



Greetings

My name is Hosomura Michio. I was appointed Director-General of the National Institute of Special Education (NISE) on April 1, 2001, taking over from the former Director-General, Mr. Taka Tameshige.

My career can be summarized briefly as follows.

In 1961, I became a junior high school teacher in Tokyo. In 1968, I became a teacher of the Kirigaoka Special School attached to the Education Department of the Tokyo University of Education to teach handicapped children. For six years and three months from 1973, I worked in educational administration as an Special Education Senior Specialist of the Special Education Division, Elementary and Secondary Education Bureau, Ministry of Education.

In 1979, I was appointed Associate Professor, Department of Education, Gunma University, and was promoted to Professor in 1981, after which I served for eight years as Principal of the Special School attached to the Education Department of Gunma University, and managed this school.

In 1981, I represented Japan at the World Conference of the International Year for Disabled Persons held in Spain.



In 2000, upon reaching the mandatory retirement age I retired from the Education Department of Gunma University, and was appointed as Honorary Professor of Gunma University.

The broad range of experience I have received through this career has been very useful to my work and has supported me.

Today, Japan is undertaking a major administrative reform. In January of 2001, as part of the Central Government Reform program, the Ministry of Education was renamed the Ministry of Education, Culture, Sports, Science and Technology, and the Special Education Division, which manages special education administration, was renamed to Special Support Education Division.

It has been 30 years since the National



Institute of Special Education (NISE) was established in 1971 as a research institute directly controlled by the Ministry of Education. As a result of the Central Government Reform program, it made a fresh start as an "independent administrative institution" in April 2001.

This January, a committee of specialists on special education in the 21st century compiled its final report on the future direction of special education in Japan, and I served on that committee. The report proposed that, in view of the recent changes in the environment of special education, such education in the future should assist by assessing the individual needs of children and students with disabilities by putting ourselves in their position.

The committee proposed the following concerning the future direction of special education in Japan.

- To promote normalization, society as a whole supporting lifelong independence and social participation by children and students with disabilities.
- To integrate the efforts of educational, welfare and medical authorities to develop a system of providing consultation services and support for children with disabilities, and their guardians, from an early age to after graduation from school.
- Taking into account the degree, complexity and type of disabilities, to enrich the education at schools for the blind and deaf and other special schools, and to actively address the needs of children and students in ordinary classes who need special educational support.
- To improve the system of schooling guidance in order to provide the necessary educational support by grasping special educational needs of children and students.
- In order to promote attractive and unique

educational activities in schools and local areas, to review the systems related to special education and enrich the support for municipalities and schools.

- To enrich the abilities of the NISE.

As a national center of special education in Japan, NISE is working to provide better services through the following:

- a. Researches that contribute to the planning and formulation of national administrative measures and policies
- b. Education and training that can meet new issues
- c. Construction of a national network for educational consultation and information
- d. Improvement of information supply such as by developing satellite communications networks
- e. Strengthening cooperation and exchanges with foreign research organizations

In line with the future direction of special education in the 21st century as defined in this report, NISE will undertake projects related to special education issues such as research, education and training, information collection and supply, and educational consultation. We solicit your continued support and cooperation.

I would like to conclude my remarks by mentioning that the 21st APEID Regional Seminar on Special Education will be held from the 18th to the 23rd of November this year. We are currently preparing for this seminar, and sincerely hope that many of you will attend.

Hosomura Michio

HOSOMURA Michio

Director-General, NISE

The 21st APEID Regional Seminar 2001 on Special Education

1. Theme

Many countries in the Asia-Pacific Region have experienced rapid economic growth as well as far-reaching changes in their societies. Along with such social changes, the education for children with special educational needs (SEN), have been improving in each county. In the field of special education, is pointed out the importance of providing educational support based on partnership and collaboration among the persons and the organizations concerned.

In the sixth Programme Cycle (1997-2001) of APEID (Asia and the Pacific Programme of Education Innovation for Development), the common agenda running through the five years programme is "Special Education Partnerships for the 21st Century". This theme was chosen because, in order to succeed in providing the special education for children with SEN, we attach great importance to fostering cooperative partnership centered on children among parents, specialists, schools and other related organizations such as medical and social organizations as well as to improving the contents and the methods themselves of special education.

The 6th Programming Cycle of APEID Seminar

Under this common theme, the topics of the sixth cycle are "Entering the Middle Year of Asian and Pacific Decade of Disabled Persons" (1997), "Networking in the Community" (1998), "Charting a New Course in Teacher Development" (1999), "Strengthening and

Encouraging School Development" (2000), "Developing Special Education in Each Country and Enhancing International Mutual Cooperation among Countries in the Asia-Pacific Region" (2001).

The seminar of this year is the last year of the 6th programming cycle of APEID regional seminar on special education. In this year's seminar, we are going to discuss what concrete issues and problems are and what needs to be done to solve those problems when we work furtherly to develop special education and to enhance the international mutual cooperation including technology transfer among countries in the Asia-Pacific Region. We will also discuss those issues based on what each country has worked to date since the next year, 2002 will fall on "the mid year of a decade for the disabled in Asia and the Pacific" in each country. This year's seminar has the objectives:

- Increasing awareness of education for children with SEN among teachers, parents and other people in the community, and action plans to promote "Education for All" of children with disabilities.
- Plans for curriculum: teaching methods and teaching materials, teachers training and school development to be implemented in education for children with SEN.
- Developing special education in each country, enhancing international mutual cooperation and networking and technology transfer in education among countries in the Asia-Pacific Region

2. Organizers

The Japanese Commission for UNESCO (JNCU)

The National Institute of Special Education (NISE), JAPAN

3. Date and Venue

Date: November 18 - 23, 2001

Venue: National Olympics Memorial Youth Center, Tokyo, Japan.

In this seminar, we are planning one-day commemorative lecture and panel discussion to commemorate the 30th Anniversary of the NISE.

OSHIRO Eimei

Chief, Executive Committee of the APEID Seminar on Special Education, NISE

National Workshop for the Education of Children with Disabilities in Cambodia

With low enrollment rate and high repetition rates for primary education in Cambodia, Ministry of Education, Youth and Sports (MOEYS) have been attempting to promote education for economically disadvantaged children and girls. However, there have been little activities to promote educational opportunities for children with disabilities and virtually no initiatives to promote inclusive schooling. Many of these children have no access to education while some, in spite of being in the classroom physically, have not received any support to address their special needs, and are not receiving any education.

Recognizing this grave situation, Disability Action Council (DAC) organized the first national workshop on education for children with disabilities from 3rd - 6th April 2001 in Phnom Penh, supported by UNESCO Bangkok. The workshop was divided into two sections. The first two days were at the policy level, with the 120 participants consisting of people from MOEYS, directors of education from all

provinces, school administrators and a few teachers. The latter section was for school teachers focusing on classroom management issues and specific teaching methodologies.

Staff members from UNESCO PROAP and UNESCO Phnom Penh Office participated in the workshop to provide inputs on the concept of Inclusive Education. There were usual questions from the participants. "Should we educate children with disabilities at the expense of able bodied children?" UNESCO staff emphasized the principles of inclusive education, namely that "inclusive education is about responding to the educational needs of all children, recognizing that every child has unique educational needs." Inclusive education benefits all children. This means that schools need to be changed rather than children having to comply with the school requirement.

One of the major outcomes of this workshop was that it generated an awareness towards the need for inclusive education among the policy makers, and this combined with active

lobbying from DAC, has led to an explicit mention of children with disabilities in the Education Strategic Plan finalized by MOEY shortly after the workshop. It was also mentioned in the plan that "the Ministry's goal is to develop an inclusive, easily accessible and high quality service which is available to all, independent of wealth, gender ethnicity and physical and mental well being."

UNESCO Bangkok will be providing further support MOEYS and DAC in the capacity building of project personnel and educators involved in Inclusive Education.

Expansion of Inclusive Education Projects

From 1999 to 2000, UNESCO Bangkok had implemented a regional project on "Promotion of Basic Education for Children with Special Needs", funded by Japanese Fund-in-Trust. Within the framework of this regional project, eight countries in the region - China, India, Kazakstan, Kyrgyzastan, Lao PDR, Thailand, Papua New Guinea and Vietnam - have conducted national projects to promote inclusive schools in their countries.

This year, the Japanese government has agreed to continue their support towards this project. This year's project activities will consist of the followings:

1) Expansion of the Project

The success of the project has generated interests towards Inclusive Schools in other countries. A consultative meeting have been held in Tashkent, Uzbekistan (15 June 2001) to develop a project for the promotion of inclusive education in their country. Following this meeting, a capacity building workshop for educators will be held from 23 to 27 of September. Similarly, UNESCO Bangkok also supported UNESCO Dhaka Office in organizing a consultative meeting for the

promotion of the inclusive education in Bangladesh from 23-25 July 2001. Cambodia and Bhutan are also developing workplan to implement country projects on the promotion of inclusive education within the framework of this project.

2) Development of Training Materials for Educators in Primary Education.

UNESCO Bangkok has been developing a Handbook for "Quality Improvement for Primary Education" which will be used to train school administrators and teachers. Since inclusive education is an important component of quality improvement of primary schools, UNESCO Bangkok invited some of its project partners for Inclusive Education in the finalization of this handbook. These experts provided case studies and other inputs on inclusive education.

This year, UNESCO Bangkok further plans to develop an Annex for this Handbook, consisting of case studies on the inclusion of children with disabilities and other marginalized children into the mainstream schools.

3) Research on the Impact of Inclusive Schooling.

UNESCO Bangkok plans to conduct a study of the impact of the current efforts to promote inclusive schooling in China, India, Lao PDR, Thailand Vietnam and Kazakhzstan. It is hoped that this research would bring out the strength and weaknesses of the current inclusive education projects.

TAKAHASHI Yuka

*Associate Expert in Special Needs Education
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Japan's Assistance in Education for Children and Adults with Disabilities

Since the International Year for Disabled Persons was held in 1981, the Japanese Government and NGOs have been assisting developing countries in providing education for the handicapped.

With respect to governmental assistance, recently, the number of cases of assistance by Japan Overseas Cooperation Volunteers (JOCVs) has been increasing. To date, about 260 JOCVs have been sent to various countries. They are expected to learn the local language and work at the grass-roots level (Photo 1).

The NGO activities include those of Palette International Japan which runs a cookie factory in Tokyo for the intellectually handicapped. This organization assisted the establishment of the first workplace for the disabled in Sri Lanka, and continues to provide technical assistance (Photo 2). Elsewhere, the Japanese Federation of the Deaf has been providing assistance for the construction of school buildings for the deaf in Thailand and Nepal.

A study to assess the long-term effects of assistance by Japan was conducted in Sri Lanka (Furuta, 2001) where Japan has continuously provided small-scale assistance. In the early 1980s, the Japanese Government provided assistance for the establish-



Photo 2. Palette International Japan in Sri Lanka

ment and operation of some preschools in the school for the deaf in Sri Lanka. The study found that this assistance was highly evaluated by the Sri Lankans involved (the Department of Social Services, teachers of the school for the deaf, and parents). The study also found that the assistance had long-term effects, such as stabilizing the foundation of the school and increasing recognition of the significance of early education.

However, the study showed that more projects need to be identified by the Japanese side in the future. This is because senior government officials in developing countries are generally less interested in education for handicapped children, and developing countries themselves have rarely requested assistance. The study also pointed out that past assistance by Japan has been done mostly through personal efforts by the dispatched experts without organizational support; it is necessary to establish an international cooperation center in the field of education for handicapped children to accumulate information and support the dispatched experts.



Photo 1. Ms. Seki Chie dispatched to a home for the intellectually handicapped in Sri Lanka

FURUTA Hiroko

Associate Professor
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2001 Special Education Policy Forum in Korea

The Korea Institute for Special Education (KISE) has held international and national seminars/forums every year since its opening in 1994. As one of this year's national seminars/forums, KISE hosted the "2001 Special Education Policy Forum" at the Appeal Commission for Teachers on June 14, 2001. The forum was attended by about 260 participants in a range of fields related to the lifelong education of individuals with disabilities.

1. Theme of the Forum

Scientific discoveries and socio-cultural changes in modern society have resulted in the radical expansion of knowledge and technology, thus requiring education that goes beyond the period of schooling. It may involve a lifelong process of learning. Lifelong education is a systematic effort to help individuals cultivate their potential abilities to their fullest extent with equal concern for social participation.

In view of the importance of lifelong education, provisions have been added to the Constitution, which stipulate that the government should be responsible for all necessary support for the promotion of life-long education. Furthermore, the government enacted the Lifelong Education Act in 1999 and increased support for the relevant educational organizations.

As in the case of individuals without disabilities, the awareness that lifelong education is also very important for individuals with disabilities lead to the decision that the theme of this forum be "Strategies for Establishing an Interagency Collaborative System for the Lifelong Education of Individuals with Disabilities."

2. Objectives and Contents of the Forum

This forum was for presenters and participants, including professors, researchers, special education teachers, parents with disabled people, and government officials especially in the Ministry of Education and Human Resources Development, Ministry of Health and Welfare, and Ministry of Labor all of whom make policies related to the lifelong education of individuals with disabilities directly or indirectly.

The objectives of this forum were to provide an opportunity to discuss current issues in the lifelong education of individuals with disabilities; to acknowledge the necessity of collaboration among the above-mentioned three ministries in providing lifelong education; and to help each other formulate strategies for the future towards the goals of efficiently offering lifelong education and support to individuals with disabilities and ultimately improving the quality of their life.

3. Program of the Forum

One keynote speech and two paper presentations by KISE's educational researcher, Dr. Dong-young Chung, and Seoul National University's professor, Dr. Heung-sik Cho, were followed by discussion sessions of the presentations by professionals involved in special education, health and welfare, and labor, and by representatives from individuals with disabilities and their families, and then roundtable discussions.

Part 1: Keynote Speech

"Lifelong Learning Society and Lifelong Education of Individuals with Disabilities"

Part 2: Paper Presentations

Presentation 1: Strategies for Establishing Lifelong Education System for Individuals with

Part 3: Roundtable Discussion

4. Conclusions and Recommendations in the Forum

The forum reached the conclusion that it is very important to establish lifelong education systems according to the various stages of their life span for individuals with disabilities in collaboration with relevant agencies, under support-based and empowerment-based paradigm assuming inclusive settings.

The presenters proposed that the Ministry of Education and Human Resources Development, which takes charge of comprehensively supervising human resource development policies such as education, training, culture, tourism, science, and information, play a leading role in the lifelong education of individuals with disabilities in cooperation with the Ministry of Health and Welfare and Ministry of Labor. In this connection, there were heated controversies in the forum.

In light of the above conclusion, the forum recommends that:

- Lifelong education policies for individuals with disabilities have to be made by the government through establishing legal and financial support systems, which provide appropriate lifelong education for individuals with disabilities from their infancy to adulthood.
- A wide range of lifelong educational institutions for individuals with disabilities have to be setup or increased by the inclusive education of general lifelong educational institutions; enlarged roles of special schools so that they can provide post-secondary education; or the establishment of new

lifelong education institutions, colleges, and vocational training institutions by government or private organization.

- Administrative systems for the lifelong education of individuals with disabilities be established by a specific ministry, for example the Ministry of Education and Human Resources Development which has public infrastructures such as "lifelong education center" at the central government level, "local lifelong education information center" at the provincial government level, and "lifelong learning building" at the community level.
- In order to achieve having collaboration among agencies which are in charge of education, employment, and welfare so that they can provide lifelong education for individuals with disabilities efficiently without overlapping or omitting anything, inter-agency collaborative systems and networks have to be established through developing and operating interagency coordinating councils at the levels of central government, provincial governments, and communities.
- Professionals in the field of lifelong education of individuals with disabilities have to be trained in order to manage cases, for instance to coordinate necessary lifelong education program and support.
- Information networks, which manage comprehensive information related to the lifelong education of individuals with disabilities and provide necessary information for individuals with disabilities anytime, have to be developed and operated.

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Initiatives towards Integration and Inclusion

The goal, "Education for All" set by United Nations in 1990, presents a particular challenge for all developing countries. In India, out of 200 million school going children, the estimated number of 20 million have special needs. But less than 10 % of these children are getting any kind of help. Special schools have a role to play as catalysts for developing professional inputs of team approach and specific strategies to cope with the special needs of children with disabilities, but present a problem of being expensive propositions.

Physical proximity or just putting regular students and those with special needs together does not bring about integration. Integration comes through conscious nurturance of teachers and appropriate infrastructure. The children with special needs have to fight tough battles. The teachers are bogged down by large numbers in regular classes. These are major challenges in special education which have to be met with determination of government agencies and commitment of teachers.

The objective of an education is preparation of children for an adult life and an appropriate work culture to deal with themselves and the world around them. Depending upon the mental and physical status of the child, education may be regular, special integrated or inclusive.

To make inclusive education a success, it is important to strengthen the preservice general teacher preparation programmes with inclusion of adequate components of disability orientation in the curriculum, to create effective classroom environments. The efforts towards this direction are being made by the Central Government, State

Governments and non-government organizations (NGOs).

The National Policy on Education (NPE) in 1986, advocated a meaningful collaboration between Centre and the states for universalization of primary education. District Primary Education Programme (DPEP) has been launched in several states by the Central Government and some states have introduced the inclusion of children with disabilities at primary level.

NCERT started the Project Integrated Education for the Disabled (PIED) with UNICEF support in 10 states. It is being merged with the IED programme, of integrating children with disabilities in regular schools.

Teacher Training Programmes in Special Education have been going on at the National Institutes and several affiliated centres. These training centres have been recognized by the Rehabilitation Council of India (RCI).

MPBOU (Madhya Pradesh Bhoj Open University) has started B.Ed Special Education - in Distance Mode in collaboration with RCI in 51 study centres. The first course has recently been launched on 16th August 2001.

An International Centre for Special Needs Education has been set up at NCERT, New Delhi in collaboration with UNESCO.

The National Millennium conference on Inclusive Education was held in Calcutta in January 2000. This was organized by the Spastic Society of Eastern India. A number of audio video and orientation programmes have been developed by SSEI.

At Mumbai, the Spastic Society has set up the National Resource Centre for Inclusion India (NRCI) - an Indo Canadian Initiative. North - South Dialogue in February 2001, was organized in which professionals of international and national fame interacted.

At Coimbatore, the International Human Resource Development Centre for the Disabled was inaugurated in June 2001 by the Rama Krishna Mission Society where a number of government and NGO representatives were invited.

Bridge Courses to upgrade the knowledge of personnel working in the area of disability have been sponsored by RCI at a number of teacher training centres.

The strategies, that enhance integration in school are: organizing cooperative learning groups; peer tutoring; pairing children for activities; modeling and encouraging social interactions; parental support; and creating healthy competition between groups.

The major challenges in Inclusive Education are the attitudes of people, rigidity of classroom management, lack of training inputs to teachers in disability issues, too much stress on individual competitions, no functionalization of curriculum, and non-flexibility in evaluation processes.

The Amar Jyoti initiatives of developing positive attitudes towards people with disabilities dwell upon the holistic approach to rehabilitation with multidisciplinary support under the same roof. Vocational training, sports and cultural activities are a part of the curriculum. Through these activities children learn to develop a team spirit and accept results gracefully. Children reach their developmental potential and learn to adjust in all circumstances. The child guidance centre provides the guidance and counseling

support to children who face academic achievement and behaviour problems. Teachers refer and overall problem of the child is assessed by the multidisciplinary team.

Recent efforts by Amar Jyoti towards capacity building of teachers and orientation for management of disabilities have had a healthy impact towards attitudinal changes of teachers. The RESPO DS -DI (Recreational Sports - Development Stimulation - Disability International) team under the leadership of Mr. Jaap Brouwer, conducted a training workshop on Movement Therapy for teachers of mentally challenged children and an advanced training for trainers of Movement Therapy. Interns were placed at Amar Jyoti for follow up.

Three Interactive Sessions on Inclusive Education were organised by Amar Jyoti on 17th, 19th and 20th February, 2001 at Amar Jyoti Rehabilitation & Research Centre, at Women's Studies and Developmental Centre, (University of Delhi) and at National Council of Education Research and Training. The Resource Persons, Prof. Simon Haskell and Dr. Judith Hollenweger from Switzerland initiated the discussions and the topics chosen at the three locations were "Challenges of Inclusive Education", "Inclusive Education: Communities, Women and Children" and "Curriculum Transactions and Teachers Empowerment". More than 150 professionals participated in the interactions and all the sessions were packed with lively discussions about best practices, challenges and shortcomings of current situations. Prof. Haskell pouted out the conditions which are beneficial for inclusion and Dr. Hollenweger stressed the importance of the quality education and the ability to accept differences and handle deviations. In organizing these sessions, an effort was made to collaborate with government,

university and voluntary organization for creating awareness and enhancing facilities.

During the year 2000- 2001 four Disability Orientation Programmes were conducted for Master

Trainers of District Primary Education Programme (DPEP) of U.P on the request of State Education Officers. Three programmes were of 10 days duration and one of 30 days. All these programmes were residential programmes. The participants came from various districts of U.P and gave a very positive feedback about learning experiences.

An Integrated Education Project has been taken up by Amar Jyoti to conduct a survey of children with special needs in all the regular schools of two districts of U.P (Dadri and Dhankaur) . After the survey, a medical camp for distribution of aids and appliances and other needs of children was conducted. The teachers of these schools will be oriented in the management of disabilities, special educational adaptations and teaching strategies.

Linkages with other countries are developing and several interactive programmes are going on. The Prefectural Government of Saitama, Japan sent a team of professors to understand the concept of Amar Jyoti, which is

being replicated in their country.

The volunteers from Cross Cultural Solutions come and share the experiences of different educational systems. They come and work on specific projects of their choice for mutual exchange of experiences and knowledge. Interactive sessions are regularly being organized with countries like Australia (Melbourne University), U.K., (Centre for International Child Health) Canada, Netherlands and several other countries.

Education is not a charity but a child's entitlement. The efforts are going on for enhancing teacher training, developing teacher learning materials, modifying curriculum for joyful learning experiences and making it ecologically relevant. Concerted efforts by the central and state governments along with voluntary collaborations may bring a ray of light amidst darkness.

Rita Malhotra

*Director, Child Guidance Centre
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Delhi, India*





From the Editors

Dear Colleagues:

We are pleased to send APEID Newsletter, No.17 to the readers before 21st APEID Regional Seminar.

The former Director-General of NISE was Mr. TAKA Tameshige, who had transferred to the National Olympics Memorial Youth Center, Japan as the Director-General at March, 2001. We remember his contributions to the APEID Seminar.

We would like to thank all who contributed to this volume of newsletter. The next volume will be issued in February, 2002, 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 institute or publications, so on. We always welcome your supports to this newsletter by mail or e-mail.

On behalf of the editorial board
ISHIKAWA Masataka

Editorial Board

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NISE international exchange activities

http://www.nise.go.jp/kokusai/index_e.html (in English)