

# *NISE Newsletter*

*for Special Education in Asia and the Pacific*

No.20

March, 2003

## Greetings

**T**he Newsletter has come to the twentieth issue of this edition since the first publication in 1989. Over the years, the Newsletters have been published continuously. We at NISE are convinced of and pleased at that the Newsletter has served for information exchange and development of special education in Asian and Pacific region.

Now, at a time of globalization, it is highly important in the field of special education to promote international exchange, share experiences and knowledge widely and exalt each other to enhance and fulfill the special education. That will lead the people with disabilities to live meaningfully and independently. These international activities are the imperative task for NISE, and the Newsletter has born an important part of that.

NISE has been conducting multifarious international activities other than the Newsletter such as 'Asian and Pacific International Seminar on Special Education', 'NISE and KISE (Korea Institute for Special Education) Seminar on Special Education', collecting information on special education abroad by NISE researchers, et cetera. Some of these activities were reviewed in this edition.

NISE will make further efforts to contribute to mutual intercourse among those concerned with special education in the world especially Asian and Pacific region. This Newsletter is assumed to be an important medium for the mission mentioned above. We would profoundly appreciate if the readers of this Newsletter would inform us their comments or remarks on the contents or framework of it via e-mail or facsimile.

***ATSUMI Yoshikata***

*Director, Division of International Exchange Program,  
NISE*



The National Institute of Special Education

# The 22<sup>nd</sup> Asian and the Pacific International Seminar on Special Education

## 1. Preface

The National Institute of Special Education (NISE), an independent administrative institution, has been holding APEID Seminars on special education since 1981, as one of the centers to cooperate with the Asia and the Pacific Programme of Educational Innovation for Development (APEID). Since fiscal 2002, the Seminar has been held under the title of "Asian and the Pacific International Seminar on Special Education" jointly by the NISE and the Japan UNESCO Committee.

## 2. About this year's Seminar

This Seminar is implemented for the purpose of contributing toward the development of special education in particular and improvement of education in general in the Asian and Pacific and the Oceanian countries, with the NISE inviting experts of special education from various countries. This year's Seminar's theme was "The Current Situations and Future Trends of Educational Practice for Children with Visual or Hearing Impairments - Practice and Its Outcome of Educational Support in Each Country". Research presentations by the delegates of the participating countries and a symposium were held during the period of six days from November 11 to 16, 2002, with the Yokohama Symposia as the main site.

The Seminar was participated by 13 countries namely Australia, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, South Korea, Sri Lanka and Thailand. These countries' special education experts participated as seminar presenters. The Seminar was also participated by many NISE staff, Japanese researchers, and teachers of special education schools among others. This year's Seminar is outline below.

## 3. The Seminar

### 1) Theme

"The Current Situations and Future Trends of Educational Practice for Children with Visual or Hearing Impairments - Practice and Its Outcome of Educational Support in Each Country"

### 2) Organizer:

The National Institute of Special Education, Japan (NISE)

The Japanese National Commission for UNESCO

### 3) Seminar schedule

November 11 (Monday) - 16 (Saturday), 2002

### 4) The presentations and Symposium

This year's Seminar held presentations, discussions and a symposium under the theme "The Current Situations and Future Trends of Educational Practice for Children with Visual or Hearing Impairments - Practice and Its Outcome of Educational Support in Each Country" by focusing on the education for the sensory impaired children.

The presentations were made by the 14 persons representing the 13 countries as listed below based on the above theme.

#### **Australia:** Dr. Field Winston Rickards

Professor of Education of Hearing Impaired.

Vice-President of Academic Board, the University of Melbourne. Pro-Vice Chancellor of the University of Melbourne

#### **China:** Ms. Yang Xijie

Research Assistant,

Special Education Division, China National Institute for Education Research

#### **India:** Dr. Jitendra Mohan Hans

Senior ENT Specialist & Head of the Unit.

Dr. R.M.L. Hospital, Ministry of Health & Family Welfare Govt. of INDIA

#### **Indonesia:** Mr. Sudiyono

Senior Researcher, The Curriculum Development

Centre, National Institute for Research and Development, Ministry of National Education

**Japan:** Mr. Kudou Shinichi

Kanagawa Prefectural Hiratuka School for the Blind

**Japan:** Dr. Sato D.S. Masayuki

Chief of section, Dept. of Education for Children with Speech and Hearing Handicaps, NISE

**Malaysia:** Ms. Wong Yuet Leng

Assistant Director, Curriculum for the Low Vision and the Blind Unit, School Management Division, Special Education Department, Ministry of Education Malaysia

**Nepal:** Mr. Laba Prasad Tripathi

Director in Primary Education Division, Department of Education

**New Zealand:** Ms Joanna Curzon

Senior Adviser, Operational Policy & Support Group, Special Education Ministry of Education

**Pakistan:** Mrs. Rabia Amir

Deputy Director National Institute of Special Education Islamabad.

**Philippines:** Dr. Minerva T. Fabros

Education Supervisor II - Regional SPED Supervisor, Department of Education-Region XI

**Republic of Korea:** Mrs. Kyung-Sook Kang

Educational Researcher at the Korea Institute for Special Education (KISE)

**Sri Lanka:** Mrs. Hema Malinee Perera

Deputy Director of Education Ministry of Human Resources Development, Education and Cultural Affairs

**Thailand:** Mrs. Lamphung Srimeechai

Educational Officer, Division of Education for the Disabled, department of General Education, Ministry of Education

In the Symposium, the three persons from the three countries as follows made presentations based on the Seminar theme.

**Australia:** Dr. Field Winston Rickards

Professor of Education of Hearing Impaired. Vice-President of Academic Board, the University of Melbourne. Pro-Vice Chancellor of the University of Melbourne

**Philippines:** Dr. Minerva T. Fabros

Education Supervisor II - Regional SPED Supervisor, Department of Education-Region XI

**Japan:** Mr. CHIDA Koki

Director, Department of Education for Children with Visual Impairments, NISE

5) The presentations

In the presentations, the delegates reported on a) the contents and method of education for children with visual or hearing impairments, b) development and use of teaching aids for such children and c) education for such children in ordinary schools.

These were followed by General Discussion in which the participants actively asked questions and held discussions and exchanged opinions.

From the presentations made by the delegates, the pending issues shared by the participating countries seemed to be 1) early detection of impaired children and taking of medical and educational countermeasures, 2) improvement of the school attendance rate of the impaired children, 3) need for special education for the impaired children and establishment of the educational program to serve as the basis of such education and 4) training of full-time special education teachers. Opinions were actively exchanged concerning the outcomes of the educational support system through inclusion.

6) The Symposium

The Symposium was held on Day 3 under the theme "The Current Situations and Future Trends of Educational Opportunities for Children with Visual or Hearing Impairments and Education Meeting Individual Needs".

As panelists, Australia's Dr. Rickards reported on the present state of the education for the hearing impaired children in Australia, Ms. Fabros of the Philippines reported on the country's measures and policies concerning and the present state of the education for the impaired children, and Mr. Chida of Japan reported on the educational system in Japan and the need for special education, and the present state of the special support education. Following these reports, the participants held active discussions and opinion exchange on such matters as (1) the development of the curricula for the

education of the impaired children, and creation of the systems for training full-time special education teachers and providing special education training for ordinary teachers, and (2) promotion of information and people exchange by constructing an international cooperation network for the development of special education in the Asian and Pacific region.

#### 7) Institutional visits

In the morning of Day 4, the delegates visited the NISE building and its adjacent National Kurihama Special School. In the afternoon, they visited the Yokohama Municipal School for the Deaf and the Yokohama Municipal School for the Blind. At these institutions, they observed the actual instruction scenes and held discussions with the teachers in charge to exchange information, and gathered information for use as educational data

and references in the participating countries.

**CHIDA Koki**

*Director, Department of Education for Children with Visual Impairments, NISE*



Participants from overseas and executives of NISE

# What Is Quality of Special Education Teacher

## -NISE Special Education Seminar I-

The "2002 NISE Special Education Seminar I", cosponsored by the Miyazaki Prefecture Board of Education, was held in Miyazaki City on January 30 and 31, 2003. It was held under the theme "Quality of Teachers Required for Special Education in the 21st Century and Toward Development of Such Quality - In Response to 'The New Perspective of Special Education in the 21st Century' (final report)".

The keynote lecture was given by Dr. Bruce A Ramirez, Deputy Executive Director of CEC (The Council for Exceptional Children). The lecture was titled "Quality Special Education Teachers for the 21st Century - Overview of Trends and Issues in the United States". The lecture was full of contents, with references to actual cases, and dealt with the significance and method of preparing Individual Education Plan (IEP) and Individual Transitional

Plan (ITP) as well as effective collaboration by teachers, other experts and guardians.

The symposium held as part of this Seminar captured the Quality of teachers as something that ought to include the attitude of positively dealing with children and guardians, human character, etc., in addition to the usual abilities required of teachers such as specialized knowledge and skills. It thus asked for the symposists' opinions from a broad perspective. The following persons made proposals concerning the Quality of teachers from their respective standpoints:

Professor Noriyuki Kifune of Fukuoka University of Education: from the standpoint of teacher education;

Ms. Yoko Hiraki, Chief of Pediatrics, Hiroshima City Juvenile Care and Guidance Center: from the standpoint of welfare and medical services;

Mr. Takashi Ishimoto, Teacher, Nichinan City Obi Elementary School: from the standpoint of a teacher working in school; and

Ms. Hatsue Suda, Vice-Chairperson, Autism Society Japan : from the standpoint of a guardian.

In addition, Dr. Ramirez, serving as designated symposist, compared the opinions of the other symposists with the situation in the United States, and spoke on the need to further improve the Quality of teachers. These were followed by the participants on the floor actively stating their opinions, with references to their actual experiences, and including those emphasizing the need to improve teachers' human character.

On Day 2, three Subcommittees held their meetings, dealing with the following themes:

Subcommittee 1: "Quality Required of Teachers for the Education of Children with ADHD, LD and

Hyper-functional Autism";

Subcommittee 2: "Quality Required of Teachers in Supporting Children with Multiple Disabilities to learn"; and

Subcommittee 3: "Provision of Educational Consultation Services (for Children with Special Educational Needs) by Special Schools, and Quality Required of Persons in Charge".

Active discussions were carried out concerning these issues.

**GOKAMI Tetsuo**

*Director, Department of Educational for Children with Multiple Disabilities, NISE*



Opening ceremony



Dr. Bruce A Ramirez

## NISE and KISE Third Seminar on Special Education, 2003

The NISE and KISE Third Seminar on Special Education, 2003, was held at the NISE from February 25 to 28, 2003. This Seminar is held based on a research cooperation agreement signed in November 1995 between NISE (National Institute of Special Education, an independent administrative institution) and KISE (Korean Institute for Special Education). The First Seminar was held at the NISE under the theme "The status quo and future trends of special

education for students with severe and multiple disabilities in Japan and Korea". The Second Seminar was held at the KISE under the theme "The current status and future trends of special education delivery system in Korea and Japan". This time's Seminar invited the following three persons from Korea and was held under the theme "The status quo and future trends of special education for students with severe and multiple disabilities in Japan and Korea".

Mr. Dong-Il Jeong, Educational Researcher, KISE  
Mr. Kyung-Jin Kim, Educational Researcher, KISE  
Ms. Seong-Sook Park, Teacher, Daejeon Seong-se  
Rehabilitation School

On the seminar day on the 26th, Japanese and Korean representatives made presentations on three sub-themes followed by questions and answers. The first sub-theme was "Present State and Issues of Education for Children with Severe and Multiple Disabilities in Japan and Korea" (mainly policy issues related to educational systems, etc.). The Korean presenter was Mr. Dong-Il Jeong, Educational Researcher, KISE. The Japanese presenter was Mr. Masataka Ishikawa, Chief Researcher, Dept. of Education for Children with Multiple Disabilities, NISE. Sub-theme 2 was "Curricula for the Education of Children with Severe and Multiple Disabilities in Japan and Korea". The Korean presenter was Mr. Kyung-Jin Kim, Educational Researcher, KISE. and the Japanese presenter was Mr. Hiroshi Osaki, Researcher, Dept. of Education for Children with Multiple Disabilities, NISE. The third and last sub-theme was "Study of Lessons for Children with Severe and Multiple Disabilities in Japan and Korea" (a comparative study of lessons provided in the two countries based on instruction case studies). The Korean presenter was Ms. Seong-Sook Park, Teacher, Daejeon Seong-se Rehabilitation School. The Japanese presenter was Mr. Eiichi Sakuma, Teacher, National Kurihama School for Children with Disabilities. The seminar on this day was participated by close to 60 persons, who included NISE staff, teachers of the Kurihama School, as well as outside concerns.

Despite the limited time, an active Q&A session was held concerning such matters as the definition, educational policies, and educational methods respecting children with severe and multiple disabilities. The participants agreed on the need for Japan (NISE) and Korea (KISE) to further mutually learn about the education for children with severe and multiple disabilities.

The KISE participants also participated in the following activities. On the 27th, they visited the National Kurihama School for Children with Disabilities and the Kawasaki Municipal Inada Elementary School. On the 28th, they visited the report meeting for the Special Education Seminar II hosted by the NISE and held in Yokohama entitled "Study on the State of Enrichment and Improvement of the Guidance and Support Systems for Children to be Educated with Care in Ordinary Classes".

## ***OSUGI Nariki***

*Chief Researcher Department of Education and  
Information Technology, NISE*



# A New Attempt to Help Blind Children Appreciate Paintings

## 1. Introduction - A new trend to teach blind children paintings

In the arts education for blind children who cannot use the visual sense, how to teach pictorial art has been a major issue. In recent years, partly owing to the development of equipment that can easily manufacture tactile graphics or the spread of the tools to draw such graphics the environment is being developed allowing unsighted persons to "see" and "draw" paintings represented using raised lines by the use of their sense of touch. As a result, some unsighted children are now able to enjoy paintings, necessitating reexamination of the conventional ideas about teaching such children pictorial art. Concerning this, new attempts are being initiated in various countries.

Since 2002, Section of the Blind, Department of Education for with Visual Impairments, NISE, has started basic researches on the education for blind children to appreciate paintings using "tangible paintings" that have rendered plane drawings into semi-three-dimensional versions.

## 2. NISE Seminar on "tangible paintings"

In Italy, an art museum of "tangible paintings" that have rendered original paintings into semi-3D form has been opened. This museum is working to open the way for unsighted persons to enjoy the famous paintings of the Italian Renaissance. This museum called Anteros was opened inside the Cavazza facility for the blind in Bologna, Italy, in 1999.

As part of the mentioned basic research, the NISE held a seminar on the production of and education using tangible paintings in December 2002, by inviting Ms. Loretta Secchi, the curator of this Italian museum of touchable paintings. This seminar was designed for teachers of arts departments engaged in the education of visually impaired children, and staff of art museums. About 30 persons

participated the seminar. The program consisted of a lecture by Ms. Secchi (ideas about production of and education using tangible paintings) and a workshop to experience the appreciation of tangible paintings.

## 3. Philosophy of production of and education using touchable paintings - from Ms. Secchi's lecture

The museum of touchable paintings developed a system to render plane paintings into semi-3D versions using Italy's traditional relief technology. This relief technology can make more tangibly represent shapes by two-dimensionally compressing 3D objects, and represent the senses of depth and distance with layer structures. This technology has enabled representation of the painting's spatial composition and structural characteristics with the restricted thickness. The museum has produced and is exhibiting about 30 touchable versions of great paintings mainly Italian from the ancient to the contemporary age including Monna Lisa and The Birth of Venus. (The NISE has been presenting tangible versions of five works including the above two from the museum.)

In appreciating tangible paintings, in addition to the direct tactual information from the works, explanation by means of voice and text also plays an important role. For this reason, it is necessary for the instructor to be well-versed in the method of instruction based on specialized knowledge of paintings and the use of the sense of touch. As for the explanations, the museum has made available catalogues of three levels (introductory, intermediate, and advanced) per work in braille and tape.

The tangible painting itself conveys the design, main profile and the feel of the surface. In addition, the museum guide's explanation and the catalogues convey the colors, brightness and aesthetic value that cannot be represented by the tangible painting alone. The visitors deepen their understanding

in steps according to their level. After appreciating the works, they confirm their understanding by participating in a representation activity using clay.

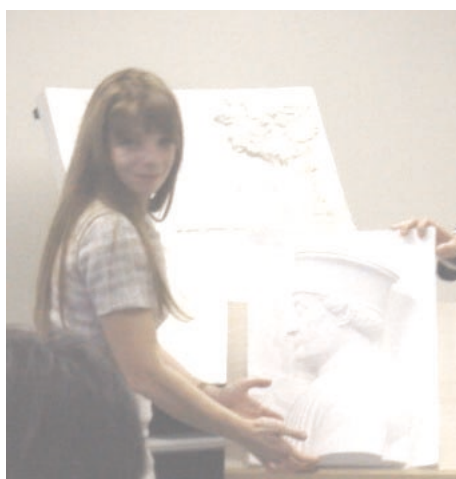
#### 4. Impressions of seminar participants and others - experience of the workshop

The seminar participants and congenitally blind students who received instructions in the workshop gave the following comments regarding their experience of appreciating the tangible paintings.

- As for the Italian Renaissance paintings, they could fully understand the contents of the paintings by appreciating the touchable paintings. They felt possibilities in the semi-3D paintings.

- The attempt in Italy is in line with the ideas that Japanese art museums have been pursuing. There are many things to learn.

- The experience became an opportunity to think about the art education for blind children and the respective method of guidance on drawing.



#### 5. Summary

The appreciation of the tangible paintings is not designed to have the appreciators understand the original paintings as they are. Nor does it seek to have them appreciate the paintings just like the sighted persons. The tangible paintings are designed to open a way for the blind to appreciate paintings as much as they can, by effectively utilizing the tactual information from the paintings and the linguistic information from the instructors and catalogues. In this sense, in addition to the works themselves, the instruction method requires innovations. In these respects, this seminar produced many outcomes. In the future, Section of the Blind, Department of Education for with Visual Impairments, NISE, will be conducting researches on the following issues. 1) Clarification of the tangible paintings production guidelines through collaboration with the Anteros Museum, 2) development of a system for the production of tangible paintings by using Information technology, 3) rendering of Japanese works into tangible paintings using that technology, and 4) analytical examination of the appreciation guidance method for the children of the schools for the blind.

***OOUCHI Susumu***

*Chief of section, Department of Education for Children with Visual Impairments, NISE*





# Japan Foundation of Special Education

The Japan Foundation of Special Education was established in March 1975 as a foundation based on approval by the then Minister of Education. It was designed to contribute to the enrichment and promotion of the education for children with disabilities through the following: implementation and promotion of studies and researches on the education for children with disabilities, provision of guidance and advice to teachers, development and extension of teaching aids, educational consultation services and others.

The central and local governments have made great efforts for the promotion of education for children with disabilities. However, it is vital to enrich and promote such education from diverse angles. Given such a need, the Foundation has been carrying out diverse operations by playing the role of supporting and expanding the operations of the National Institute of Special Education (NISE, an independent administrative institution) that conducts practical researches on special education.

Main operations:

- Implementation and promotion of studies and researches
- Schools for the Blind Braille Information Network System (entrusted by the Ministry of Education, Culture, Sports, Science and Technology)
- Provision of guidance and advice to the related personnel



“Hiragana board” to promote to understanding Japanese letters for children with intellectual disabilities

- Development and extension of teaching aids
- Holding of the Special Education Teaching Aids Exhibition // The Foundation for the Advancement of Juvenile Education in Japan // Educational research grants

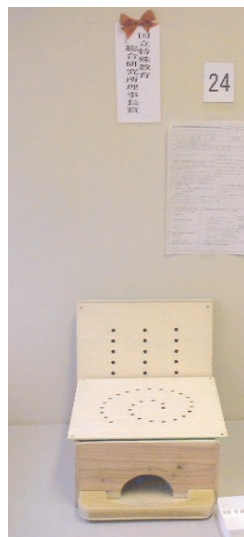
Special Education Software Contest

- Enrichment and promotion of special education Publications

○ The 27th Special Education Teaching Aids Exhibition - Award Winners

The Special Education Teaching Aids Exhibition is jointly sponsored and held every year by the National Institute of Special Education and the Japan Foundation of Special Education, in order to encourage special education teachers and others to create innovative teaching aids for use in the actual educational activities. Its Awarding Committee met in November 2002, and determined the following winners:

- The Minister of Education, Culture, Sports, Science and Technology Incentive Award: "Hiragana Board" created by Mr. Junji Suehara, Teacher, Miyazaki Prefectural Kiyotake School for Children with Disabilities



- The National Institute of Special Education Director-General's Award: "Tadoreba Tonchinkan" created by Ms. Chiho Tetsumasu, Teacher, Hiroshima Prefectural School for the Blind

**SATO Toshiyuki**

*The Chief of General Clerk,  
Section of General Affairs,  
NISE*

“Tadoreba tonchinkan” to promote to trace on the line for a young child with blind and physical disabilities



## Dear Colleagues:

We would like to thank all who contributed to this volume of newsletter.

It is possible to find out this newsletter on the homepage of our institute. We hope to communicate more information among many persons who are engaged in the education of children with SEN.

The next volume will be issued in August 2003, hence, we invite readers to submit news on recent development of special education and research, information on conferences, seminars or workshops, introductions of new teaching materials, newly established institutes or publications, so on.

We always welcome your supports to this newsletter by e-mail or by post.

*On behalf of the editorial board*  
*ISHIKAWA Masataka*

### **Editorial Board**

*SATO Masayuki*

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NISE international exchange activities  
[http://www.nise.go.jp/kokusai/index\\_e.html](http://www.nise.go.jp/kokusai/index_e.html)(in English)