.

**Q:** What is the aim of the resource room for children with speech and/or hearing impairments?

**A:** The chief aim is to provide articulation guidance.

We teach children to pronounce accurately by letting them see their own lips, which are shown by a monitor camera device.

**Q:** In what manner do you collaborate with children's families?

**A:** We use a communication notebook and other means to ask their parents to follow up at home on the contents of guidance given at the resource room.

**Q:** I understand that the children attending the resource room are to be accompanied by one of their parents. But, how do you deal with those children whose parents are working?

**A:** Not only mothers but also other family members who are available, including grandparents, may accompany the children. If such support is not available, we use the after-school care program to prevent children from going home alone. It is also possible to use a fee-based volunteer service, although this is not very common in reality.

With regard to the transportation costs for taking children to and from school, the bus fares for the children are paid by Kamakura City.

**Q:** Do any outside specialists come to the resource room?

And, how do you prepare a guidance program?

**A:** Outside specialists do not visit the resource room for the purpose of teaching children directly.

In terms of support and/or guidance from outside specialists, the responsible teachers acquire experience step by step, by seeking the advice of specialists at universities/colleges and so on, and by participating in seminars held at prefectural schools for the deaf, thereby improving their guidance techniques and sharing them with other responsible teachers. Examples of what the teachers learn include how to use an audiometer and how to administer hearing tests.

With regard to in-service training, those sponsored by Kanagawa Prefecture are held ten times a year. The teachers also participate in NISE in-service training.

**Q:** When do you convey the contents of the individualized education plan to the parents? Or, do you keep the information private?

**A:** The contents of the individualized education plan are explained to parents through individual interviews which are held every school term.

In addition, day-to-day messages are delivered when parents take children to and from school or via a communication notebook.

**Q:** Who bears the executive responsibility for the resource room, the prefecture or the principal of the school?

**A:** Of the sixteen elementary schools in Kamakura City, three schools have a resource room. The responsibility is assumed by the principal of each school.

As students, in most cases, come from other schools to attend resource rooms, we provide guidance by cooperating with the students' homeroom teachers.

**Q:** I understand that individual education plans are prepared for guidance in the resource room. Are there cases in which you change the contents of the plans after interviews with the students' homeroom teachers?

**A:** If any difficulties are observed in the classes the students are enrolled in, we may include measures for them in the individualized education plans.

Children show different behaviors when they are in a group (in the classes they are enrolled in) compared to when they are separated (in a resource room). Communicating the disability-driven behaviors that children show in the resource room to their homeroom teachers can help them interact with the children in a group setting.

**Q:** How many children with disabilities are there in Kamakura City?

**A:** → Page 2 of the handout: Eight of the sixteen elementary schools and four of the nine lower secondary schools have classes for special needs education. The figures shown here are the number of children enrolled in classes for special needs education. We do not have any other data.

**Q:** Why isn't any child with visual impairments included? Is it intentional?

**A:** At present, there is only one student with low vision in a lower secondary school in Kamakura City. Other children are enrolled in schools for the blind.

**Q:** Do teachers who are responsible for regular classes receive training on how they should interact with children with disabilities?

**A:** They receive in-school training. However, as each child's condition is different, they learn to interact with children through experience. In May each year, we also share information regarding children in Class 8 and Class 9 (classes for special needs education).

In addition, the teachers receive advice from a school psychologist, clinical psychologist, and the Kamakura School for Disabled Children which functions as a special support center, as well as guidance through visits by personnel from the Welfare Center and the Board of Education.

**Q:** Is it possible for children other than those attending the resource room to use the room?

**A:** The current system in Japan does not allow use of a resource room by children enrolled in special needs education classes.

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