



Asia and the Pacific Programme of  
Educational Innovation for Development



# **Final Report of the 21<sup>st</sup> APEID Regional Seminar on Special Education**

18-23 November 2001, Tokyo, Japan

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

# ***APEID***

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# ***Introduction***

The 21st APEID Regional Seminar on Special Education was held at National Olympics Memorial Youth Center in Tokyo, Japan from November 18 until November 23, 2001.

## **1. Theme of the Seminar**

We started the 6th programming (1997-2001) cycle of the APEID seminar on special education in 1997. The common theme running through this five-years programme is "Special Education Partnerships for the 21st Century". The theme of this year's seminar was on "Developing Special Education in Each Country and Enhancing International Cooperation among Countries in the Asia-Pacific Region".

## **2. Objectives and Contents of the Seminar**

The seminar of this year consisted of two parts. One-day in the seminar was held as an event to commemorate the 30<sup>th</sup> Anniversary of the NISE, Japan. First, Professor Nakano Yoshitatsu (Sano International Information Junior College) did commemorative lecture on "Life Learning of Children with Special Educational Needs in 21<sup>st</sup> Century". Professor Nakano spoke the from point of view how individuals with disabilities should live together in life long on the whole of society for realizing their independence and social participation based on the equality of access to education, resources and chances.

Next, was opened the panel discussion on "International Mutual Cooperation on Special Education for 21<sup>st</sup> Century - Realizing the idea of Normalization". In order to realize society which individuals with disabilities could live abundantly in their life, it was discussed what concrete issues and problems were, what should be done in special education of Japan, also what we should do to enhance the international mutual cooperation on special education among APEID countries in the Asia-Pacific Region. Five panelists were invited to make a speech as specialists in the field of special education. (3 from Japan, 2 from foreign countries) to discuss the above mentioned subjects. Agenda of panel discussion were as follows:

- ① Expectation and Prospect to Special Education from the viewpoint to promote of the idea of Normalization.
- ② Special Education of Japan for 21<sup>st</sup> Century
- ③ Development and Diversity of Education for meeting the individual needs of individuals with disabilities.
- ④ International mutual cooperation on special education among APEID countries in the Asia-Pacific Region.

Since this seminar was the last year of the 6<sup>th</sup> programme cycle of APEID regional seminar on special education, participants in the seminar discussed concrete issues, problems and things

needs to be done to solve those problems when we worked to develop special education and to enhance mutual cooperation and networking among countries in the Asia-Pacific Region.

In the seminar, the delegates from twelve member countries presented the country reports. The participants were given occasions to look back, reframe and enrich their activities through the exchange of information regarding the state-of-the-art of development of special education in each country and international cooperation among member countries in the Asia-Pacific Region.

The following points were proposed through discussion in the seminar.

- (1) 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.
- (2) Plans for curriculum: teaching methods and teaching materials, teachers training and school development to be implemented in education for children with SEN.
- (3) Developing special education in each country, enhancing international mutual cooperation and networking and technology transfer in education among Countries in the Asia-Pacific Region

### **3. Organizers**

The Japanese National Commission for UNESCO (JNCU) and The National Institute of Special Education (NISE)

# ***Seminar Participants***

## Delegates of Participating Countries

### Australia

***Ms. Patricia Winter***

Assistant Director,

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

### China

***Ms. He GuangFeng***

Deputy Director/Associate Professor,

Research Center for Learning Disabilities, Beijing Academy of Educational Sciences

### India

***Mr. Madan Mohan Jha***

Joint Secretary,

Indian National Commission for Cooperation with UNESCO, Ministry of Human Resource

Development, Department of Secondary Education & Higher Education

### Indonesia

***Mr. Nasichin***

Director of Special Education, Directorate of Special Education,

Directorate-General of Primary and Secondary Education, Ministry of National Education

### Japan

***Dr. Atsumi Yoshikata***

Director, Dept. of Education for Children with Emotional Disturbance, NISE

### Malaysia

***Mr. Mohd Nordin bin Awang Mat***

Deputy Director General of Education,

Department of Special Education, Ministry of Education

Nepal

***Mr. Gopal Prasad Kandel***

Section Officer, Special Education Council, Ministry of Education and Sports

New Zealand

***Mr. Anthony Ross Davies***

Manager, Development Services, Specialist Education Services

Pakistan

***Mr. Syed Navaid Ali Nasri***

Additional Secretary/Director General, Directorate General of Special Education,  
Ministry of Women Development, Social Welfare and Special Education

Philippines

***Ms. Simeona T. Ebol***

Senior Education Program Specialist in Special Education, Special Education Division,  
Bureau of Elementary Education, Department of Education, Culture and Sports

Republic of Korea

***Dr. (Mr.) Dong-il Kim, PhD***

Assistant Professor/Special Education, Department of Education, Seoul National University

Sri Lanka

***Mr. Athaudage Don Sirisena***

Deputy Director (Special Education), Zonal Education Office, Horana

Thailand

***Dr. (Ms.) Maliwan Tammaaeng***

Director, Inspector, Setsatian School for the Deaf

UNESCO/PROAP

***Ms. Takahashi Yuka***

Associate Expert, Special Needs and Environmental Education

# ***Schedule of the 21<sup>st</sup>***

## ***APEID Regional Seminar***

### ***November 18***

#### Registration and Orientation

- Registration
- Explanation of seminar schedule

### ***November 19***

#### Opening Ceremony, Commemorative Lecture, Panel Discussion and Welcome Party

- Opening address by Mr. Hosomura Director-General, NISE
- Address by Japanese National Commission for UNESCO

Commemorative Lecture by Prof. Nakano Yoshitatsu, Sano International Information Junior College

Panel Discussion

Welcome Party

### ***November 20***

#### Discussion I and Discussion II

Discussion I

Theme: 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.

Discussion II

Theme: Plans for curriculum: teaching materials, teachers training and school development to be Implemented in education for children with SEN.

### ***November 21***

#### Discussion III and Closing Ceremony

Discussion III

Theme: Developing special education in each country, enhancing international mutual cooperation and networking and technology transfer in education among countries in the Asia-Pacific region.

Closing Ceremony

### ***November 22***

#### Study Visit

Study Visit



*November 23*

Leave Japan

# ***Address***

***Mr. HOSOMURA Michio***  
Director-General,  
National Institute of Special Education

Hello, and good morning to the national representatives who have come to Japan to participate in this seminar, and also to everyone else who will be taking part in this seminar.

In holding the 21st APEID Special Education Seminar to commemorate the 30th anniversary of the National Institute of Special Education (NISE), it is my honor and privilege to give this opening address on behalf of the Institute.

Firstly, I would like to sincerely thank all of you who will be participating in this seminar. It is also my pleasure to welcome to the seminar this year, representatives from abroad who are working hard to develop and enrich special education in their respective countries.

In the field of special education, it is important to provide carefully thought-out education with special consideration so that children with disabilities can reach their full potential and make best use of their abilities. It is also important to provide appropriate education so that these children can actively and independently participate in society as equal members thereof. Furthermore, people at large including elementary and lower secondary school children should have a detailed, and accurate understanding of children with disabilities.

The issues that each country faces and must overcome may differ. However, I believe that by mutually understanding these differences, we can provide support on a continuous basis, so that children with disabilities can actively participate in society and overcome the many difficulties they face.

Different countries are tackling the issue of special education in different ways. However, we believe that we can learn many things from each other's experiences in different countries. Exchanging information on special education among countries will contribute to the development and enrichment of special education.

This seminar has been held every year since 1981 through the support of UNESCO. This will be the 21st of such seminars. The seminar has a main theme which runs for five years as well as an annual theme. The main theme of this 6th cycle is "Partnership in Special Education Toward the 21st Century", and this year's theme is "Development of Special Education and International Cooperation in the Asian-Pacific Region".

The problems of education have become global in recent years: the provision of equal, barrier-free education for all children is not an issue of one country. I believe that providing an education

for all children and encouraging their independence and social participation are common goals of education. At this seminar, participants will report on the state of special education in their countries and discuss problems related with international cooperation. I hope that the seminar will be a good opportunity to learn from each other's experiences and build a relationship of cooperation.

Lastly, in January 2001, as part of the Central Government Reform, the Ministry of Education has been renamed as the Ministry of Education, Culture, Sports, Science and Technology, and the Special Education Division in charge of special education administration has also been renamed as the *Special Support Education Division*. The NISE was established in 1971 as a research institute directly under the control of the former Ministry of Education, and so celebrates its 30th anniversary this year. In April 2001, it started anew after its status changed to an "independent administrative institution". For this reason, as a seminar to commemorate its 30th anniversary, we will be holding a commemorative symposium and a panel discussion. I hope that the NISE will continue to provide international cooperation and contribute to the development of special education in each country, by collaborating with the people of the Asian-Pacific countries.

In closing, I sincerely hope that the discussions and exchange of opinions in this seminar will be significant for everyone from the participating countries.

Thank you very much.

# ***Address***

Welcome Remarks By *Mr. SHIRAKAWA Tetsuhisa*  
Director-General for International Affairs  
Japanese National Commission for UNESCO  
Ministry of Education, Culture, Sports, Science and Technology  
on the occasion the opening ceremony of the  
21<sup>st</sup> APEID Regional Seminar on Special Education  
(Tokyo, 19 November, 2001)

Mr. HOSOMURA, Director-General of the National Institute of Special Education,  
Distinguished Participants,  
Ladies and Gentlemen,

On behalf of the Japanese National Commission for UNESCO and MEXT, the Ministry of Education, Culture, Sports, Science and Technology, I would like to extend my heartfelt welcome to all the participants from Asia and the Pacific Region to come all the way to Japan, on the occasion of the opening of this seminar.

First of All, I would like to celebrate the 30<sup>th</sup> anniversary of the National Institute of Special Education, NISE. I am very pleased that the seminar of this year is being held related to one of the 30<sup>th</sup> commemorative programmes of NISE.

This year also marks the 50<sup>th</sup> anniversary of Japan's accession to UNESCO as an official member state. The NISE, MEXT and Japanese National Commission for UNESCO have kept strong relationships in the field of special education since the establishment of this APEID seminar in 1977. So in this occasion, I want to express the gratitude for your efforts and the cooperation through the 25 years, and I also hope that the three organizations maintain the partnership for the special needs education of the 21<sup>st</sup> century.

Special Education is one of the focal issues connected with the "Education for All".

Toward the goal of EFA, known very well, the "Dakar World Education Forum" was held in Dakar in April last year, and a commitment was declared to accelerate the action for the attainment of education for all. In that commitment, it was defined to pay special attention to the special education by the following phrase; (quote) 'expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children' (unquote). The expression, "disadvantaged children", means not only the handicapped children, but also the children under critical circumstances by conflicts and other risky situations.

In addition, as one of the important follow-ups for the Dakar Forum, the first High-Level Group Meeting on Education for All, where a number of ministers in charge of education or international cooperation participated, was held in Paris last month, during the General Conference of UNESCO. The communique adopted in the meeting calls upon that all partners must act decisively on a number of serious issues such as the neglect of vulnerable and disadvantaged *groups, including individuals with disabilities.*

Also last July, we, the Japanese National Commission for UNESCO, made a recommendation to the Government of Japan, which says that Japan should give special consideration to providing education for women and the socially disadvantaged to implement the support for the EFA.

All of these are, I believe, clearly suggesting that it is very important for us to make the most of this opportunity to achieve the worldwide target.

Last, but not least, I must mention the APEID programme.

This year is the final year of the 6th programming cycle from 1997 to 2001, and the framework of the next programming cycle is going to be decided next month. We want to stress that the review and the analyses of the programmes are very important so as to make the APEID programmes more visible, effective and efficient. In this point of view, I hope you will share the discussion and fruitful outcomes from this seminar with the people in your home countries.

In closing, I would like to express my sincere appreciation to all the staff of NISE who have devoted themselves to the preparation of this commemorative seminar. I hope that the seminar will be very successful and that you all will enjoy your stay in Japan.

Thank you very much.

# ***Country Reports***

# ***AUSTRALIA***

***Ms. Patricia Winter***

Assistant Director

Disability and Professional Services,

Department of Education, Training and Employment

## 2001 Focus

Developing Special Education in each country and enhancing international mutual cooperation among countries in the Asia Pacific Region.

## Introduction

### a) The National context: Federal And State responsibilities

Australia is a large nation of 6 states and 2 territories, which has a population of approximately 19 ½ million people. It is a multicultural nation that mostly lives in the urban cities around the Eastern and Southern seaboard, whilst the rest of the population is spread throughout the inner rural areas and western coast.

All states and territories are responsible for the provision of compulsory education from the ages of 5 - 15 years and preschool services which although not compulsory are attended by the majority of children. Funding is provided mostly by state governments with additional support from the Federal Government.

The federal government has the responsibility through the Department of Employment, Training and Youth Affairs (DETYA) to:-

- Analyse trends in education and training and their implications for government policies
- Promote interaction between the education and training sectors to provide pathways from education to employment for all Australians and to contribute to developing a learning society
- Manage policy and programmes to support the Government's agenda in respect of education for Indigenous Australians
- Ensure policy solutions are equitable and responsive so that Australians facing disadvantage have opportunities to learn and gain skills.

The State and Territory governments have responsibility for the provision of educational services for all students through a range of programs which are supported by an array of services.

### b) National Goals

All States and territories have agreed to implement the National Goals of Schooling and there is a process of national reporting on the outcomes of these goals. These goals are:-

1. Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:

- 1.1 have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others
- 1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members
- 1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions
- 1.4 be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life
- 1.5 have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning
- 1.6 be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society
- 1.7 have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development
- 1.8 have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

2. In terms of curriculum, students should have:

2.1 attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:

- the arts;
- English;
- health and physical education;
- languages other than English;
- mathematics;



- science;
- studies of society and environment;
- technology;

and the interrelationships between them

- 2.2 attained the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level
- 2.3 participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies
- 2.4 participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

### 3.1 Schooling should be socially just, so that:

- 3.1 students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio-economic background or geographic location
- 3.2 the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students
- 3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students
- 3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- 3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally
- 3.6 all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

In each state and territory there are both government schools and non government schools, the latter often based on religious or specific philosophical principles.

### c) Legislation

Through the mid 1980s to the early 1990's the Commonwealth and each of the State and Territory governments enacted legislation seeking to enhance the well-being of people with disabilities. The legislation addressed issues such as equal opportunity, the provision of services in the community and social justice. This legislation (including new Education Acts in some states) included specific provisions for protecting the rights of people with disabilities to access educational services. The general aim was to enhance their educational opportunities and outcomes.

Within this context, much attention has been given to including students into neighbourhood schools in the government and non government sectors. Whilst this has led to an increase in the number of students with disabilities in regular educational settings, there has been parallel recognition that some students need special measures to ensure learning outcomes.

The Disability Discrimination Act (DDA) (1992) enables people with disabilities to make complaints via Human Rights and Equal Opportunity Commission (HREOC). This complaint process has been used by some families, in the area of education, and the resultant case law has provided learning experiences for lobbyists, families, and educators.

A national task force has developed draft Standards in Education in the areas of:-

- Enrolment
- Participation
- Curriculum, training packages and courses
- Student support services
- Elimination of harassment

#### d) Change agents

Legislation has been a major agent for change in Australia and has enabled the review and reform of policies and practices in special education. A further driver of change has been the change from centralised management to local management of schools which has impacted on the structures of systems and services for the education of students with disabilities.

Reform in curriculum has been a significant change agent across the nation. The issues of teacher education and the availability of teachers provide further opportunities for review and reform.

## Current status and administration of education of students with Special Educational Needs

### 1. Population

According to the 1998 census, 8% of children aged between 5 - 17 years had a disability that involved a specific restriction to their learning.

83% of those attended a regular school and 9% attended a special school, a further 8% did not attend school.

In South Australia, in 2000, 6.4% of the total student population are identified as having a disability and of those 92.9% attend regular schools and 7.1% attend a special school.

## 2. Policy Frameworks

All states and territories have policy frameworks that support the inclusive education of students with disabilities. There are also specialist programs that support students with significant disabilities and some of these programs are based in segregated facilities.

Across Australia policy frameworks have been subject to extensive review and reform over the last 5 years. Later in this paper, I will address 2 major areas of reform and they are the use of data and the restructure of funding allocations.

## 3. Data Collection

Some states and territories have developed and others are developing specific data bases for students with disabilities. In South Australia this has enabled the department to:-

- Match census data from schools with specific data on students with disabilities with staffing and funding allocations
- Identify districts where significant clusters of students with disabilities live/attend school and use this for planning purposes
- Provide information on emergent issues such as family mobility
- Support equitable and transparent resourcing
- Research historical resource allocations and develop new allocative mechanisms
- Plan for the development of new facilities

## 4. Supportive Environments

It is the aim of all education systems to:-

- Establish supportive environments for the education of students with disabilities and their families.
- Implement and comply with legislation.

Some parents and students experience discrimination in regard to schooling, including a refusal

of enrolment, failure of schools to sufficiently address harassment and bullying of students with a disability, and denial of, or limited access to school services, professional advice, facilities and programmes. Experience of these difficulties is related to the type of the main disabling condition.

For example, some research has shown that those with emotional disorders are the least accepted and the least welcome in the regular school system.

## 5. Legislation

All states and territories have collaborated on the complex task of developing Standards in Education under the DDA. The aims of these standards are to provide specificity in what is required to remove discrimination and to enable flexibility in the ways in which this can be achieved in enrolment, participation, curriculum, support services and elimination of harassment.

For instance (*a summary of two of the Standards*)

### a) Enrolment

- *Rights of students with disabilities*

- Have the right to seek admission and enrol in an education on the same basis and to the same extent as prospective students without disabilities.
- Have the right to reasonable adjustment.

- *Obligations of education providers*

Ensure students with disabilities are not discriminated against in seeking admission and enrolment on the same basis and to the same extent as prospective students without disabilities.

- *Measures to enable access to enrolment*

Includes the following:

- Information about enrolment processes is inclusive and accessible to students with disabilities and their associates, and is available in a range of formats and within a reasonable timeframe.
- Enrolment procedures are designed so that students with disabilities, or their associates, can complete them without undue hardship.

### b) Participation

- *Rights of students with disabilities*

- Right to participate in the full range of programs and services and to use facilities provided by an education or training institution, on the same basis and to the same extent as students without disabilities.

- *Obligations of education providers*

Providers are obliged to negotiate with the students with disabilities, or their associates, and implement any reasonable adjustments necessary

Ensure adjustments are provided within a reasonable timeframe, subject to provision by the student, or his or her associate, of timely and relevant advice about the impact of the student's disability

- *Measures to enable substantive equality in participation*

Educational activities are sufficiently flexible that they are able to be undertaken by students with disabilities

Adjustments and appropriate programs necessary to enable participation by students with disabilities are negotiated, agreed and effected

Additional support is provided

Activities conducted in non-classroom settings and extra-curricular activities, activities that are part of the broader education program, are designed to include students with disabilities.

South Australia has developed the 'Fair and Reasonable' package to support schools eliminate discrimination and to educate school leaders in ways this can be achieved.

The self paced training package covers the following areas:-

- Disability Discrimination Act 1999 Legislation
- Human Rights and Equal Opportunity Commission (HREOC)
- Equity leadership
- Management issues under the DDA
- Partnerships with families, carers and school communities
- Support: resources and services
- Managing complex situations
- Mediation in special education
- Case study and scenarios and
- Provides a framework for developing a Disability Action Plan

It provides information, activities, reading lists, web sites and case studies for staff training and development.

Many schooling sectors have purchased the kit to use in their own jurisdiction and universities are using it for pre service teacher education.

## 6. Local Management (School based management)

During the past ten years, there has been a strong commitment to school based management in the Australian states and territories.

Although school based management has been introduced differently, the following initiatives

highlight the steady move towards decentralisation across Australia.

#### Victoria: Schools of the Future

Introduced in 1993, the Schools of the Future program provides a high level of self-management in schools within a curriculum and standards framework. Currently 1700 schools participate and it represents the largest decentralised system in Australia, with 80%-90% of the state's total education budget allocated through the global budget to the school level.

#### South Australia: Partnerships 21

The state's model of school based management was introduced in 1999. Participation is voluntary through the signing of a Services Agreement by the principal, the school council chairperson and the Chief Executive. The schools operate a global budget within a curriculum and standards framework and a quality, improvement and accountability framework. By the mid-2001, 76% of the state's 920 schools had entered.

#### Western Australia 1999: Local Management in Schools Pilot Project

A voluntary pilot project in school based management was introduced in 1999. The project is investigating the most effective levels of local flexibility through the development of two models of pilot clusters and pilot schools. Approximately 30 schools are involved. An evaluation of the pilot has been recently completed.

Queensland investigated school based management in 1997-1998 through its Leading School initiative. In New South Wales, school based management is optional.

### ESSENTIAL FEATURES OF SCHOOL BASED MANAGEMENT

These school based models are characterised by:-

- A clear relationship between the central office and the local school
- Devolution of resources through a single financial allocation which is called a global budget,
- An effective performance management system
- Training and professional development of principals and staff
- A system of (elected) community governance,
- A charter / plan for school development
- An accountability process for reporting on student achievement and resource usage.

## Partnerships 21 (South Australia)

This model explicitly identifies the improvement of student learning outcomes as its essential goal. To fulfil this purpose, it defines three essential components as fundamental to its operation: strengthened partnerships with parents, quality improvement, and resource flexibility.

The strengthened partnerships with parents focuses upon the extension of the governance functions of the school's governing councils. Amendments to legislation have been enacted to provide this extended authority.

The quality improvement component of the model is based upon a number of specific systemic innovations such as localised strategic planning, triennial external reviews and the inclusive new curriculum framework.

The resource flexibility component is delivered through the Global Budget that is allocated to each site. (The model for this global budget most closely approximates to that which Professor Kenneth Ross from UNESCO describes as a fourth generation global budget model.)

It covers teacher and other salaries and associated costs, materials, administrative costs, equipment and asset management of the site. Each school is given the flexibility to decide how to allocate expenditure for the year to best suit the students' needs and the goals of the school.

Principals and governing councils have a responsibility to report to their local community and the system on accountability for funding allocated in the global budget. This includes reporting on how extra funding for specific groups of students eg students with disabilities, is used and on improvement in the learning outcomes of such students.

## Two major areas of reform

### Data and Funding: a national opportunity

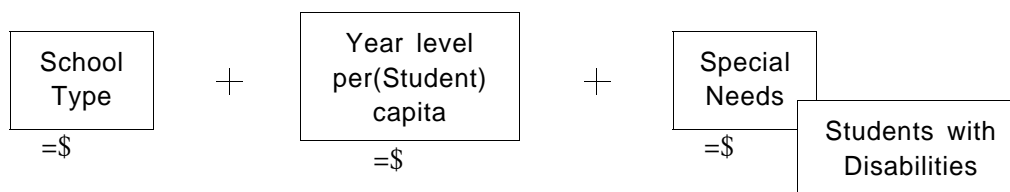
To allocate financial resources it is essential to have accurate enrolment data and data about students with special needs. Consequently within this major funding reform has come the long awaited opportunity to resolve many of the historical and inequitable allocations that have plagued the education of students with disabilities. In SA and several other states such as Victoria, Tasmania, Queensland, Australian Capital Territory, and New South Wales, a lot of research has been done to:-

- Centralise data collections for students with disabilities
- Clarify the eligibility criteria for service provision to students with disabilities
- Establish consistent processes for verifying special needs
- Develop a model of profiling students that can allocate specified amounts of funding

according to the level of student needs

- Collect all possible funding and processes into a centralised pool for transparent allocation within the global budget.

In SA funding for locally managed sites is as follows



The funding model for students with disabilities is not complete yet. By stages we have been identifying isolated special education budgets and centralising them into the global budget pool. In the current model of the global budget a pattern has begun to emerge for the future development. Some states and territories have made major reform as one initiative whilst other have implemented changes by a series of steps.

For instance, a student with severe multiple disabilities currently attracts, a year level, plus \$22,000. Our research tells us that these students also attract funding for teacher assistant time and personal care. In the next global budget model (2003) we will include those grants equitably for these students with disabilities into one cash allocation.

Major Components	Component of Funding	Amount per student/site
Students with Disabilities	Mainstream A	\$1,188
	Mainstream D	\$3,348
	Mainstream I	\$7,452
	Mainstream - Severe Multiple Disabilities	\$22,000
	Special Class R ro 2	\$6,086
	Special Class 3 - 7	\$4,961
	Special Class 8 - 10	\$6,59
	Special Class 11 - 12+	\$4,059
	Special Schools/Units - Metro R - 2	\$7,130
	Special Schools/Units - Metro 3 - 7	\$7,613
	Special Schools/Units - Metro 8 - 10	\$6,227
	Special Schools/Units - Metro 11 - 12+	\$5,628
	Special Schools/Units - Country R - 2	\$7,949
	Special Schools/Units - Country 3 - 7	\$8,432
	Special Schools/Units - Country 8 - 10	\$7,04
	Special Schools/Units - Country 11 - 12+	\$6,447
	Special schools/Units - severe multiple disabilities (all year levels)	\$22,000
	Sensory Impairment - Vision/Hearing R - 2	\$17,483
	Sensory Impairment - Vision/Hearing 3 - 7	\$17,966
	Sensory Impairment - Vision/Hearing 8 - 10	\$16,580
Sensory Impairment - Vision/Hearing 11 - 12+	\$15,981	
Challenging Behaviours	Challenging Behaviours (disability only) Category 1	\$7,322
	Challenging Behaviours (disability only) Category 2	\$3,450
	Challenging Behaviours (disability only) Category 3	\$1,831

(2<sup>nd</sup> phase of research 2001)



The total amount of targeted funding will be the same in special and regular schools and it is then up to the schools how they use the cash resource.

A Risk Management Fund has also been established to support schools, manage student crises. Schools apply to this fund on a case by case basis.

Considerable collaboration has occurred across the nation in the development of equitable resource allocation. It is a complex and sensitive area and systems have shared information about:-

- eligibility criteria
- strategies for verification of eligibility
- construction of data bases
- allocative mechanisms
- accountability models for resource usage
- education needs profiles and
- transition strategies for change management.

### **Funding according to need**

For some time the allocation of resources has been achieved by focussing the type and degree of a student's disability. A different method of estimating student need is emerging through research in several states. This is how it works:-

- A student presents as a learner with issues that appear to impair their capacity to learn.
- Teachers and parents work through a proforma and process that enables a full picture (profile) of student's need to be documented.
- The profile can be matched to program delivery and the type of assistance and support required by the students to achieve learning outcomes.

South Australia has developed an educational profile for our context, based on the research and practice of Tasmania, Victoria, New South Wales and New Zealand with the help of university research. South Australia is about to trial the new profile in schools.

An example of the South Australian profile follows. There are 8 domains where teachers/parents can confer with each other about the needs of the child.

The domains are:-

- Access to the learning areas
- Health support
- Orientation and mobility
- Motor development

- Receptive communication
- Expressive communication
- Participation and social development
- Safety in the school.

For instance:

## DOMAIN: Orientation and Mobility

If current available information indicates the student requires support in this area, circle the number of the level which best describes the students and their needs

		Description of Program Delivery	Technical Assistance and Support
1	The student has difficulty independently moving between classrooms and around the school generally (eg. Recess time, canteen) manipulating utilities (eg taps) and participating in school activities as a result of a physical or vision impairment, an ongoing medical condition or recent hospitalisation. Supports include:- <ul style="list-style-type: none"> <li>● Support and supervision when walking some distance</li> <li>● Modification of school classrooms or grounds</li> <li>● Specialised aids or equipment eg walking frame</li> <li>● Alternative/adapted programs requiring physical activities eg, physical education</li> </ul>	1 <p>For the student to participate and develop independence in movement, it is essential that:-</p> <ul style="list-style-type: none"> <li>● A physical management routine or mobility program enables safe and independent movement around the school environment</li> <li>● <i>A specific program is implemented to develop independence in daily routines, movement and/or orientation and mobility skills</i></li> <li>● Individual strategies are taught to support the independent use of specialised equipment or assistive technology, or aids to assist in posture and tasks</li> </ul>	In practice, the following may be negotiated: <ul style="list-style-type: none"> <li>● Service or specialist support to: <ul style="list-style-type: none"> <li>- provide training and development eg. From OT Physio, O&amp;M instructor</li> <li>- Plan strategies that aid independence, and participation in class and school routines</li> <li>- Advise on safe movement and orientation and mobility</li> </ul> </li> <li>● Assistance to teach skills that increase access to facilities and utilities eg, move around the school environment</li> <li>● Modifications to school facilities and the physical environment that increases confidence and independence, and eliminates hazards</li> </ul>
2	The student has difficulty independently undertaking some activities and learning tasks at specific times during the school day, as a result of a physical or vision impairment or a degenerative or medical condition. Supports include assistance to:- <ul style="list-style-type: none"> <li>● Physically prepare to participate in activities</li> <li>● Transfer from a chair to a wheelchair or to a standing frame</li> <li>● To move around the school, to use school facilities and participate in all physical activities and participate in all physical activities requiring movement</li> <li>● Use specialised equipment, or physical supports at specific times throughout the day eg, splints, AFOs</li> <li>● Develop orientation and mobility skills from an O&amp;M instructor when in unfamiliar surroundings or situations other than the regular classroom.</li> </ul>	2 <p>For the student to access and attend to learning, it is essential that:-</p> <ul style="list-style-type: none"> <li>● A range of modified programs eg, physical education or specialised or alternate programs support the development of physical ability and locomotor skills</li> <li>● Plans and assistance to support: <ul style="list-style-type: none"> <li>- <i>safe movement around the school and access to school activities eg yard play, excursions</i></li> <li>- accommodations support the use of specialised or adaptive equipment/aids at specified times</li> <li>- individual plans document strategies for accessing adaptive equipment/aids</li> </ul> </li> </ul>	In practice, the following may be negotiated:- <ul style="list-style-type: none"> <li>● For service/specialist support to: <ul style="list-style-type: none"> <li>- Provide training and development eg from OT, physio, O&amp;M instructor, medical personnel.</li> <li>- Plan strategies that facilitate interdependence and movement</li> </ul> </li> <li>● For assistance to support at times of identified risk, eg for movement around the school environment and to support student welfare</li> <li>● For modifications to school and class environment, facilities and/or equipment that aid access and eliminates hazards.</li> </ul>

The "scores" from each domain are calculated to provide a level of funding to the school. The flexibility that a global budget gives a school as a result of this funding via the student's profile of need provides a new opportunity for inclusive schooling.

Once schools have all the funding, they can make informed, local judgements about the best ways to use the cash eg.

- Extra teacher time
- Teacher assistant time
- Training and Development for staff
- Special support for field trips
- Equipment and technology and/or
- Specialist advice

Those states that use a funding model based on student profiles have found that this enables the reconfiguration of systemic services based in districts/regions and opens markets for community based service providers.

### Case studies on inclusion

The inclusion of students with disabilities/learning difficulties/SEN relies upon:-

- Excellent leadership (effective leadership by principal and staff).
- Non discriminatory organisation
- Inclusive curriculum i.e. assessment, teaching and learning practices
- Effective teaching
- A commitment to collaborative planning by parents, teachers, support personnel and students
- Efficient support systems and use of resources
- A focus on learning outcomes
- A policy of professional development that is purposeful and ongoing
- The development of a school policy stating the above aspects

Classroom teachers require support and a useful model to consider is proposed by York, Giangreco, Vandercook and Macdonald, 1996 which has 4 types of support:-

- Moral support - interaction between people, active listening and non-judgemental acceptance of ideas and feelings
- Evaluative support - collecting information that allows support to be monitored and adjusted. Determining the impact of support on students, beyond the acquisition of specific skills, and including the outcomes of the education experience.

- Technical support - offering concrete strategies, methods, approaches, or ideas. In-service training and staff development activities, on-site collaborative consultation with agency personnel, peer coaching.
- Resource support - providing materials, financial resources, information resources

Here are some examples of the strategies in these areas of support which enable inclusion to flourish.

- *Moral support*

An area that often worries teachers is health care management. This is not solely a teacher's task! It is a collaborative effort for a range of health service providers and educators.

Some state education systems employ nurses or increase the role of teacher's aides but in South Australia the Department funds a position called Manager Interagency Health Care. This officer has worked with a wide range of health service providers and community groups to establish a model of interagency health support for students and children in education and childcare services. Outcomes to date include:-

- Policy guidelines for inclusive and safe health support practices in education and childcare services
- Training and development programs to cover the four categories of health support work routinely undertaken by education and childcare staff ie. First aid; control and prevention of the spread of infection and infestation; supervision for safety; and personal care support
- A range of hospital and community health agency service agreements to support the training and development program and to provide direct health and personal care service delivery to sites
- Standards for delegation of complex and invasive health care by health professionals to lay personnel within community settings. These standards are implemented with schools and preschools through the Child and Youth Health Access Assistant Program
- A range of condition-specific support material covering learning and support issues for education and childcare services of students with issues such as asthma, cancer and cystic fibrosis.

The current focus of this work includes health issues related to mental health; seizure management, and diabetes management. Service delivery issues include equity of service provision to rural and remote communities and for students who have chronic health support issues and no other disability.

- *Evaluative support*

A major strategy for inclusion used for students with disabilities is individual learning plans.

In South Australia, since 1991, all students with disabilities have been required to have a Negotiated Curriculum Plan (NCP). This focused learning into the 8 required areas of study, eg Maths, English, Science, Society & Environment, and student strengths and weaknesses and listed specific strategies for classroom support.

South Australia has a new inclusive curriculum and accountability mechanism that is to be implemented in 2002. As well, the Disability Discrimination Act (1992) has used a wider definition of disability than the one currently used in the department of education in South Australia. Subsequently, the current individual learning plan for students with disabilities (the Negotiated Curriculum Plan) needed review and evaluation.

A literature review was conducted in 2000 from which a set of research questions was developed. Using the questions, 33 structured focus groups were held around the state. Recommendations were developed from the feedback and the Negotiated Curriculum Plan was tentatively renamed the Negotiated Education Plan. Feedback from the field clearly stated the need for an electronic version based on most promising practice.

In 2001 an NCP Working Party was formed to advise on the implementation of the recommendations from the research. A navigation tree was developed and the new electronic product was trialled formally and informally by 200 schools. The new NCP will maximise curriculum planning, connect teachers to accountability mechanisms, provide information about processes, a range of templates, available support and will assist in minimising the paper chase for educators. Involvement at a national level at this time will enable other states to build on existing research and maximise the opportunity to customise the South Australian NEP concept. It is also an opportunity for South Australia to provide leadership in curriculum planning and accountability for students who have a wide range of abilities.

- *Technical support*

Models of technical support that have been common for many years are the use of centres of expertise and visiting teachers. The emerging trends in this area now are:-

- more lateral and customised models of support
- networks of expertise and
- a mix of generalist and specialist teachers to work together.

For instance, in South Australia the Learning Difficulties Support Team has 3 staff that respond to the needs of both families and educators. Their training and development sessions are customised to a schools' needs. To support the 3 central staff a systematic approach to training other staff has been developed through Vacation Literacy Courses, provision of graduate certificate courses, undergraduate lectures, whole school training and development, work shadowing, and action research

projects. These have enabled the department to identify 200 staff within a network of expertise. In time, the network will be able to identify more teachers with expertise and provide them with quality professional development and share the responsibility and most promising practice across the system.

Other models of technical support that are changing in Australia include:-

- The reconfiguration of regional support services, into multidisciplinary teams
- The placement of visiting teachers into schools in order to service more efficiently local clusters of schools
- The use of student centred "wrap around" methods for problem solving
- Information lines, chat rooms, virtual/on-line links for specialist services
- The development of service agreements, service standards, outsourcing arrangements
- Identifying the maximum activity hours available for service provision and customising services within these parameters.

All States and territories have established a range of professional development/training and development strategies that increase the technical competence and confidence of teachers. These programs are often as a result of partnerships with Universities or specific disability agencies.

In South Australia, a series of graduate certificates have been developed and delivered jointly by the Education Department and Flinders University of SA and they are:-

- Autism
- Positive Behaviour Support
- Augmentative Communication
- Learning Difficulties
- Down Syndrome
- Orientation and Mobility
- International Education (Special Education)

In Victoria and South Australia, a significant amount of funding has been allocated to provide technical support through the development of skilled classroom assistants by offering accredited training programs as both adult education and tertiary institutions.

- *Resource support*

Global budgets are providing schools with more flexibility at the local level for all students, including students with disabilities. In Australia the DDA has extended the definition to such an extent that a closer examination of financial resources is required.

For instance, data suggests that students with mental health issues and behavioural disorders are less likely to be receiving resource support. Anecdotal evidence suggests that unintended funding incentives may contribute to the exclusion rather than inclusion of these students.

Formal complaints under the DDA has put systems on notice in this area so that now schools need to understand that:-

- Inflexible discipline policies that suspend/exclude students from attending school deny the student access to benefits such as libraries, technology, curriculum and facilities.
- Failure to provide training and development about positive support for students with behaviour issues will impact on students and thus is discriminatory.
- They must carefully assess student needs and seek professional advice about complex behavioural issues.

Most states are developing packages to ensure resources are available to previously under funded groups of students with disabilities.

#### **Mutual cooperation on special education issues**

The potential is unlimited! We need not develop reinvent, discover and reform any initiatives for the education of students with disabilities alone.

In South Australia, the task to update the policy framework for students with disabilities to support:-

- The compliance with the DDA
- The implementation of the new curriculum and
- The local management of schools

has been based on the evidence of research, the logic gained from experience and the values of our broad communities. For instance:-

- the work of all states and territories, New Zealand and the United Kingdom has contributed to the resource allocation model in South Australia
- the work of Ysseldyke, Thurlow etc have greatly influenced the development of the new Negotiated Education Plan (NEP) and the monitoring and reporting of student achievement
- the development of the post graduate certificates in International Education have an international field study component
- the use of the Index of Inclusion, developed in the UK, is being used to support quality

## improvement in schools in South Australia

This work can be shared in many ways and with negotiation we can build on our relationships to promote:-

- Collaborative action research in classroom teaching or specialist service provision
- Sharing of formats of data bases and accountability for resource usage
- Purchase of licences of software of the NEP
- Short term study tours to visit schools and discuss issues with administrators
- Longer term teacher exchange and study tours that include attendance at a certificate course in a particular topic eg. Autism
- Purchase of training packages for customisation eg 'Fair and Reasonable' kit
- Consultancies - educator-in-residence models for external views on the status quo.
- Mentoring via e.mail, work shadowing in the short term
- Partnerships on projects where we jointly develop, evaluate and implement innovative concepts.

Information and Communication Technology provides us with opportunities for collaborative, external, on-line professional development.

## Conclusion

It is true that collaboration takes time and goodwill. It also costs money. However, my experience is that by working together:-

- Tasks are shared and not duplicated and consequently time and funding are saved
- Goodwill and understanding increases the chance of logical inquiry and innovation
- Costs are reduced in the long term because some agencies can take a lead role in terms of both activity and funding of the research whilst others can take on a contributory role.

Lastly, the sharing of issues and evidence for collective problem solving is stimulating because it gives people a chance to reflect on current policy and practice. This leads to quality improvement in all agencies.

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# CHINA

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A research on mathematics learning disabilities

## 1 . The general situation of special education in China

In April 2001, the third national working conference of special education was hold, summing up the development of special education since 1990, and put forward the new plan of the development in the next five years. At first, I would like introduce the general situation of special education in China.

- ◎ Up to the end of the of 2000, there are 1,539 special education schools, it is increased 105 percent than the year 1990. There are 377,000 students in special school, it is increased 424 percent.
- ◎ Special education has been involved in the system of nine year compulsory education. Because we have a lot of children with special need for education, but our special school is limited, most of them located in the large or middle city, so there still many children can not go to the special school, so we put the special children in the normal class of normal school. That maybe a little similar to the international trend. This method helps most of the special children entered school.

## 2 . The problem of special education in China

First, the main problem is how to help the poor special children entering school. Today the development of special education in China became very quickly, more and more special students entered into the school. But China has 1. 3 billion people, so there are many special children can not enter school, especially in poor agriculture district or mountain district. The big problem is still how to help the poor children entering school.

Second, the main form of special education in China is setting special class in normal school or learning in normal class, this form satisfied the need of special children for education. When the need of entering school was satisfied, there will be higher need ,that is how to improve their quality of education. So improving the quality of special education quickly also a big question we faced.

With the development of special education, the wide concept of special education was accepted by more and more people. They think that special education is not only the education of special children who has physical and mental disability, every children even those who seem like normal children has special need of education, they should be satisfied. So special education involves all

kinds of learning disabilities In China, the research of learning disabilities is just beginning, it need to be improved gradually

Facing the problem of special education, we built the research center of learning disabilities. The main purpose of this center is to study all sorts of learning disabilities. In China, most of special children entered the normal class of normal school, for the sake of the mental or physical problems, they all have learning disabilities. So I am going to introduce a research on mathematics learning disabilities.

This research started at 1991, with a special focus on mathematics learning disability of middle school students. From 1991 to 1996, professor Liang Wei with her colleagues mainly studied the types and reasons of learning disability of the middle school students and made experimental interventions in numerous classes on how to rectify their mathematics learning disability, which achieved satisfactory results. From that point, they started a 5-year project, studying the cognitive process dynamics of the middle school students who have difficulties in learning mathematics.

### **The main reason of mathematics learning disabilities**

According to the survey, the researcher found that a large portion of students' mathematics learning disability is caused by teaching factors. It is due to many shortcomings of teaching that have made a certain amount of students to have learning disability after every mathematics class. So the key point to resolve this problem is apparently to improve the mathematics teaching. In the research, they inherited the following principle to strengthen the students' involvement and improve the effectiveness of teacher-students interactions:

#### **1.1 To strengthen the full understanding between teacher and students**

Full understanding means both cognitive and emotional aspects. The aspect of cognition refers to feedback rectification that means that during the mathematics teaching, the teacher should be aware of the students' learning status and then offer relevant assistance according to the concrete situation. This will enable the students to be involved in the teaching process and understand the knowledge provided by the teacher and raise their learning ability. The emotional aspect means the communication of emotion between the teacher and students. The mathematics class is not like other classes such as Chinese, foreign languages, chemistry and physics in which teachers and students can exchange their understanding through language or through physical material or experiments. Mathematics has little experimental material, it often needs a lot abstract thinking, it seems to become further away from the daily life along with much mathematics knowledge that one has obtained. Therefore mathematics teachers should have "three understandings" in their teaching, i.e. 1) understanding the original cognitive structure and cognitive process of students; 2) understanding the differences among students when they learn mathematics 3) understanding the speed differences between students who have mastered the mathematics knowledge and the students who have temporarily not mastered. With full knowledge and understanding of the students, the teachers will know how to get the students involved and develop the interactive effectiveness

of teachers and students.

## 1.2 To recognize the learning differences of students

The students' performance with mathematics and learning abilities are determined by their psychological abilities. The psychological abilities, it has to serve some common principles vary among the individuals. Teachers should recognize and understand these differences and provide teaching accordingly thus to strengthen the students' involvement to improve teacher-students interactive effectiveness.

## 2. Study on mathematics learning disabilities

### 2.1 Classification on mathematics learning disability of middle school students

#### 2.1.1 Cognition obstacle

Cognition disability are normally caused by psychological factors such as memory, understanding, thinking and the like during the cognitive processes. Common cognition disability are: 1) insufficient mastery of mathematics basic knowledge that has been taught; 2) short of mathematical technique; and 3) existence of certain defect in the intellectual activity that is needed to learn mathematics.

With investigation, they have reaffirmed that those students, who are poor in learning mathematics, also have poor mastery of the mathematics knowledge. For example, when learning the secant principle, the poor record students could not answer the basic geometrical concepts of tangent and secant relating to the principle that had been learned. We have frequently noticed the mastery of mathematical techniques by some students and they always made error every time they calculated no matter how easy the subjects were. For example, in the formula  $2x=3$ , when  $x$  should be  $3/2$ , but some students gave the result of  $x=2/3$ . Some of cognition obstacle is reflected in the existence of certain defect in the intellectual activities which showed that the students could not identify the inner relations between the new and old concept that made them difficult in learning.

#### 2.1.2 Emotional obstacle

Emotional obstacle is caused by non-harmonized relations between teachers and students, students themselves and other relations that may influence the mathematics learning. There are many factors that may cause emotional disability, e.g. 1) indifference to mathematics learning with no intention to learn; 2) emotional rejection to mathematics and unstable interest in mathematics learning; and 3) over anxious in the mathematics learning.

In general, they have classified the above two aspects of mathematics learning disability with various reflections that are called initial and practical classification. Actually the classification for the mathematics learning disability of middle school students is very complicated which is a key research subject. The purpose of this classification is to have diagnosis on learning disability and adopt appropriate measures to offer effective rectification by current mathematics teachers. From our researches and experiences, comprehensive measures should be used in rectifying the mathematics learning disability during students' learning.

## 2.2 Causes of mathematics learning disability

They have summarized three aspects in analysis of causes of mathematics learning disability:

### 2.2.1 Aspect of teachers

The typical feature in mathematics teaching in China is that the teacher acts as owner of mathematics knowledge and the students are deemed to be containers of the knowledge. Everyday the knowledge that have been indoctrinated by the teachers are supposed to be totally accepted and mastered by the students no matter how big the differences are in their learning. As time goes on, the knowledge that cannot be accepted has become the disability of the students' mathematics learning which causes cognition obstacle. During the mathematics teaching, some teachers are lack of emotional involvement to the students and show less confidence and sympathy to their students. Severe criticize could constantly be seen during the classes when students failed to answer questions. Few teachers could encourage their students and pardon the mistakes. So gradually the students have become dislike the mathematics teachers and felt indifferences to the mathematics science that caused emotional disability.

### 2.2.2 Aspect of students

This may be caused by various factors such as physical health of students, lack of confidence and their indifference to the mathematics learning due to their constant failures. Some students are lazy in thinking even though they have had 6 to 7 years of mathematics learning, they do not have good habit of learning and do not know how to learn mathematics well. Another mathematics learning disability is caused by students' failure to master basic concepts and basic calculation skills. Improper family education and social environment can also cause mathematics learning disability.

### 2.2.3 Aspect of communication between teachers and students

Textbooks are major media for teacher and students communication. The demand of mathematics textbooks or the pace of teaching and learning approach may affect the mathematics teaching and cause mathematics learning disability to the students. Short of communication between teachers and students cannot activate interaction. Most of the mathematics teachers are interested in mathematics when they are very young, so they major in mathematics in normal university. They can hardly feel learning disability in mathematics. So they also think that it is not difficult to learn mathematics middle school. But for students, they can feel the degree of difficulties in mathematics from primary school to middle school. The different feelings of teachers can easily cause students learning disability.

## 2.3 Diagnosis and rectification of disability in mathematics learning

### 2.3.1 Introducing "Learning Assessment Cards" to facilitate students' mathematics learning

They insisted that students should not be treated as containers for knowledge given by teachers. On the basis of wide research on the students' learning, they designed "mathematics learning assessment cards" to motivate the students' involvement in mathematics teaching and enhance their

abilities in learning.

The contents of these "mathematics learning assessment cards" are divided into two categories namely, cognition aspect, and emotional aspect serving both in class and outside the class purposes. With these cards, the students have opportunities of retrospection and exchange of views with their teachers. The assessment cards are also designed into a question and answer style and are distributed to students on weekly basis. A student will fill one card each day and return these cards that are completed with answers every week. They selected 42 students who had failed twice in their last five mathematics tests as our target group. They came from three classes at grade one from three schools. After 9 weeks' experiments and tests, those students made distinctive progress in their unit tests or mid-term tests. It was more encouraging that through these assessment cards training, those students began to learn mathematics in an active way and began to ask themselves about what they had learned over the class, how much they could understand. They have also expanded their communications with the teachers and made self-assessment on their abilities and developed proper learning habit. After they report on "mathematics learning assessment cards" was made public, over 100 teachers from about 30 schools have introduced this method for their own experiments and have made satisfactory achievements.

### 2.3.2 Implementation of "transfer" experiment to overcome learning disability

Cognition factor is recognized as one of the mathematics learning disability to the students. As a result, there will be no "positive transfer in their mathematics learning. Upon their researches, they found that those poor performing students could not master over 80% of the basic knowledge the teacher taught in the classroom. Conditions for positive transfer should be created so that the students can overcome these disability. They tried to assign some preview homework for students to draw out the old knowledge that would reappear in the next class. The teachers also offered some clues so that the students could find out when they have difficulties. During the new class, the teachers would ask about these learned knowledge first thus to emphasize these points. In this way, the teachers could make remedies to the knowledge that had not been fully mastered by the students so as to provide a positive interactive situation between teachers and students.

### 2.3.3 Research on the integration of mathematics learning between primary and middle schools

This has been a problem and a subject that has been focused in China's education. Professor Liang found out that there is an average 95% passing rate for primary school students in their final school year. But when they are in grade 1 of middle schools, the average passing rate is only 75%. They survey among 300 primary school students at grade 6 and their parents and 300 middle school students at grade 1 and their parents. They visited the writers and the editors of the mathematics textbooks. They found that these learning disability are caused by lack of the links between the mathematics books of primary and middle schools with the following reasons:

- 1) New mathematics textbooks that cannot accommodate the students;

- 2) Changed teaching methods and style that cannot accommodate the students; and
- 3) The parent can not help their children because the content is becoming more and more difficult.

Possible solutions to such problems seem to rely on the teachers who should know not only the present situation of students, but also understand their past and future. They organized some middle school teachers to observe the mathematics class in primary schools so that they could understand the teaching environment and adjust their teachings. By this kind of observation and studies, the middle school teachers could change their teaching methodologies thus to accommodate the students.

They encourage the teachers to apply "assessment cards" to facilitate the mathematics learning. The project team divided one group of mathematics knowledge into several procedures and evaluated every procedure by a test. For example, when students were learning the formula  $ax+b=0(a\neq 0)$ , we could divide "a" into several procedures as an integer, a negative integer, a fraction or a decimal and made appropriate questions cards for individual procedure. The card for each procedure was used in one class and scores were given after each test. The students who could not pass the test would be given additional tutoring in the day after the test. In this process, the teachers would know the mathematics learning of the students and find out the learning disability in time. At present, this method is being extended in over one thousand middle school classes in China with 300,000 students involved.

It has been proved that most of mathematics learning disability are temporary and can be rectified effectively with early findings and timely interference.

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# ***INDIA***

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## **Introduction**

'Writers in the past fifty years, both Indian and foreign, have been poorly informed about Indian special needs education and disability care in the 19<sup>th</sup>. Century - and for mental retardation and orthopaedic disabilities, the developments up to 1947.' -- Miles (1994)

Miles (1994) has undertaken the exercise of documenting the existence of disability care and education in the 19th.century India. He observes,

The exercise is not one of academic interest alone. It has implications for the current disability service developments in India and neighbouring countries. Experiments with 'integrated' educational services and Western plans for 'Community Based Rehabilitation' are underway, premised partly on the mistaken view that, before Independence, India had hardly any disability service experience; and that since 1947 the Indian experiences has been of large, 'inappropriate', medically-oriented institutions. This myth ignores the informal efforts of Indian families and neighbourhoods since antiquity to respond to special needs and disabilities. It dismisses over 100 years' work and care in small centres across India before Independence, in which some people with disabilities received education and vocational training, individually, or in groups, or integrated with able-bodied children and adults; and then earned their living by their own skills and determination.

Three years before the country's independence, in 1944, the Central Advisory Board of Education (CABE) had been entrusted with the task of preparing a report on the development of education in India in the post-War period. The CABE report, written by the British Chief Educational Advisor John Sargent observed that the Indian government had not done much for the education of the disabled, what had been done was due to voluntary effort and the country could 'profitably borrow' from the experiences and achievements of those countries, which have been active in this field (CABE, 1944). The report however recommended that,



Wherever possible, handicapped children should not be segregated from normal children. Only when the nature and extent of their defect make it necessary, should they be sent to special school or institutions. Partially handicapped children should receive special treatment in ordinary schools.

The most important milestone in the development of special education in post Independent India came from the first Education Commission in 1964 when it observed that the India's Constitutional directives (Article 45) on compulsory education includes handicapped children as well. The National Policy on Education 1968 followed the report, and made the following statement,

Education facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

### **NATIONAL POLICY ON SPECIAL EDUCATION**

The 1986 National Policy is guiding the present system of education in India. The NPE, 1986 under its broad objective of 'education for equality' proposes the following measures for the education of the handicapped:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with others,
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children,
- Adequate arrangements will be made to give vocational training to the disabled,
- Teachers' training programme will be reoriented, in particular for teachers of primary classes, to deal with special difficulties of the handicapped children; and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

Yet another significant policy development in India took place following the ESCAP Proclamation on the Full Participation and Equality of People with Disabilities in the Asia and Pacific Region in 1992.

The Indian Parliament passed the Persons With Disabilities Act of 1995, which grants 'equal opportunities, protection of rights and full participation' to persons with disabilities. The Act is significant in the sense that it requires 'the appropriate governments and the local authorities' to 'ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years.' On the type of schooling for these children, it further asks them to 'endeavour to promote the integration of students with disabilities in the normal schools'. However, it does not undermine the need of special schools, rather it intends to 'promote setting up of special schools in Government and private sector for those in need of special education'. Further, in order to provide vocational training facilities to the disabled, the Act requires the governments to equip the special schools with suitable facilities. Most of the educational facilities available to the non-disabled, such as the non-formal education, research, training of teachers etc.

have been extended to for the education of the disabled also as a part of the 'comprehensive education scheme' to be made by the governments and the local authorities. The Act also requires the 'restructuring of the curriculum for the benefit of children with disabilities.'

## ADMINISTRATION OF SPECIAL SCHOOLS

Indian Constitution has listed subjects under the responsibility of the Union and the state governments. There is also a 'concurrent list', which calls for joint responsibility. Education comes under the concurrent list. In matters of school education, while the union government makes the national policy in consultation with the states, the latter have the primary responsibility of its implementation. The central government also discharges its coordinating and monitoring functions. It gives fund for major interventions and programmes. The state governments organize education of children with disabilities. Many voluntary agencies have also been working in this field with funding support from the government and the international agencies. Under the states, the administrative units are the districts, the development blocks and the village in rural areas. The local bodies at the three levels, and also in the urban and metropolitan areas have been organized under the constitutional provisions and now they are being involved in the school education.

## CURRENT STATUS

There is no accurate data on how many children with disabilities may have come to regular and special schools. However, there is evidence that the number of special schools for blind and deaf and the number of enrolment of children in them have been increasing. There were 25 schools for blind with 1156 children in 1944 (CABE, 1944), which increased to 115 schools and 5000 children in 1966 (Education Commission, 1966) and to 200 schools and 15,000 children in 1998 (Shotten, 1998). Similarly, the number of schools for deaf, and their enrolment increased from 35 and 1313 in 1944 to 70 and 4000 in 1966, and to 280 and 28000 in 1998 (ibid.).

Watkins (2000) has referred to an estimate in the early 1990's whereby India had 3 million children in need of special education. The special institutions, mostly in the voluntary sector, were catering for less than one percent of those who had learning difficulties. The writer has further noted,

India has introduced inclusive education into its mainstream national teacher training programmes. The problem is that progress has been limited and piecemeal.

Increase in figures of children coming to regular schools have not been recorded separately in the official statistics, and the figures quoted in the government documents are based upon children attending schools on account of programme interventions. Miles (1997) observes,

The number of children with disabilities casually integrated in ordinary schools must always greatly exceed the number in special schools, and continues to do so.

Similarly, Mitler (2000) has also noted the positive approach and leading role of India and some other developing countries towards the inclusive schooling, 'while some of the richer countries that were leaders in the field seem more hesitant and half-hearted'.

In order to implement the policy recommendations on 'integrated education' in 1968 and again in 1986, the Government of India reformulated the central scheme of the Integrated Education for the Disabled Children (IEDC). The scheme provides for the educational opportunities for the disabled children in common schools and facilitates their retention in the school system. It further says that the disabled children who are placed in the special schools should also be integrated in common schools once they acquire the communication and daily living skills at the functional level. It has also provisions for the training of general teachers, preparation of learning materials, educational devices, support teacher and staff and setting up of resource centres. Over one hundred and twenty thousand children with disabilities in over 24000 mainstream schools are getting benefits under the scheme. The scheme is being implemented by the central government in partnership with the state governments and the non-governmental agencies.

In recent years two major initiatives have been launched by the Government for achieving the goals of universalisation of elementary- District Primary Education Programme (DPEP) and 'Sarva Siksha Abhian (SSA)' or education for all campaign. The DPEP, supported by the World Bank and other international agencies, is being implemented in 240 districts while in the remaining around 400 districts the new SSA is being launched. Both the programmes have accepted the integration of the children with disabilities in the mainstream schools as their commitment. The DPEP has been making several interventions to achieve its objectives towards integration, which include community mobilization and early detection, in-service teacher training, resource support, educational aids and appliances and architectural design.

Over 215 thousand children have been enrolled into regular schools as a result of the DPEP interventions. The DPEP is converging with the IEDC and other programmes of the government including the NGOs to bring synergy in the process of including more and more students into the regular school system. Similarly, the SSA has built in the element of additional support to these children so that they are encouraged to enroll themselves in the mainstream schools.

As regards the special schools, there is no accurate count of them as most of them are being run by the voluntary agencies with or without support from the government. However, it has been estimated that there would be over 2500 such schools all over the country. Another ministry, the Ministry of Social Justice and Empowerment supports around 400 such schools being run in the voluntary sector. In addition, eight states have their own schemes of providing educational support materials to children with disabilities. Twenty-nine states are providing educational scholarships to these children.

## **DISTANCE EDUCATION**

India has the largest system of open schooling for children who cannot attend regular classes or who dropped out for variety of reasons including the rigidity of the traditional school system and its examination. The National Open School (NOS) has over 500 thousand such children on its roll. The NOS provides educational services in the distance education mode using the delivery of printed materials, contact programmes through study centres and it also uses the modern ICT

(Information and Communication Technology) for reaching out to the students in far flung areas. It offers flexible curriculum, multiple options and modular courses to suit the needs and circumstances of students. It also provides skill based vocational courses apart from the traditional school certification. The NOS has been very popular amongst the special schools and learning centres for children with disabilities. It has a scheme of making its learning materials available in Braille for the visually handicapped and its adaptation in user-friendly manner for students with other types of disabilities. Fifty-one learning centres have been accredited by the NOS offering its flexible and innovative courses and learning materials to children in the special schools.

## **OTHER INTERVENTIONS**

While education of all children with disabilities up to the age 18 remains the responsibility of the appropriate government, under the 1995 Act for persons with disabilities, the Act also provides for reservation of 3% of seats in admissions into higher and professional institutions. The coordination committees at the national and state levels are monitoring the implementation of the Act. It has created positions for the appointment of the Chief Commissioner of Disabilities at the centre and Commissioners of Disabilities in the states to intervene legally for violation of the rights of the disabled including in matters of equal opportunity in education.

The involvement of parents, teachers and the members of community have been critical to the educational development of children with disabilities. This is being realized at various levels. Over 600 thousand primary school teachers have been given mass orientation under the DPEP. The formation of the Village Education Committees (VECs) is integral to the DPEP as well as the SSA. In some states, Parent Teacher Associations (PTAs) and mothers' associations have also been formed and they have been very active in organizing support for the schools as also for overseeing the educational progress of their children. The DPEP has been organising orientation for VEC and PTA members in early detection, stimulation and timely interventions. The state and district units are using variety of innovative initiatives for creating mass awareness for the education of these children.

In one of the recent initiatives, the central government has created a National Trust under an Act for the welfare, including educational development of children with autism, cerebral palsy and mental retardation. The basic requirement of the Act is to mobilize community and the non-governmental agencies, for which the district level committees are being constituted which would become the main instruments for the implementation of the provisions of the Act.

## **TRAINING OF TEACHERS**

Training of general teachers has been the most important intervention for creating an integrating and inclusive environment for the education of the disabled children in mainstream schools. The IEDC scheme provides for the training of teachers and preparation of teaching and learning materials. The training module has been left to the states and other implementing agencies. With launching of the IEDC scheme many regular teachers felt the need of getting 'special' teacher status to respond to the educational needs of the disabled children. The Rehabilitation Council of India (RCI)

constituted under an Act in 1992 has arranged the 'bridge courses' for these teachers to qualify to come under the category of 'special teachers'. The IEDC scheme provides for the appointment of one special teacher for eight disabled children, who may be working in one school or for a group of schools as an itinerant.

The DPEP is undertaking two types of training programmes. The first includes the training conducted under the RCI foundation course, its bridge course or 3-5 day exclusive training for the integrated education. Over 75000 teachers have been trained under this mode. Second, the states are also incorporating integrated education as a component in their in-service general training programme, and over 600 thousand teachers have been covered under this mode of training.

The special education has also been included in the pre-service and bachelor courses being offered by the training institutions and universities. At places, it is one of the electives or even as main course of studies. The Indira Gandhi National Open University (IGNOU) is offering distance education at the university level. IGNOU has also launched teacher preparation programme in special education. Under the mainstream university system, the University Grants Commission (UGC) has two schemes in the area of education of the disabled, namely teacher preparation in special education and higher education for persons with special needs.

## CASE STUDIES

### CASE ONE:

Teachers from villages in a district from one of the states narrate their experiences. A girl aged seven years used to be called insane or mad, was teased, when she came to the school two years ago. She was mentally retarded. Teachers gave her love and affection, encouraged her to come. There are unbelievable changes in her. She is clean, comes to the school regularly and has also improved in her studies. In another school one twelve year old deaf and dumb boy has been coming to school regularly, takes interest in his studies and does his home work. He has motivated other children in the neighborhood to come to school regularly. One sixteen year disabled child has passed middle school with good marks and has got admission into high school. He cannot come to school regularly. The school has exempted him from compulsory attendance and cooperates with him in self-study at home.

Each of these cases has lessons for inclusive schooling, though none of them is under any major programme of special education, nor they are being counted separately in the statistics on the enrolment of the disabled. They confirm the 'casual integration' as observed by Miles (1997).

### CASE TWO:

Kalyani got shock of her life when her three-year-old son was diagnosed as hearing impaired. She was advised to visit the Bala Vidyalaya. The child was admitted into the preparatory school, but the principal wanted full cooperation from the mother. After three and half years the child is going to be admitted into the mainstream school.

Anupama was diagnosed as hearing impaired when she was two and half year old. She was admitted into Bala Vidyalaya. After four years she got admitted into the Chinmaya Vidyalaya, a

regular school, in standard two. She moved to another regular school, the Valley School in Bangalore where she stayed in the hostel. After passing out from there she has since joined a textile design course in a college of art, design and technology. Bala Vidyalaya is in Chennai, and is providing early intervention services to the hearing impaired, which makes them fully prepared with speech to be integrated into the mainstream schools. The method of teaching in the Bala Vidyalaya is unique. Everything is taught to the child vocally, visually and with her full active participation.

#### CASE 3:

Saraswati Kendra Learning Centre for Children at Chennai has been established for the 'learning disabled' since 1991. With 42 new admissions last year, its student strength was 145. The learning centre has many distinguishing features such as ; small class strength of 8-10 students, ratio of staff to students at 1:8, classrooms arranged informally and no definite distinctions between class 1 to class 12. Students are grouped according to their abilities that match in particular subjects and may move from one level to another and upgrading of levels may be done as and when suitable and not necessarily at the end of an academic year. Students have the opportunity to complete their Std.10 and 12 examinations through the NOS system. However, the school encourages and arranges the transfer or integration of students into mainstream schools. Last year 10 such students were integrated, two from the each of the class groups: pre-primary, primary, juniors, preparatory and senior levels.

#### CASE 4:

The IEDC scheme of the central government was launched in the state of Gujarat with 1017 students in the mainstream schools. The scheme was trotting when the student strength was 1827 until 1998. There were two major and critical decisions by the government. First, the management of the programme was shifted from the government department to the Gujarat Council of Educational Research and Training (GCERT) - an autonomous body for providing academic support to the state school system, such as training of teachers and research. Second, the extensive involvement of the NGOs led and coordinated by the Ahmedabad based Trust, the Blind People's Association. The result: the programme has expanded to 20 districts covering 116-development blocks. Thirty-five local levels NGOs have been associated. The enrolment jumped to 17,287 in 1999 and 31,870 in 2000. The major activities of the programme include: identification of children with disabilities, orientation of regular school teachers, formation of parents' groups, setting up resource centres, provision of learning materials including support for school uniforms, appointment of special teachers in the ratio of one for eight students of non-orthopaedically handicapped categories. The programme is regularly visited and reviewed by the functionaries from the centre and the state.

The four cases above are examples of casual integration without strong schematic interventions, early interventions leading to nearly hundred percent transfer to mainstream school, special school providing services in un-orthodox manner and also occasional integration to mainstream schools and policy shift resulting in massive jumps in the enrolment of students with disabilities in regular schools. Similar such success cases can be found across the country. But, still there are large areas and big population of disabled children who do not have an opportunity to get into either in special

schools or regular schools.

## FUTURE PLANS ON INCLUSIVE SCHOOLING

Inclusive education is a contested concept, including in the West. Britain has not made any substantial change in its policy and practices on special educational needs developed in early 1980's following the Warnock Report (1978) and the 1981 Education Act. The UNESCO Salamanca Statement (1994) has recommended that the regular schools with an 'inclusive orientation' be 'the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.'

There has been a dilemma on distinctions between special schools, integration and inclusion of children with disabilities into mainstream schools. Perspectives and approaches make differences. The following model may be useful in understanding these distinctions:

### CHILD CENTRIC APPROACH (Jha, 2001)

Thrust	Characteristic	Leads to
Diagnostics	within-child	segregation
Special Edu. Treatment	it-in	integration
Education for ALL	child centred	inclusion

While the traditionalists view the disability as individual or medical problem, the rights and equity perspectives arising out from the social construction approach may lead to the fit-in or integrative approach whereby the (school) system does not change, but 'accommodates' them. On the other hand, the societal creation approach to the disability may call for a change in the school system leading to more 'acceptance' and inclusion of children with disabilities.

## INDIAN STRATEGY

The Indian policy and practices are being guided by the third approach due to three major factors. First, India has a tradition and culture of inclusive society and education. Analyzing the teaching and instructional methodologies from the ancient Indian literature, Miles (1997) has listed the inclusive pedagogy practised at that time, which match with those being advocated now,

- Try it a different way.
- Adjust the curriculum to match their needs.
- Give the social benefits of educational initiation, even where the intellectual process cannot be maintained.
- Observe closely what the child can do.
- Give them more time.
- Use of materials specifically designed for them.

Second, there has been an absence of a comprehensive special education system in India. As mentioned earlier, though the special schools were established in the earlier centuries under the

voluntary sector there has been no public policy to establish them as a separate system, and also their number is limited as compared to the regular schools. Hence in India, 'the road to inclusion seems more easy, than in countries, where such a system has to be first dismantled (Gam, 1997)'. Third, the country has achieved over 65 % literacy in recent population census and the total count of the illiterate population has shown a downward trend, millions of children are still un-enrolled or they drop out of the schools before completing even the compulsory eight years of schooling. Large number of these children belong to the socially and economically disadvantaged groups, which have situational disability, if not the physical or mental disabilities. All these 'excluded' children have to be included along with their disabled peers into the regular/mainstream school system.

The Indian policy and actions, therefore, have to take into account these factors. Accordingly the Indian action plan calls for the inclusion of children with disabilities in all the educational programmes, and such interventions have been done in case of the DPEP and the SSA. A few other strategies could be underlined as under:

- The IEDC scheme would be carried into the next five-year plan cycle beginning 2002. However, the scheme would be modified for establishing linkages and convergence with special schools to draw upon their strengths and use them as resource centres. The focus would be on shifting the children to mainstream schools. The scheme would also have a shift from the beneficiary incentives approach to the whole school development approach with more involvement of parents and the community, strengthening of in-service teachers training and provision of support and learning materials to respond to the needs of children.
- The present practice of appending the integrated education component into the in-service training module or of having 'special orientation' of regular teachers would stop. The special needs education would be an integral part of all training modules. From the very beginning, the teachers would be told that they might have some children with additional or special needs in classrooms, and that they would require to design their teaching strategies so that the children feel involved and participating.
- While the core national curriculum would remain unchanged, there would be enough flexibility and scope for adaptation so as to respond to the needs of children with disabilities.
- The assessment procedure and examination patterns for the children with disabilities would undergo a change so that these children are not put to disadvantage because of their disabilities. Central examination boards have brought out many modifications in their rules but many state boards need to follow them and make further improvement.

#### **INTERNATIONAL COOPERATION:**

India has been following the international developments in the field of special needs education, particularly those, which are focused upon the Asia-Pacific region. The country has been a partner in most of the conventions and conferences. Many of the reputed NGOs have got support from the international funding agencies and they have actively contributed in the development of education of the disabled. The government has been facilitating NGO initiatives in the international co-



operation. It has also actively participated in the UN and other international collaborative programmes. Some of such major programmes and their benefits are listed below:

***Project Integrated Education for the Disabled (PIED):*** The PIED was implemented in 1986 with the UNICEF support in 10 states/union territories on the principle of composite area approach. Blocks were selected for the full coverage and the objectives included 'to prepare general education system in demonstration sites to achieve the goal of education for all including those with disabilities (Mani, 1993).' The teachers' training was the most critical component of the programme and was given at three different levels. At the first stage, all teachers of the blocks were given training for duration of one week. At the second stage, 10% of teachers of them were given intensive training for six weeks. Finally, 8 to 10 teachers from each block underwent training for a period of one academic year. These teachers received multi-category training to serve disabled children of all types and were placed at the resource centres at the cluster areas of the blocks. Some of the significant findings of the project were: (1) the disabled children performed on par with the non-disabled in the PIED block. However, the mentally retarded children did not show similar performance; (2) the retention rate among disabled children was very high (about 95%). It was higher than the non-disabled children in the PIED blocks; (3) majority of the general teachers indicated that they were becoming better teachers by teaching the disabled children. Major learnings of the PIED were incorporated in the IEDC, which was modified in the year 1992.

***The UNESCO teacher education resource pack:*** The Indian team from the NCERT was a part of the international team developing the UNESCO pack, developed in early 1990's, based on the five principles of effective learning: active learning; negotiation of objectives; demonstration, practice and feedback; continuous valuation and support. The Indian team was also involved in the field-testing of the resource pack. It was thereafter decided that materials should be disseminated nationally through teacher education institutions. The first phase of this initiative was a multi-site action research project called 'Effective Education for All' which started in 1991. The project began with a training workshop. The training was based on the adaptation of the UNESCO Resource Pack material carried out as result of the feedback from the earlier international workshops and the learning experiences gathered from the pilot testing of the pack in pre- and in- service training in India. The training sessions helped participants reflect upon their own thinking and practice with respect to the ways in which they responded to children's special educational needs. It also helped them to consider the integration of children with special needs and its influencing factors. The pack was particularly effective in a 'whole school approach' whereby heads and all the staff were given orientation. It has been confirmed following the evaluation of the project that the Resource Pack could make a significant contribution to wider school improvement initiatives. It has also confirmed that relatively small changes in the practice of ordinary schools could make a significant impact. Some reforms in pre- and in-service teacher education could make a major contribution to such developments. Such reforms do challenge the existing arrangements and practices in the school system (Ainscow et al, 1993). UNESCO Resource Pack has since been translated into Hindi, the major Indian language.

**AUSAID Programme (1998):** Under the India-Australia Capacity Building Programme in integrated education for children with special needs; ten resource persons from India visited Australia for period of six weeks and came back with training materials. A five-day workshop involving 36 teachers from three states of Gujarat, Kerala and Orissa was conducted with the help of these resource persons and the Australian expert. Following this, five zonal workshops were organized involving general teachers from different states. The project has added to the capacity of general teachers for integrating children with disabilities in the mainstream schools.

**UNESCO-PROAP project (1999-2000):** India was also one of the participating countries of the Asia-Pacific region, which worked on a UNESCO-PROAP, Bangkok project on promotion of basic education for children with special needs. The project involved participation of the Indian teams in three international workshops organized by the UNESCO-PROAP in Bangkok (1999), Beijing (2000) and Ahmedabad, India (2000). The Indian project has led to the development of materials for teachers and trainers for an in-service training programme on inclusive education for teachers in general primary schools. The materials have developed following participatory workshops with teachers and teacher educators, at national and state levels. The manual containing these materials observe,

The mention of disability and the accompanying 'technical' jargon tends to generate a feeling almost akin to fear among teachers - they need to see that inclusion of children with special needs is not only easy, it's also a great fun and actually helps all children. In fact, India's universalisation effort would be hampered in the absence of such an approach obtaining in the typical primary school (Shukla, 2000).

There is a common thread in the international cooperation in this field particularly at the level of the involvement of the Union government. All the programmes have aimed at the integration or inclusion of children with disabilities in mainstream schools. Second, there is a focus on whole school development and capacity building of all teachers in schools.

## ENHANCING COOPERATION

There is a felt need of an institutionalized networking of the countries of the Asia-Pacific region to work for the development of plan and strategies for the education of children with special needs. The countries of the region have similarities in respect of the system of mass education and special education. Most of the countries are at different stages of development, and liberalization and globalization of their economy. There has been significant reduction in the population of illiterate people, but securing universal education for all its school age population remains a desired goal. Educational strategies for the disabled and other disadvantaged groups would play a major role in achieving this goal. Though strategies would have to be unique to the countries and regions within a country, yet the experience sharing and continuous dialogue among nations in this regard would go a long way in achieving such objectives. Some of the steps could be considered by the conference to proceed further in the matter:

- Establishment of an Asia-Pacific resource centre: UNESCO had offered India the establishment of a centre for the special needs education for the Asia-Pacific region, and India had agreed to make available the premises and facilities of one of its premier institutions, the NCERT, for this purpose. However, due to non-commitment on the part of the UNESCO for a long time funding support, the centre could not be made operational.
- A mechanism for networking and continuous dialogue: The conference could consider the establishment of a permanent network, which would provide a platform for experience sharing and mutual learning.
- Creation of a website: The region and the network could think of creating a website for development of special needs education in the countries of the region.

## CONCLUSION:

India is a vast country, multi-lingual, multi-religious and multi-cultural, with a population over one billion. Diverse nature of its population, a democratic polity and the decentralized community involvement gives it an opportunity to develop a system of education that takes care of the individualized educational needs of all children in an inclusive setting. The country is moving in this direction. Cooperation and collaboration with the international community particularly with the countries of the Asia-Pacific region would accelerate the process and would make significant contributions to the efforts being made by the Indian people.

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# **INDONESIA**

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## I. INTRODUCTION

Indonesia is the largest archipelago in the world and is situated between two continents, Asia and Australia and between two oceans, the Pacific and the Indian ocean. About 6,000 of the 13,667 islands and islets are inhabited by the population of 210 million. In 1998, the Ministry of Social Affairs noted that about 2.5% from the total population are disabled or handicapped. The estimate today is that there are 5,250,000 persons categorized as handicapped, of which 50% are school age children. However, only 1.83% or 49,483 children are enrolled in Special Schools.

The first Special School for the blind in Bandung, West Java started in 1901. In 1927 another Special School was established, catering for the need of the mentally retarded. Three years later, in 1930 a Special School for the deaf was also established in Bandung. After these first schools, many other Special Schools for children with special needs were built and established since the independence of Indonesia in 1945.

Within the Ministry of Education and Culture, in 1965 a section of Special Education was established. The section was later expanded as a Division and in 1975 a Sub-Directorate for Special Education was established in the Directorate of Primary Education. The role of the Sub-Directorate was to provide guidance and supervision for the development of public and private Special Schools. The government of Indonesia is currently giving more emphasis on the development of special education and is proved by the expansion of the Sub-Directorate into the Directorate of Special Education in the year 2000. The Directorate has to expand its responsibilities with giving attention all children with special needs, including the gifted and talented children as well as children with learning disabilities and autistic children.

Besides the schools under the jurisdiction of the Ministry of National Education, the Office of the Minister for Social Affairs has some training centres for the training of people with special needs. Vocational skills are also provided at those training centres to give them the opportunity to become independent and be able to earn for their living.

## II. SPECIAL SCHOOLS IN INDONESIA

Special education is provided at the primary and secondary education level and is part of the national education system in Indonesia. There are three types of special schools, namely (1) Sekolah Dasar Luar Biasa (SDLB = Special Primary School), (2) Sekolah Luar Biasa (SLB = Special School consists of kindergarten, primary school, junior secondary school and senior secondary school under one roof), and (3) integrated school. The integrated school is where the students with special needs are learning together with the normal children.

At the SLBs, different levels of schools are located in one school, namely Kindergarten - 2 years  
Primary school - at least 6 years

Junior secondary school - at least 3 years

Senior secondary school - at least 3 years

The Special Schools are categorized as:

SLB-A special school for visual impairment

SLB-B special school for hearing impairment

SLB-C special school for mild intellectual disability

SLB-C1 special school for moderate intellectual disability

SLB-D special school for physical impairment

SLB-E special school for emotional disturbed and social mal-adjusted

SLB-G special school for multiple handicapped

At present there are 39 public Special Schools and about 1,000 privately owned schools. The private schools are either owned by Foundations or individuals and vary in condition from very good to very bad. Some private schools have a very small number of students and do not have permanent school buildings. Some schools are located in a garage of a home. These small schools are usually initiated by parents whose child has special needs and are not willing or cannot afford to send the child to a Special School.

There are 49,483 students with varying disabilities in the Special Schools and many of them come from middle or low-income families. A lot of the children with special needs are not sent to school with different reasons such as (a) not accepted at a general school, (b) no Special School available in the vicinity, (c) cannot afford to send the child to a Special School, or (d) the parents are unaware that there are Special Schools.

The educational components in special education are:

### 1. Curriculum

The curriculum for Special Schools was developed with taking into consideration the

disabilities of the students. The curriculum content of kindergarten and primary school is adjusted to the conditions of the students, while at junior and senior secondary schools more adjustments are made in the teaching methods used. At primary school and junior secondary school a special subject is added to the curriculum to teach the students to take care of themselves and live independently.

At junior and senior secondary schools a large portion of the curriculum is for skill training to prepare the students to become productive and be able to earn for their living. The skill training offered depends on the school and the students can choose what skills they want to learn. Although the curriculum provides a variety of skills to be chosen, but the facilities in many of the Special Schools are still limited to conduct quality skill training.

## 2. Teachers

The teachers of the Special Schools are specially trained to teach students with special needs. In 1952 a senior secondary school for special education teachers (Sekolah Guru Pendidikan Luar Biasa = SGPLB) was established in Bandung and later five other schools were built in different locations. Since 1996 the training of special education teachers was upgraded to higher education level. At present there are seven public universities offering a program in special education, namely in Bandung, Jakarta, Yogyakarta, Surabaya, Padang, Makassar, and Surakarta. A private university in Bandung is also offering a program in special education.

Many of the Special Schools do not have enough teachers, especially teachers for skill training. Although the eight universities produce Special Education teachers each year, the numbers are not enough yet. Teacher in-service training is programmed each year to upgrade the competencies and skills of the existing teachers.

## 3. Facilities

Facilities at a Special School consist of classrooms, workshops for practice and facilities for rehabilitation services. Ten public Special schools were selected as model schools and provided with more equipment, dormitories for students and guesthouses. Models and other teaching aids as well as equipment for skill training are provided for the model schools. These model schools were designed to be used for in-service teacher training of the teachers of other schools, conducting research and are used for trials of new methods or new equipment. These model schools are called SLB Pembina (Feeder Special School).

Facilities of the private schools are provided by the owner Foundations and depending on their available funds, the facilities of these schools varies from poorly equipped to very well equipped. Each year the government has allocated some funds to be given to private schools to assist them in providing better quality education for their students.

#### 4. School management

Management of a Special School differs from general primary and secondary schools, because different student services has to be provided such as rehabilitation services and skill training. More activities and equipment has to be administered as well as the special care for students with special needs. Management of the student dormitories also need to be given special attention, especially where the students need help to care for themselves.

#### 5. Funds

Operational cost of a Special School is higher than at a primary or secondary general school because of the special services provided for the students and maintenance of the equipment and buildings. The government is providing budget for operational cost of the public schools and is assisting the private schools by providing a block grant that can be used to buy equipment, renovate the school building, or other activities.

### III. Directorate of Special Education

The Sub-Directorate of Special Education was developed into the Directorate of Special Education (DSE) in 2000 at the time a restructuring within the Ministry of National Education was carried out. The responsibilities of the Directorate are to:

1. develop policy for special education;
2. plan and program the development of special education;
3. develop management system for special education;
4. standardize curriculum and evaluation system for special education;
5. develop and standardize facilities development programs;
6. develop student development programs;
7. monitor and evaluate development programs for special education.

To conduct the responsibilities and functions of the Directorate, one Sub-Division for Administration and five Sub-Directorates were established:

1. Sub-Directorate for Program Development
2. Sub-Directorate for School Management
3. Sub-Directorate for Curriculum and Evaluation System
4. Sub-Directorate for Facilities Development
5. Sub-Directorate for Student Development

With the wider scope of responsibilities and function of the Directorate for the development of Special Education, the available human resources should be able to perform all the functions of the Directorate. At present there are 149 staff at the Directorate of Special Education, distributed

among the five Sub-Directorates and one Sub-Division. The existing staff have varying educational background, ranging from high school graduate to masters degree. Only a few staff have the background in Special Education, therefore training and further education of the staff has to be programmed in the near future.

With the decentralization in the government, the provision of guidance and supervision of the Special Schools in each of the 30 provinces differs. In some provinces there is a Sub-Division for Special Education, while in others the guidance and supervision of Special Schools is integrated in the Basic Education Sub-Division or in the Out of School Education Sub-Division.

#### IV. Current Programs of the Directorate of Special Education

All the efforts to improve Special Education is in line with the governments' policy to enhance access to education, to increase the quality of education, to increase the relevancy of educational programs and to increase the effectiveness and efficiency of education programs. This means that all components in education should be improved and professionalism of teachers and managers should be enhanced.

There are several issues and problems in Special Education and solutions to those problems have to be sought. Some of the main issues are:

- The numbers of Special Schools are not enough to cater for the needs of children with special needs
- The Special Schools are located in big cities and are not accessible to children living in the rural areas
- The quality of education provided by the Special Schools needs to be improved
- Many of the existing Special Schools do not have adequate facilities
- For many of the parents, having a handicapped child is an embarrassment and they do not want to send the child to school

Improvement of the Special Schools is done through improvement of curriculum, provision of books and teaching aids, media and equipment, training of teachers and school managers, rehabilitation of school buildings and building of new classrooms, and many other activities. With the limited budget from the government, prioritizing of activities has to be done.

For the improvement of Special Schools there are two sources of funding, which are the routine and development budgets. The routine budget is mainly used for salary of teachers and staff, maintenance of school buildings and facilities, and consumables. Other activities for the improvement of Special Schools is funded through the development budget which is provided each fiscal year.



The activities include:

#### 1. Curriculum and books

Improvement of curriculum consists of adjustment curriculum content to the developments in science and technology as well as adjustment of teaching methods to the disabilities of the students. Since the numbers of students in Special Schools are limited, publishers are not interested to publish the text-books needed for these students. Books are written by teachers of the Special Schools, and then printed and distributed to the Special Schools.

#### 2. Improvement of facilities

The public schools are provided with teaching aids and media to be used in the teaching learning process as well as equipment for practice. Every fiscal year some of the private schools were given matching grants to be used to improve facilities.

#### 3. Block grant

The private schools have been given matching grants to build additional classrooms or purchase equipment by the government. But the foundation that owns the school has to provide at least a similar amount of money for the construction of classrooms or purchase of equipment. After the decentralization (started in 2000), both public and private schools are eligible for a block grant from the government. The grant can be used for whatever is needed by the school, as long as it is to improve the quality of educational programs or to increase the number of student intake. The amount of the block grant ranges from 15 million to 50 million rupiah depending on the number of students in the school. The bigger schools with more than 200 students were given 50 million rupiah (about US\$ 5,000).

#### 4. Scholarships

The available scholarships provided each year for primary and secondary school students did not cover the Special School students. Therefore, starting in 2001 scholarships are provided for students of the Special Schools. The purpose of the scholarships is to:

- Help the parents of the students
- Motivate the students to do their best in school
- Motivate parents to give more attention to the education of their handicapped child
- Motivate the schools to provide better education services for the students

Each school is given an allocation of 10 scholarships for one calendar year. The funds are sent to each school and the principal is responsible to distribute the scholarships to the needy students. Criteria for the recipients are students from low-income family and orphans. The amount of money given to each school is 3.6 million rupiah, equivalent to US\$ 360. Each student will receive about US\$ 3 a month. A very small amount, but enough to pay for the school fees in a public school.

## 5. Training of teachers

Each year, teacher training programs are conducted to improve the teachers' professionalism and capability in teaching and training the students with special needs. Contents of the training programs include teaching methodology, curriculum content, and the use of teaching aids and media. Since it has been proven that the students with special needs can be trained in limited vocational skills, training programs for the teaching of vocational skills are also conducted.

## 6. Management training

To improve the management and administration of Special Schools, the school managers are trained in school management and administration. Emphasis is now given to school based management. With the decentralized system, schools have to be encouraged to make their own decisions instead of waiting for guidance from the central office and the provincial office. The managers of each school are responsible for the program implementation and provision of the resources for the school. The central office is only providing the basic guidelines and each school is able to improvise and adjust to their local needs and situation.

To encourage the community to be involved in the school based management, a School Committee is set up to be part of the school management. Members of the School Committee are from the community, parents, and teachers. The School Committee will work with the school management for the progress and development of the school.

## 7. Vocational skills

At the junior and senior secondary level, the students of the Special Schools are trained in vocational skills. These skills are provided so that the graduates are able to do some productive work and earn for their living. The skills taught depends on the disabilities the students have. For example many of the visually impaired students learn body massage, the hearing impaired students can learn sewing and embroidery, agriculture, woodworking etc. The mentally handicapped students can learn manual weaving. Equipment is provided for the schools and teachers are trained to be able to teach the vocational skills.

## 8. Acceleration program

The Directorate of Special Education is also responsible for the development of education services for the gifted and talented. Several schools have been selected to be included in a pilot project where special classes in the schools are catering for the needs of the students with an above average IQ (>130). The program is conducted so that these bright students can finish their education in a shorter time, for example the 6 years primary school can be shortened to 5 years. With the acceleration program, students do not have to skip a class and lose some of the curriculum content because the teachers are taught how to teach according to the curriculum in a shorter time.

## 9. Inclusive education

After several years in a Special School many of the students with special needs are able to adjust to learn at a regular school together with other children. Depending on the severity of the impairment, the students can be taught together with the "normal" students. In many cases, the students can go to school in a general school since their first school year, if the school is able to provide the additional services for the student. Therefore, several Special Schools are appointed to pilot Inclusive Education program. The benefit for the disabled students is that they adjust to normal life and it will be easier for them after they graduate. While the other students will learn that there are other people who sometimes need their help and be more responsive to other peoples' needs. School managers and teachers of the pilot schools are trained to provide inclusive education for "normal" students and students with special needs.

## 10. Educational services for drug users

In the last years, many school age children became drug users and are being treated against the use of drugs. Very young students have consumed drugs and they were usually expelled from school. It will then be difficult for them to go back to school after they successfully finished their treatment. Since these children still have a future, special measures have to be taken to give them a chance to finish their secondary education. A study is being carried out in 2001 to find the best alternative education services for the ex drug users. Can they be integrated back into their former school or is there another way for them to finish their secondary education? The study is being conducted now and the results will be available at the end of the year.

## V. International Cooperation

Improvement of the Special Schools is carried out continuously through the Development Budget provided in each fiscal year. Further improvement is done through soft loans from several countries. Australia and Norway have given assistance for the improvement of Special Schools. A soft loan from the Spain government to provide sheltered workshops for 7 Special Schools is in process. More assistance is still needed to enhance the improvement in quality as well as quantity of Special Education. Networking with institutions and organizations for Special Education will be beneficial for the development of Special Education in Indonesia.

### 1. Braillo Resource Centres

With the assistance of Norway, 7 Special Schools have been developed to become Braillo Resource Centres. These centres are equipped with Braillo machines for the printing of braille books for the visually impaired students in each region. For example, the Centre in Jakarta

will serve the Special Schools in four provinces, namely Jakarta, Lampung, West Kalimantan and Central Kalimantan. The teachers of the centres have been trained to use the Braille machines to convert Latin script to Braille, so that the visually impaired students can access knowledge and technology from the Braille books.

Teachers and staff from the Directorate of Special Education were sent to Norway to study at the Oslo University to obtain their Masters' degree in Special Education. They will now be able to contribute to the development of Special Education in Indonesia.

## **2. Sheltered Workshops**

The sheltered workshops are going to be established at 7 Special Schools. Students and teachers can be trained and work at the sheltered workshops and products are going to be sold through the schools' cooperative. The workshops will be equipped with the necessary equipment and the master teachers are going to be trained at the technical and vocational education development centres (VEDC Malang, TEDC Bandung, VTUC Jakarta, VEDCA Cianjur and VEDAC Yogyakarta). The master teachers will then train other Special School teachers in teaching the vocational skills.

## **3. Networking with international organizations**

To get information on developments in Special Education around the world and to get assistance for the improvement of Special Education in Indonesia it is very important to network with other countries and international organizations in Special Education. As mentioned before, Norway is assisting Indonesia to develop Special Education for the visually impaired while Spain is going to assist in the development of sheltered workshops.

Networking with organizations and institutions in other countries responsible for the development of Special Education is essential for exchanging information on new techniques and technological changes in teaching aids and media.

## **VI. Future Programs of the Directorate of Special Education**

New programs and initiatives are being planned for implementation in the near future, such as:

### **1. Skill Training Centre in Jakarta**

A Skill Training Centre is going to be established in Jakarta to provide training for graduates of the Special Schools. The program consists of 6 months basic training in the Centre and 6 months on-the-job training in industry. Graduates will be given a certificate of competence when they pass the skill test at the end of the program. This program will help

the graduates to find better employment according to the competencies they master. The program is being developed by a joint team from the Directorate of Special Education, the Directorate of Technical and Vocational Education, the Office of Education in DKI Jakarta, and assisted with professionals from the technical and vocational education development centres.

## 2. Resource Centre for Special Education

The Directorate of Special Education is going to set up resource centres for special education. These centres will function as resource for Special Schools and the community for the use of learning aids and media. A selection of aids and media will be displayed and training in its use can be conducted for individual persons or organizations.

## 3. Educational services for Autistic children

In the last few years more children have been diagnosed as having autism problems. Several clinics are providing educational services for these autistic children and some schools have classes for the autistic children. The Directorate of Special Education is going to provide assistance to these schools with block grants, training of teachers, and scholarships for the students.

## VII. Better Education, Better Life

Each child is special and each of them has their own needs. Therefore the better education services are provided for them, they will be able to have a better life. This also applies for the children with special needs, such as the handicapped, the gifted and talented, children with learning disabilities etc.

Education services for children with special needs are costly and need special attention of the teachers and school managers. Therefore professionalism in providing these services for the children with special needs is one of the goals to be reached in Special Education. Another goal is easy access to special education for the children with special needs. With these missions reached, the vision of **Better Education, Better Life** can become reality for the children with special needs.

# **JAPAN**

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## **I. Introduction**

In recent years, the area of special education for children with disabilities in Japan has come to show the following tendencies: more children have serious disabilities or more than one type of disabilities; more children consult educational specialists very early in their babyhood; more children go on to a higher stage of education; and more varied courses children take after completing education. Also there has arisen an increasing demand for education to respond more adequately to the needs of children with milder disabilities. And education has continued to become more and more information-oriented. In the light of these changes, education is now aiming at giving further improved educational support which is of quality and tailored to the needs of each child with disabilities.

Under the subtitle "Special support education meeting individual needs of each child and student", this aim was declared in a proposal entitled "The future direction of special education in the 21st century (Final report)" made by the committee of advisors set up by the Ministry of Education, Culture, Sports, Science and Technology which was published in January 2001 to put forward the direction of special education for children with disabilities in Japan should take in the future. From this point of view, special education in Japan will be pursuing improved quality. And at the same time for advancing normalization, special education for children with disabilities will surely be improved and promoted from the standpoint that the society as a whole gives support to children with disabilities so that they can become independent and full members of society.

On the other hand, special education in Japan is deeply related to global trends in education. This requires us to pay careful attention to what is going on internationally in the area of special education before pushing special education to suit the present situation of Japan. Cooperation with the rest of the world, especially with the countries of Asia and the Pacific is very important to Japan as a member of Asia, so that we have to make continued efforts to further promote international cooperation.

This report will describe the current situation and recent trends concerning special education in Japan with a couple of examples as reference before dealing with the current situation concerning international cooperation in the area of special education as well as issues to be solved and perspectives towards the future.

## **II. The current situation and recent trends of special education in Japan**

When we speak of the current situation of education for children with disabilities in Japan,

we need to stress the fact that it is no longer an education totally segregated from ordinary education. We still do have many schools specifically for children with disabilities, however, the actual practice of education is carried out under close collaboration with regular education toward the aim of promoting active participation of students in the community as well as adapting to the needs of individual students. Such current situation of special education in Japan is pushed further ahead by the general trend found in Japanese society today. The international and domestic movements in disability policies contribute largely to the establishment of this trend. The international one is encouraged by an action program led by the United Nations, and the domestic one is various reforms including educational reform (administrative reform, economic structural reform, political reform, financial structural reform, and reform of social security) that are actively carried out on a national level in view of how Japan should be in the future.

#### 1. Policies for persons with disabilities in Japan (as part of international trends)

Needless to say, Japan's policies on disabled persons are closely related to the U. N. activities for disabled persons. Especially in recent years, following the worldwide action plan of the International Decade of Disabled Persons (1983-1992) with the theme "Full participation in society and equal treatment", "Long-range plan for policies on disabled persons" was made and have been pursued concerning (1) how healthcare should be; (2) how education and training should be; (3) how employment projects should be; and (4) how social welfare and living environment should be.

Also, pursuant to the action programs of the Decade of Disabled Persons in Asia and the Pacific (1992-2002) decided by the Economic and Social Commission for Asia and the Pacific (ESCAP) of the U. N. following the International Decade of Disabled Persons, "New long-range plan for policies on disabled persons" (1992-2002) has been worked out based on the concept of normalization. With the plan, efforts have been made in various areas comprising education, social welfare, healthcare, and labor.

To strongly push the action programs, the Japanese government has put forth "Plan on disabled persons - seven-year strategy on normalization" (1995-2002) as the newest comprehensive plan of Japan.

The Plan consists of the following seven items: (1) for all of us to live in harmony with each other in the community; (2) to facilitate their becoming independent members of society; (3) to create more and more barrier-free areas; (4) to aim at improved quality of life; (5) to assure them safe living; (6) to get rid of psychological barriers in people' mind; and (7) to pursue international cooperation and international exchange suitable for our country. What characterizes this plan is its use. That is to say, the following efforts are reflected in this plan to achieve the objective of the plan: (1) trying to transcend the interest of vertically divided administrative structure; (2) trying to show its goals in a more specific way such as setting numerical targets; (3) trying to make evaluation and review of the plan when appropriate; and (4) trying to make each municipal government set up their own action plan to suit each

region and push it in such a way as to be practical to them, not following the guidance of the central (national) government.

The new national curriculum of special education for children with disabilities set up in 1999 includes measures to be taken to achieve (1), (2), (3), (4), and (6) in particular of "Plan for disabled persons - seven-year strategy on normalization" mentioned above. In 2001, a report was publicized with the title "The future direction of special education in the 21st century (Final report)" - special support education meeting individual needs of each child and student " to put forth basic ideas on how special education for children with disabilities should be in the future and specific measures to realize it.

To respond to these series of policies on disabled persons (and the course of administrative reform), the Special Education Division, Elementary and Secondary Education Bureau, Ministry of Education, which is the central organ in charge of policies on special education, has been changed into the "Special Support Education Division", Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology. With this change, its control has been extended even to actual places of education that should meet the needs of children who learn in an ordinary class but need special assistance to their disabilities such as learning disabilities, in addition to special education in schools for children with visual impairments, children with hearing impairments, and other children with disabilities (intellectual disabilities, physical disabilities, and health impairments), and special classes for children with disabilities.

## 2. Educational Reform in Japan (as part of domestic trends)

While the Japanese society has become affluent and education has expanded in volume with the rapid economic growth in the postwar period, each household and community has reduced its ability to educate children; with an increasing number of children going on to a higher stage of education, entrance exam race has become fiercer and fiercer; there have arisen problems of refusal to attend school and bullying; and juvenile delinquency have been posing very serious problems to society. This is the present situation of our society. It is undeniable that in the background of this have been such facts that our country's education tended to concentrate its effort on cramming knowledge into children's heads and rather neglected education to develop children's ability in learning and thinking by themselves as well as humanity. Further, it cannot be denied either that education too much emphasized on equality in education and did not necessarily give due consideration to development of each child's individual personality and ability.

In the light of this situation, the educational reform program was established by the Ministry of Education in 1998 with the aim of carrying out the reform from the following points of view to improve education as the basis of every social system:

(1) To improve education for kokoro (education activities that contribute to the nurturing of ethics, humanity and social morals in students);



- (2) To realize a school system which develop individual personality of children and allows choices from among various options;
- (3) To make schools allow and respect independence of actual places of education; and
- (4) To push reform of universities and promotion of research.

### III. Concerning what the Japanese education is providing to meet the needs of children who learn in an ordinary class and are in need of special educational support

From 1979 when education in schools for children with intellectual disabilities, physical disabilities, and health impairments became compulsory through today, our country's special education has been given by teachers who have special knowledge about children with disabilities as well as special skills related to their disabilities and provide support for the children according to the categories and degrees of their disabilities in actual places of education such as schools for children with visual impairments, children with hearing impairments, and other children with disabilities (intellectual disabilities, physical disabilities, and health impairments), as well as classes for children with disabilities. This has been making a great contribution as a way of giving assistance tailored to individual needs of children who have serious disabilities or more than one type of disabilities, and may continue to be necessary in the future. At the same time one of the focuses of our country's education to give special support is how to provide educational support for children who have not been received sufficient support from special education although they have special educational needs, because they learn in an ordinary class. This was dealt with by a report with the title of "Guidance to children with learning disabilities" proposed in 1999 and the final report of a series of reports mentioned above entitled " The future direction of special education in the 21st century (Final report)" " in such expressions as (1) necessity of study on children with learning disabilities who learn in an ordinary class; and (2) necessity of study on how education should respond to the needs of children with ADHD or high function autism.

Practical study on children who learn in an ordinary class or spend many hours in an ordinary class but have needs for special educational support has been just initiated, but I will present a couple of examples to show you the direction such efforts are aiming at.

**Example A:** Educational volunteers' assistance given to a boy who is suffering from autism and learning in an ordinary junior high school

#### (1) The student's profile

A student called T in this example is a second grader of junior high school who has been diagnosed high function autism. His intellectual level is above the average but tends to hold strong fear in such a situation as not to provide clear perspectives. For instance, he disliked being talked to suddenly and got confused at recess or when he had to move to another classroom. T started to go to elementary school when he reached school age, but there were

often troubles between him and his classmates. Then he stopped going to school when he was in the fourth grade, and attended an adaptation guidance class when he was a sixth grader.

## **(2) Characteristics of the efforts made in this example**

The greatest characteristic of this example is that the junior high school for which T registered formed a team of educational volunteers to support him. Educational volunteers here mean people who are not the staff members of the school but accompany T when he engages in activities to provide support for him when appropriate. With people in charge of the adaptation guidance class mentioned above as the proposers, the team was started and has been run by them in cooperation with parents or guardians, school, special organs (the National Institute for Special Education), supporting members (20 persons in total who provide financial assistance, etc.), and volunteers (10 persons in total who are housewives, retired teachers, students, etc.). What is significant here is that each member of the team independently engages in activities to improve T's quality of life. Therefore, the team is well-balanced with members from various fields regardless of the limits of school, so that it can flexibly respond to special needs of T.

As its specific efforts, they came up with such ideas as exchange of information, promotion of understanding, and enlightenment to smooth educational volunteer activities. For example, they document everyday what they have done to support him for the day so that they can continue to meet his needs even if volunteers change. The steering committee holds a meeting once a month to sort out and discuss issues and problems arising during their activities, thus maintaining consistency in their assistance. They also get together to study characteristics of autism and how to associate with autistic children to enable members and teachers to acquire improved abilities in supporting him.

His school, on the other hand, including his homeroom teacher and the principal who played the central part, introduced volunteers to all teachers and students and tried to make everyone have a better understanding of difficulties T faces so that a good system was established in the school to smoothly accept the volunteer activities. Further, the school asked all teachers in charge of subjects and students to fill out a questionnaire as well as created opportunities for them to have a direct talk with volunteers. This was of significant and contributed to dispelling misunderstanding and establishing a better supporting system. As an experiment to understand T's needs, students have been practicing role lettering (they write letters to T, and play the part of T to reply to the letters).

## **(3) Results and future direction of the activities**

The volunteer activities have enabled T to participate in every activity in school. The efforts being made in this example may indicate one of the ways that enable an autistic child as T can lead an independent life in junior high school. In fact, the activities in this example have been introduced into many schools in the neighboring areas and spreading widely. This

may also suggest that such activities have lead to enlightenment of people in the community so that they have a better understanding of autism. On the other hand, there still remains a need for considering how to respond concretely to characteristics of autism, for their way of associating with him may not necessarily be adequate. With this in mind, it may be required to carefully consider what educational assistance autistic children will demand in the future.

**Example B:** Assistance provided for children with special educational needs by an elementary school with its "in-school supporting committee" at the center

**(1) An outline of the elementary school**

Founded in 1989, B Elementary School is a relatively new school and has a class for emotionally disturbed children and a class for children with a speech impediment. The total number of children is 481 and there are 14 ordinary classes. The teaching staff consists of 14 teachers in charge of ordinary classes, 2 teachers in charge of classes for children with special needs, 1 additional teacher for team teaching, and so on.

**(2) Characteristics of the efforts being made at B Elementary School**

Since 1999, B School has been pursuing an ideal way of supporting children who learn in an ordinary class but require special assistance. What was placed at the center of this efforts is a "supporting committee" formed within the school. The current activities of the committee concern problems of individual child, such as refusal to attend school, inability to adapt to a group, antisocial problems, problems related to health, underdevelopment, and disabilities. The committee discusses what should be studied for facilitating understanding among children as well as how concrete assistance should be given, and reports what has been done until then. The committee also considers how support should be given to children who learn in an ordinary class but require special assistance.

**(3) Results and future direction of the activities**

Characteristics of the activities carried out in B School is that they integrated all the problems which had been dealt with according to the categories of both support and problems into one group of "problems of children who require support". Thus, their way of tackling problems that deploys experience and knowledge of as many teachers as possible had become clear. This caused a stir in a tendency that "a class teacher addresses problems of his/her class by him/herself". In other words, their way has enabled teachers to know about situations in other classes and has been providing an opportunity for teachers to consult with each other concerning their immediate problems.

Another direction the activities in B School aimed at is that they tried to make the supporting committee work in other schools within the same region. For one of the reasons being that the committee was set up with the initiative of teachers in charge of special classes, the committee's activities are limited to only schools having special classes in the region. If,

however, similar committees are set up and function in as many schools as possible following the example of B School, it is expected that more children will be able to lead a better school life.

#### IV. International cooperation of special education in Japan

Policies for people with disabilities being carried out to pursue their independence and full participation in society encompass a wide range of areas from education, social welfare, healthcare, to employment. Japan has been making an effort to use knowledge, skills, and experience accumulated in these areas to contribute to other countries' policies for people with disabilities through official development assistance (ODA) and non-governmental organizations (NGOs).

"Principles of official development assistance" decided at a Cabinet meeting in June 1992 specified that "ODA should give due consideration to people who are more vulnerable in society, such as children, disabled and aged people" in order to effectively give ODA. In August 1993, the government publicized "Medium-range policies on official development assistance" to articulate the direction it should aim at.

In case international cooperation and assistance is given in the areas included in the policies for people with disabilities, it is important to understand the situation of a recipient country and what they are demanding and to respond flexibly to their requests while having respect for their culture. Therefore Japan is making every effort to have close dialogue with recipient countries to achieve cooperation and assistance that satisfy both sides. Further, through stronger tie-ups with NGOs, provision of free loans, and sending members of Japan Overseas Cooperation Volunteers (JOCV), cooperation is being carried out on a grassroots level in developing countries. I will present a few examples of Japan's international cooperation below:

##### (1) Cooperation with international institutions

Japan is providing financial and technological aid for international institutions to implement activities for promotion of policies on disabled persons and aid programs for developing countries. Since 1998, it has continued to make a donation to the International Fund for Disabled Persons. Besides financial aid by Japan ESCAP Cooperation Fund (JECF), Japan is also sending experts to ESCAP through Japan International Cooperation Agency (JICA).

##### (2) Contribution to UNESCO's activities

Japan provides various types of cooperation and aid for APEID (Asia and the Pacific Programme of Educational Innovation for Development) and other projects and activities related to policies on disabled persons implemented by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The Education Ministry makes a donation to "APEID's team of touring lectures trust fund" as well as sends specialists in special education to the team as part of cooperation and aid to

UNESCO's project to send teachers to various parts of Asia and the Pacific for spreading and improving special education in developing countries.

Also within the framework of "Asia-Pacific Program for Education and Literacy (APPEAL)" with the aim of enabling every child to receive elementary education and solving the problem of illiteracy, the Education Ministry makes a donation to UNESCO under the name of "donation to literacy education trust fund" and supports projects concerning development of teaching materials and programs for elementary education, including special education, as well as study and training.

The National Institute of Special Education has been holding APEID Regional Seminar on Special Education every year since 1981 under the cosponsorship of the Institute and the Japanese National Commission for UNESCO within Ministry of Education in Japan. For the purpose of contributing to development of special education in Asia and the Pacific, the seminars provide an opportunity for specialists in special education who are invited from 13 countries to clarify the situation and issues on special education in each country and exchange their opinions. Participants represent Australia, Bangladesh, China, India, Indonesia, Malaysia, Japan, Nepal, New Zealand, Pakistan, the Philippines, South Korea, and Thailand. The main theme of the sixth period of APEID Seminar for five years including this year is "Partnership in special education towards the 21st century", and under the following sub-themes, each year's seminar has been held.

- 2001 Development and international cooperation in special education in Asia and the Pacific
- 2000 Focusing on School Development
- 1999 Focusing on Teacher Development
- 1998 Establishing a network in the community
- 1997 In the middle of the Decade for Disabled Persons in Asia and the Pacific

In Academic 2000, under the title "The Present Situation and Future Direction of Special Education in Japan and Korea", the First Seminar of Special Education in Japan and Korea was held jointly by the National Institute for Special Education in Japan and the Institute for Special Education of Korea, both of which have concluded an agreement on exchange of people. The second seminar is to take place in the Institute for Special Education of Korea.

### (3) Japan International Cooperation Agency (JICA)

Utilizing skills and experience accumulated in the area of policies on disabled persons in Japan, Japan International Cooperation Agency as well as various ministries and agencies and related organizations are implementing activities to induce a higher level of policies on disabled persons to be adopted in the countries concerned.

For the purpose of rendering knowledge and skills in the area of social welfare for disabled persons and contributing to improvement of abilities in related areas as well as facilitating

mutual understanding through exchange of opinions on the present situations of the countries concerned, JICA is implementing a variety of study and training projects. It also sends specialists to many countries to help improve abilities of people engaged in rehabilitation.

JICA's technological cooperation is given according to the project. With three forms of cooperation, namely "accepting people who receive study and training from abroad", "dispatching specialists to abroad", and "provision of equipment" integrated into one in a well-planned manner, this aims at more effectively pushing forward with projects in recipient countries.

One of the examples is the "project to establish Solo Vocational Rehabilitation Center for Physically Handicapped Persons" carried out in Indonesia for three years from 1994 to 1997.

#### (4) Role of the National Institute of Special Education (NISE)

With medium-range targets of its projects, the National Institute of Special Education was started anew as an independent administrative agency in April 2001. What is focused on in particular among these targets is "further promotion of international exchange and cooperation in the area of special education". Under the item of "international exchange activities", it pursues an international contribution through closer ties between international institutions and governmental institutions of Japan as follows: actively promoting tie-ups, cooperation, and exchange with overseas universities and research institutes; introducing what other countries' special education is doing into Japan in such a way as it benefits practices of education in Japan; and supporting development of special education in Asia and the Pacific. It intends to have closer bonds and more active exchange with the countries concerned in the future in the area of study and research, including special education seminars.

## V. Future Issues and perspectives

We have described new trends and the current situation of special education in Japan, but now we would like to look at problems and perspectives about it.

1. To review criteria concerning how serious children's disabilities is and entrance procedures so that every child can receive education tailored to their special educational needs.

Criteria and procedures concerning entering school provided in the existing laws depend on categories and degrees of disabilities. So, entrance procedures need to be reviewed smoothly when adequate and guidance concerning children's entering school needs to be given more adequately in the future as follows: (1) to review criteria on how serious their disabilities is concerning children who are to enter schools for children with visual impairments, children with hearing impairments, and other children with disabilities (intellectual disabilities, physical disabilities, and health impairments); (2) to review entrance procedures, if there is some reason for a child who is considered to enter a school for the blind, the deaf, or the handicapped to enter an ordinary elementary or

junior high school; and (3) to specify the extent of target children to whom special attention and guidance should be given in a special education class or an ordinary class.

2. To establish an consistent system for counseling and guiding children from their infancy through their graduating from school.

According to their roles, the national, prefectural, and municipal boards of education are required to further improve systems so that education, social welfare, and healthcare can unitedly provide counseling and support for children with disabilities and their parents and guardians.

3. To encourage schools for children with visual impairments, children with hearing impairments, and other children with disabilities (intellectual disabilities, physical disabilities, and health impairments) to have improved functions as the centers of special education in the community.

Making full use of its expertise in specialized areas and facilities tailored to disabilities, schools for the blind, the deaf, and the handicapped need to function as the centers of kindergartens, elementary and junior high schools in the community. In order to achieve this, it will be important (1) to develop ways and methods concerning how educational counseling should be given to infants, children, and students as well as their parents and guardians living in the community; and (2) to have consultation with and provide information, teaching materials, and communication equipment for institutions for children with disabilities in the community, such as nursery schools, kindergartens, elementary and junior high schools, and day care centers as well as develop content and methods of study and training.

4. To endeavor to make schools be creative and independent.

In order to carry out educational activities to meet the needs of children, parents, guardians, and communities, it is necessary to try to make schools creative and independent. Example A presented above showed that utilizing able people living in the community as educational volunteers to help elementary and junior high schools enables children with disabilities to participate in every activity of their school life. This suggests that what makes a difference is whether a school makes an independent effort or not. As shown in Example B, such a way of giving assistance as an in-school supporting committee plays the central part to provide support for children with special educational needs greatly contributes to preventing a homeroom teacher alone from shouldering problems. This indicates a significant aspect of how a school should be developed as well as an important point which should be pursued in the future.

5. To reinforce and promote tie-ups and cooperation between the area of special education and related areas.

Without tie-ups and cooperation among such areas as education, medicine, engineering, and social welfare, it may be difficult for education for children in need of special educational support to obtain good results. Therefore, while playing the central part, education may need to pursue

tie-ups and cooperation with other specialized areas flexibly to construct a system for supporting children with disabilities and their families.

6. To further promote international cooperation in the area of special education.

Education has come to be considered a global problem in every country. To assure children with disabilities of education, and equal access to resources and opportunities is not a problem of one country. This is an important issue to consider from a global point of view. Japan has been engaging in international cooperation also in the area of special education to provide educational aid for various countries in Asia and the Pacific through the United Nations' institutions, including UNESCO, as well as JICA and NGOs. Sustainable international cooperation will continue to be necessary in the future, and at the same time how educational cooperation should be may require further considering while having respect for the cultural and historical background of each recipient country, from grassroots international cooperation to educational cooperation from a global standpoint such as part of national policies, including the problem of educational technology transfer.



# ***MALAYSIA***

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Theme: Developing Special Education In Each Country and Enhancing International Mutual Cooperation among Countries in the Asia-Pacific Region

## **1. Historical Development**

The government's formal involvement in special education began in 1948 with the opening of Princess Elizabeth School for the Blind. Previously education for children with special educational needs (SEN) was undertaken by community groups and religious-based institutions. Education for these children was further enhanced by the establishment of the Federated School for the Deaf in 1954, which offers both academic as well as vocational training.

During the early years of Independence, the government's main educational priority was to provide educational services and facilities for mainstream children without neglecting the educational needs of children with SEN. The Education Act of 1961 acknowledged that these children should receive free but not compulsory education.

Educational services for children with SEN were given the prominence it deserved in 1979, with the publication of the Cabinet Committee Report. The Report gave great emphasis towards providing the nation's children with SEN with quality education. As the result of the Cabinet Committee recommendations, an Inter-Ministerial Committee was formed to cater to the needs of children with SEN. It was agreed that educational services for these children should be shared between the Social Welfare and Education Ministries. The Health Ministry would be responsible for identifying, screening as well as conducting early intervention programs for these children. An important outcome of the Cabinet Committee recommendations was the recognition accorded by the Ministry of Education that children with cognitive disabilities (mentally retarded) require educational services that are different from those who are either in the mainstream or in remedial programs.

The Ministry of Education took international declarations and existing national educational policies into account during the formulation of the 1996 Education Act. To elaborate further on the special education components of the 1996 Act, the 1997 Education (Special Education) Regulations were developed. Thus the Education Act and Education (Special Education) Regulations are now

the guiding principles in the planning of special education programs for the nation's children with special needs.

## 2. Educational Services For Children With Special Needs

The practice of "Education For All" and "Democratization Of Education" for children with SEN are the responsibilities of two Ministries, (i) National Unity and Social development (via the Social Welfare Department) and (ii) Ministry of Education (via the Special Education Department). True to the spirit of the Cabinet Committee (1979) recommendations, the government is currently assuming the responsibilities of providing educational services for children with SEN but at the same time encouraging the involvement of non-governmental organizations in this endeavor. Thus, the education of these children is being undertaken by government agencies as well as private institutions. As agreed during the Inter-Ministerial Committee meeting in 1981, the Social Welfare Department is given the responsibility for the education of children with;

- a. physical handicaps;
- b. severe and profound mental retardation;
- c. multiple handicaps, and
- d. handicaps that would make it impossible to enroll these children in schools under the jurisdiction of the Ministry of Education.

The Social Welfare Department has established 203 community-based rehabilitation centers for their children with SEN. Each center would accept children of various categories of impairment. Besides these community-based centers, the Department has also initiated the development of shelter homes to cater to the needs of young adults with special needs. These shelter homes act as transition centers for young adults preparing for employment. Once they have gained full employment and have the confidence to live on their own, they would move from these centers.

Realizing its limitations, the Social Welfare Department encouraged the involvement of private institutions in providing educational services for its children with SEN. As an inducement to these private institutions, the Ministry of National Unity and Social Development, contributed about 20% to these institutions' running cost.

The Ministry of Education complements further services provided by the government to children with SEN. The Special Education Department is responsible for the administration of all special education schools as well as the coordination of all special education programs within the Ministry. As agreed, the Ministry is responsible for the education of children who are;

- a. hearing and visually impaired; and
- b. "educable" mentally retarded.

The term 'educable' is being defined as,

*"(children who) are able to manage themselves without help."*

The term 'educable' was inserted because the Ministry does not have the provisions of classroom assistants or child minders to assist special education teachers in managing the personal hygiene of children with disabilities. But these 'trainable' children are eligible to enter special education programs administered by the Social Welfare Department.

### 3. Special Education Programs

There are three types of special education programs available for children with SEN under the responsibility of the Ministry of Education. These programs are being managed by three departments in the Ministry of Education.

#### 3.1. *Special education schools*

As mentioned before, the Special Education Department is responsible for the administration of all special education schools. Matters such as funding for the development of schools, teachers' placement and transfer, teachers' salaries, appointment and promotion of school heads and monitoring of school management and accounts are placed under the responsibility of the Department. These educational facilities are only available to children with hearing and visual impairment at the primary and secondary school levels (Table 1).

Table 1: Number and types of special education schools in Malaysia

Types of Schools	Categories of Children with SEN	Number of schools
Primary school	i. visual impairment	4
	ii. hearing impairment	24
Secondary schools	i. visual impairment	1
	ii. hearing impairment	2

Of the 28 special education primary schools, 9 are located within mainstream school premises (location integration). Administratively, these schools are totally independent from their neighboring mainstream schools. Thus, the process of social integration between mainstream children and children with SEN within these schools is rather limited.

There are 20 special education primary schools with residential facilities. Children with hearing and visual impairment who experience difficulty commuting to and from schools are being provided these facilities, thus ensuring them the formal education they richly deserve.

The Department is currently developing special education centres within the premises of special education primary schools. It is hoped that these centres will be able to provide advisory services to parents as well as clinical services to children with special needs. Six

centres have been established in 2001, and efforts are being made to equip these centres with specialists in audiology, early education and autism as well as physiotherapists and mobility orientators. Besides providing services, these centres are also furnished with a toy library, counseling and meeting rooms and other relevant materials pertaining to the categories of children with SEN that the centre serves.

The Department is also responsible for the administration of three special education secondary schools. Two are for pupils who are hearing-impaired and one for children who are visually-impaired. Of the two secondary schools for children who are hearing-impaired, one caters to the needs of those who are inclined towards vocational education. The other serves both academic as well as vocational education. All three schools have residential facilities.

### **3.2. *Integration programs in mainstream schools.***

In 1981, the Ministry of Education adopted the 'least restrictive environment' policy in providing educational facilities for its children with SEN and halted the development of new special education schools. This has resulted in the emergence of special education classes in mainstream schools. This particular educational provision for children with SEN is known as Integrated Programs. Unlike special education schools, these special programs are part of the mainstream school system. Special education classes were initiated so as to maximize social integration between children with SEN and their mainstream peers. An increase in the demand for formal education opportunities by parents of children with visual and hearing impairment, and also logistical difficulties resulted in the development of Integrated Programs for these categories of children. Educational provisions for children with learning disabilities are only available in the form of an Integrated Program (Table 2). The process of educating special children in integrated programs is either (i) segregation or (ii) partial inclusion with mainstream children.

Table 2: Number and types of Integrated Programs in Malaysia as in the Year 2001 under the State Education Department

Types of Schools	Categories of Children with SEN	Number of schools
Primary school	i. visual impairment	9
	ii. hearing impairment	28
	iii. learning disabilities	429
Secondary schools	i. visual impairment	16
	ii. hearing impairment	36
	iii. learning disabilities	155

Integrated programs located in mainstream schools are directly under the administrative control of the State Education Departments. The Technical Education Department administers

all such programs in technical/vocational secondary schools. These programs are also subjected to the same policies and practices advocated in the 1996 Education Act and 1997 Education (Special Education) Regulations.

Children with SEN in primary Integrated Programs are usually excluded from mainstream learning. Educational priorities for these children at this level of education are the acquisition of basic skills needed to access the National Curriculum (for children with hearing and visual impairment) or the modified National Curriculum for children with learning disabilities. Thus, the main educational focus of primary children with severe visual impairment are competencies in braille reading and typing plus mobility orientation. For primary school children with hearing impairment, the emphasis would be the ability to communicate using Malaysian sign language or other other means of communication in line with the principle of "total communication" advocated for them. As for children with disabilities, the main focus would be the inculcation of self-help skills, basic communication skills and social skills.

Limited places in secondary special education schools has resulted in the majority of children with visual and hearing impairment from primary schools (be it special or mainstream) proceeding with their lower secondary education in Integrated Programs. As for children with learning disabilities, their secondary school education would also be in Integrated Programs. Almost all children with visual impairment in Integrated Programs will be partially included in mainstream classes, but the majority of children with hearing impairment and learning disabilities will be excluded.

Several options are available for pupils with hearing impairment and learning disabilities at the intermediate stage of secondary school education. For pupils with hearing impairment, they may continue their education in special education secondary schools (for academic and vocational training) or proceed with integrated programs in technical/vocational secondary schools. Those who opt to study in these integrated programs will be included in mainstream classes for technical and vocational subjects only.

### **3.3. *Inclusive education programs***

Inclusive education in Malaysia evolved from the practice of integration and the term "inclusion" was introduced in Malaysia in 1994, in agreement with the Salamanca Statement. Inclusive education in Malaysia is defined as,

*"...the placement of children with special needs in mainstream classes to be educated alongside their mainstream peers either of the same age-group or otherwise."*

Presently, two types of inclusion are being practiced: (i) partial inclusion, which is being implemented in mainstream schools with Integrated Programs, and (ii) total inclusion, i.e,

children are placed fully in mainstream classes. Only a limited number of children with hearing impairment with residual hearing or who are able to learn independently without sign language interpreters are included totally in mainstream classes in primary and secondary mainstream schools. Besides children with hearing impairment, 67 children with learning disabilities are totally included in technical/vocational schools. Total inclusion is rarely practiced in Malaysia. The most common practice is partial inclusion.

#### 4. Teachers And Special Education

International studies indicate that training in special education is significant in garnering teacher support and understanding of this form of education. Without training, teachers would experience fear and anxiety about teaching children with SEN. Teachers need to be convinced that teaching children with SEN is all about good teaching, and that they already have the required skills to teach these children, irregardless of the nature and range of learning difficulties. Teachers should be made to view special education positively and not as specialized teaching for children with SEN (even though specialized teaching skills in Braille for children with visual impairment and sign language for children with hearing impairment are necessary) and 'normal' teaching for mainstream children. But how can teachers be convinced of this? One solution would be pre- and in-service training in special education. The Ministry of Education, through teacher training colleges, universities and other training schemes, provides professional training for teachers involved in special education.

Prior to 1995, no component was available on special education for pre-service teachers' training schemes. Therefore it is not surprising that the majority of teachers were ignorant of the need to provide quality education to children with SEN. As of 1995, components of special education were incorporated into the pre-service teacher training curriculum for semester 4 of the Diploma graduate courses. Thus all diploma graduate teachers trained after 1995, would have some background knowledge on special education.

The Ministry's Teacher Training Division, besides making special education as part of teachers' training curriculum, has also initiated three different courses in special education namely: (i) Pre-service Diploma Course; (ii) Graduate programs for non-graduate teachers; (iii) In-service training in special education.

##### ***4.1. Pre-service Diploma Course.***

These courses offer three areas of specialization in special education: education for the hearing impaired; the visually impaired and the learning disabled. Trainees opting for special education could choose one of these areas of specialization. The training is conducted over a period of three years, and at the end of the course the graduates are accorded a Malaysian

Diploma in Teaching (Special Education). An important feature of this particular training scheme is that a number of trainees for the visual and hearing impairment option are hearing and visually impaired themselves.

#### ***4.2. Graduate programs for non-graduate teachers***

This program was introduced for non-graduate teachers teaching children with SEN in secondary schools. Under this training scheme, non-graduate teachers involved in special education, began their first year graduate studies at the Specialist Teachers' Training College. Once completed, they proceed with their studies at the National University of Malaysia. Upon completion, they would be awarded a degree in special education.

#### ***4.3. In-service training in special education***

In-service training in special education is organized by both the Teacher Training Division and the Special Education Department. In-service training organized by the Teacher Training Division is the 14-week in-service training course. Courses offered are: (i) remedial education; (ii) education for children with dyslexia; (iii) education for children with learning disabilities; and (iv) education for children with hearing and visual impairment.

The Special Education Department as well as the State Education Department is also organizing in-service training in special education. The Special Education Department's main focus would be upgrading professional skills of special education teachers. As of September 2001, the Department has conducted 25 in-service training courses for these teachers.

The State Education Department is mainly responsible for organizing short in-service courses for new teachers joining the special education programs. Recruiting trained but non-specialist teachers to teach children with SEN is inevitable because of the increase in demands from parents of these children for educational opportunities. These short courses are necessary to convince teachers that they have the skills to teach children with SEN.

The State Education Department is also responsible for encouraging in-house training in special education in mainstream schools with Integrated Programs. In-house training would help to facilitate the practice of partial inclusion in these schools. Without knowledge and understanding of the educational needs of these children, mainstream teachers would be reluctant to accept them in their classes, thus hindering the progress of inclusive practices.

Progress has been made to increase the quantity of teachers involved in special education. The inclusion of special education components in the diploma teacher training curriculum would at least ensure that future teachers are aware of the existence of children with SEN within the school community. In-service training managed by the Teacher Training Division,

the Special Education Department, and the State Education Department will help to increase awareness among teachers that children with SEN like their normal counterparts also require quality educational services so as to maximize their potential. Through education, these children would achieve independent living, thus reducing the burden of their existence on family members.

The Special Education Department is aware that it must develop its human resource sector in line with current practices, needs and development. The Department is therefore determined to forge closer working relationships with all agencies involved in the training of personnel in special education. The Department will continue to plan pre- and in-service training with these agencies to fulfill the demand for special education teachers as well as sustain the enthusiasm and motivation of all teachers involved directly in special education.

## **5. Advancement In Special Education**

### ***5.1. Computerization of Special Education Programs***

Globalization and the rapid development of technology require every person to be computer literate. In the near future it would be difficult, if not impossible, to survive if one is devoid of computer literacy skills. In view of this, the Ministry of Education is embarking on programs to ensure that future Malaysian generations are not only skilled operators of modern technology but are also able to optimize the use of this technology for the benefit and advancement of the nation. As a step towards achieving these aims, the Ministry is in the process of equipping all schools with computers.

Children with SEN would definitely benefit from the use of computers in the classroom just like normal children. In fact what is true about using computers in normal school programs is also valid for children with SEN. In view of this, the Special Education Department is making sure that special education programs are not excluded from the Ministry computerization schemes.

The development of computers has introduced new approaches towards teaching children with SEN. Computers are now considered important tools for teachers to design innovative, creative and effective teaching materials. The development of interactive software has created a new dimension in the teaching and learning of children with SEN. Most of the time, software and teaching approaches adopted for normal children will be relevant for children with SEN, even though the pedagogical means utilized when using these software could be different. Providing computers would be meaningless, if special education teachers are unable to capitalize on their existence. To optimize the use of computers in schools, the Department is making every attempt to ensure all special education teachers are computer literate. To achieve this,



the Ministry is organizing in-service training in computer literacy for its teachers, via the Special Education Department as well as other agencies involved in teacher training.

## ***5.2. Networking in special education***

As mentioned earlier, three Ministries are involved in providing services to children with disabilities. Presently, each Ministry has developed its own data system on children with special needs and would share this data with each other when required. Due to administrative constraints and the reluctance of parents to register their children with special needs, it is difficult to ascertain the actual number of children with disabilities and the types of disabilities nation wide. The difficulty of compiling accurate data is compounded by the non-compulsory registration of children with special needs. Without accurate data, the Special Education Department encounters problems in planning educational services for these children. To arrest this problem, this Department has proposed as well as initiated the development of a "Life Time Database" (LTDB) for the nation's people with disabilities. The LTDB would be linked to the three Ministries as well as the Ministry of Labor. Information on services provided by the four Ministries to individuals with special needs would be updated regularly. The realization of this common database would ensure that all individuals with disabilities are accounted for, thus increasing the effectiveness of services provided to them by the relevant authorities. This would hopefully, upgrade the quality of life for people with disabilities in Malaysia.

Besides establishing information networking between Ministries, the Department is also building its networking capabilities with all special education schools as well as mainstream schools with Integrated or Inclusion Programs. This would enable the schools to disseminate to the Department information regarding current conditions in the special education programs and if necessary prompt action can be taken to overcome any difficulties encountered. This networking system would boost the effectiveness of the Department's administration and the management of its special education programs.

## ***5.3. Optimizing the potential of children with special educational needs***

### ***5.3.1. Multiple intelligence stations***

Aiming for academic excellence is an important endeavor for all school-going children, but in many instances for children with SEN, this could be a very difficult goal to strive for, especially for children with learning disabilities. Not all children are academically inclined, but they have strengths that could be harnessed and developed to their advantage.

This is very true for children with SEN. Realizing the importance of developing strengths in children with SEN, the Department is experimenting with Gardner's concept of 'multiple intelligence' in the teaching of these children. Thus, attempts are being made to develop learning stations in special education classes based on six of Gardner's 'multiple intelligence' concept: interpersonal; intra-personal; musical/rhythmical; visual/spatial ; verbal/linguistic

and logical/mathematical. These stations are equipped with teaching and learning materials related to each stations' theme. Teaching and learning approaches would be based on each station's "intellectual" concept.

### ***5.3.2. Vocational training for children with special educational needs***

Pupils with hearing impairment and learning disabilities who are not academically inclined could proceed with their secondary education in vocational training after completing secondary three. Hearing impaired pupils could pursue training either in special education vocational secondary schools or secondary technical/vocational schools. As for children with learning disabilities, they could only access this type of training at technical/vocational secondary schools. Pupils who opt for vocational training usually follow the Malaysian National Occupational Skill Standard (NOSS) Curriculum and they are not required to sit for a public examination at the end of secondary five.

There is no option currently available for vocational training for children with visual impairment. As expected, not all children with SEN are able to follow the NOSS Curriculum, especially children with learning disabilities. Thus, the Department has initiated the building of four special education vocational secondary schools. These vocational schools would provide vocational training in fields not available in the NOSS Curriculum and would have training facilities suitable for the three categories of pupils with SEN under the jurisdiction of the Ministry of Education.

### ***5.3.3. Basic industrial skills***

The Ministry of Education would be introducing a new curriculum, Basic Industrial Skills, to mainstream children who want to excel in industrial skills rather than academic achievement. The Department, after studying the new curriculum, felt it would also be suitable for children with SEN. Thus, the Department has made a request to the relevant authorities which has been accepted, that the new curriculum be made available to children with SEN in Integrated Programs. This new curriculum would be launched in 2002 and Integrated Programs in 14 mainstream schools have been identified to participate in this project.

## ***5.4. Strengthening the educational practices of inclusive education***

As mentioned, partial inclusion is one of the educational processes adopted in mainstream schools with Integrated Programs. The practice of total inclusion is restricted to pupils with disabilities in technical/vocational secondary schools. Information received, indicate that inclusion is not widely practiced in Malaysian mainstream schools with Integrated Programs for children with hearing impairment and learning disabilities because mainstream teachers are reluctant to accept these children in their classes. Making inclusion practices widespread will not be easy. The real world of mainstream education is

complicated and there are limitations and constraints that cannot be ignored. However, the Department will continue to refine the current implementation of inclusive education, thus limiting the exclusion of individual children with SEN from mainstream learning.

The Department has and will continue its 'outreach' programs to inform teachers on the rationale, aims and objectives of inclusive practices. Realizing the danger of imposing the Ministry's vision of inclusion on unreceptive implementers, the Department will encourage and assist schools to develop their own vision, policies and objectives of special education.

Besides disseminating information on inclusive education, through documentation and discussions, the Department is also making efforts, through in-house training, to convince teachers they are capable of teaching children with SEN. To alleviate the anxieties of mainstream teachers during the initial stage of having these children in their classes, the school's special education teachers, aside from teaching children with SEN in segregated classes, would also play the role of special education resource teachers.

The Department also realize that mainstream teachers have limited understanding of the practicality and educational success of having children with SEN in their classes. The Department is therefore attempting to identify as well as develop mainstream schools with good inclusive practices. These schools would act as examples to other schools. The Department is also encouraging the 'whole school approach' with mainstream schools with Integrated Programs. Everyone associated with the schools should play their part in the education of children with SEN, and teachers' willingness to accept inclusive practice should be supported by all concerned.

The Department understands that changes are not simple and immediate. Changes are sometimes awkward and slow but with all the efforts mentioned, inclusive education would eventually gain widespread acceptance.

## **6. Awareness On The Importance Of Education For Children With Special Educational Needs**

The plight of the disabled person was given the attention it deserved in 1981 with the United Nations declaring it to be the Year Of The Disabled Persons. Efforts were made by the relevant authorities to inform the general public about the need to provide disabled persons with quality education. Education would hopefully act as a 'stepping stone' for a person with disabilities to master suitable job skills, thus helping him or her to seek employment, and be independent. The general public was made aware that with appropriate education, persons with disabilities have

potential that could be developed and its application optimized.

These awareness campaigns are still being undertaken by government and non-governmental organizations. Presently, there is no compulsion for parents of children with disabilities to send their children to the relevant institutions for formal education. Therefore, the Department feels it should continue with its 'outreach' programs to parents of these children to inform them of the importance of education for their children. The Department will also continue to support any awareness campaigns by other agencies including non-governmental organizations. Besides the importance of education, the Department's 'outreach' programs includes providing information on the type of educational services available for these children within the Ministry, so as to encourage parents of these children to seek formal education for their children. 'Outreach' programs organized and managed by the Department are as follows:

### ***6.1. Special education bulletin***

This bulletin contains the latest information on educational services that is made available by the Ministry of Education for children with SEN. The bulletins are distributed free of charge to all departments of the Ministry, the Ministry of Health, the Social Welfare Department, institutions of learning, non-governmental organizations, and the general public.

### ***6.2. Special education seminars***

The Department organizes seminars on special education annually. The main purpose of organizing these seminars is to inform the educational fraternity on the latest development in special education, and the need to provide the best possible educational services for children with SEN.

### ***6.3. Special education week***

This event is held annually. During this week, forums, cultural shows, sports and exhibition of products produced by children with SEN would be among the activities held during the week. This event is open to the general public.

As part of its awareness campaign, the Department is also actively involved in seminars organized at national and international level. The Department would accept as far as possible, invitations to present papers at these seminars, and would also actively support, directly or indirectly, activities for children with SEN organized by non-governmental organizations. The Department has also participated in talk shows produced by national television networks, national and local radio stations, and forums conducted by non-governmental organizations.

It is important to reach the parents of children with SEN nation-wide, and the Department is hopeful that by organizing its own 'outreach' programs and by being actively involved in '

outreach' programs organized by other agencies, an awareness of the importance of education for children with SEN would be communicated to the general public. Increasing the level of understanding of the general public would help support attempts to provide children with SEN with the best education available.

## **7. International Mutual Cooperation In Special Education**

Outside organizations have also contributed towards the development of special education in Malaysia, especially in the training of teachers and administrative personnel. Every year, the Special Education Department is given the responsibility of selecting suitable candidates to attend international courses, seminars and workshops. Malaysia has been an active participant in APEID conferences. Malaysia has also sent representatives to attend courses organized by JICA, Japan, and Innotech, Philippines. The Department officers have also visited special education programs in the United Kingdom. Besides these, the Department is also involved in attachment programs in the Teaching of Children With Learning Disabilities with Christchurch College of Education, New Zealand.

The Department feels it would be unfair to measure children with SEN abilities based on mainstream children standardized assessment tests. Alternative assessment instruments should be administered to children with SEN in order to better measure their true potential. Even though the responsibility of developing standardized assessment is the prerogative of the Malaysian Examinations Syndicate, the Department, with the cooperation of the Department of Education Training and Employment in Australia, is attempting to identify suitable alternative assessment instruments for the nation's children with SEN.

The Department is also aware that it would be costly to send teachers and administrative personnel in large numbers to attend special education courses or attachment programs overseas. To overcome these limitations, the Department extends invitations to organizations from other countries to conduct courses in special education locally. In the year 2000, two such training courses were initiated: (i) Education for children with disabilities by lecturers in special education from Massey University College of Education, New Zealand and (ii) Education for children with dyslexia by the principal of Frewen College (For children with dyslexia), United Kingdom. The Department will continue to identify experts in special education from overseas and if their areas of expertise are relevant to the Malaysian special education needs, invitations would be extended to these specialists to conduct courses in Malaysia.

The Department is hopeful that participants attending special education courses overseas and locally (conducted by specialists from overseas) would acquire the knowledge or skills to serve children with SEN. Besides serving these children, these personnel would also be in the position

to provide similar courses to a new batch of personnel, thus increasing the number of experts in these fields of special education.

## **8. Conclusion**

The Ministry of Education has undertaken extensive efforts to provide the best facilities available to cater to the needs of children with SEN under its responsibilities. The Ministry is aware that all these efforts would be in vain if teachers and the community as a whole have a negative perception towards the education of these children. Thus, the Special Education Department was given the task to organize in-service training to teachers, to convince them that teaching children with SEN is just a matter of good teaching. Besides local experts, assistance from overseas specialists was also enlisted to reinforce this conviction. The Department has also organized as well as participated in 'outreach' programs to harness community support in favor of providing these children with the educational services that the nation can be proud of. Providing education for children with SEN is expensive, but as a 'caring' society, monetary considerations should not be an obstacle to providing these children with the best facilities possible. "Education for All" and "Democratization of Education" could only be achieved if everyone associated directly or indirectly continues his or her efforts to provide the best educational programs, facilities and services for children with SEN.

# ***NEPAL***

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## Special Education in Nepal

### 1. Background Information

Nepal is the only Hindu kingdom of the world with the constitutional monarchy and multi-party democracy. It is a mountainous country situated between India and China with Mt. Everest, the highest peak in the world (8848m) and Lumbini, the birth place of Lord Buddha. It has typical ecological belts of the Himalaya, the hill and the Terai. The country is rectangular in shape and has an area of 1,47,181 Sq. Km. Nepal with the multi-lingual, multi-cultural, multi-ethnic and multi religious society.

Administratively, Nepal is divided into 5 Development Regions, 14 Zones, 75 Districts with 58 Municipalities and 3912 Village Development Committees. The population of Nepal 23.27 million with the growth rate 2.27% per year. The literacy rate is 58%. The official language is Nepali and there are also other different languages spoken by different ethnic groups in Nepal.

It is obvious that the prevalence rate of disability is high in the south Asian countries. About one third of the people with disabilities in the world are living in Asia and the Pacific Region. This huge number of disability starkly points out the need to create a joint forum and mutual co-operation to address the need of people with disables living in this area, in particular. Nepal as a developing country can not be an exception to this stark reality.

The census Report of 1981 has showed that 5.03 per thousand population are disabled. Similarly the survey conducted on the occasion of International Year of the Disabled Person show that 30 people per thousand has disabled. The WHO has estimated that 10% of the total population are disabled. The household survey conducted by Special Education Unit under the Ministry of Education in 1994 has reported that about 4.5% of all children would need special education. Some national NGOs have also conducted sample surveys on different type of disabilities indicating a variance in the prevalence rate of disability. This rather suggests that a current need is to determine the number of people who require different kinds of educational and medical facilities.

The national census has been just completed in this year but the final report has not been out. After the report is out, the data of different types of disabilities will be reported. This data will certainly help to make effective different plans and programmes in the area of disability.

## 2. Education System for Special Need Children in Nepal

In 1951, the country had only 203 primary schools, 40 lower secondary, 11 secondary, 1 technical and 2 colleges. In 1971 had the government launched a massive Education plan called the National Education System Plan(1971-76). This plan gave the Nepalese Education System a new direction to year by Education System towards the national development. After the restoration of multi party democracy in 1990, the new democratic government constituted another two national education commissions to review the existing education system and recommended viable system of Education for the country. Both education commissions have underscored the need to incorporate Special Education into the regular Education system as being guided by the philosophy of integration and inclusion.

Nepal is the signatory of the world Declaration on **Education for All** and consequently, it has renewed its commitment to provide equal educational opportunities to children with special needs in the country. Currently, Nepal is providing free education up to grade 10 of the secondary level. Constitutionally, Education, Health and Social welfare of people with disables have been guaranteed by the fundamental priorities. There is a provision for providing primary Education in the mother tongue.

The 9<sup>th</sup> plan (1997-2001) has forwarded the concept of inclusive schooling and recommended the development of regional resourced center to consolidate the services for the cause of people with special needs scattered over various ecological regions of the country. In general, the broad policy of the government is to include all children with needs in regular educational structure by maximizing the concept of inclusion and working out suitable strategies to translate it into class room nearly.

Since 1994, the government has started operational sing the National Education system on the phased basis by introducing the concept of resource class and resource teachers in the regular schools. The current emphasis is however towards the inclusive classes and inclusive teachers as an integral part of the regular schools.

The structural provision for the inclusion of special needs children starts with the regular school providing resource class facilities for blind deaf and mentally retarded children at the primary level. At the secondary level, special education council of the Ministry of Education and Sports has supported four national disability related NGOs that



provide schooling on special Education and integrated classroom setting. The four national NGOs, National Association for the welfare of the Blind (NAWB), Association for the welfare of the Mentally Retarded (AWMR), National Disable Association (NDA) and Welfare Society for the Hearing Impaired (WSHI) have been providing school level education through the schools run under them with the financing supports of Special Education Council. Presently, there are 33 special schools of four disability areas associated with above NGOs with the principal focus on special school approach.

The National Organization for the administration of the education system is divided into four levels Ministry of Education and Sports at the center level, Department of Education at the Center level, Regional Directorates (5) at the regional level and The District Education Offices(75) at the district level. The Department of Education as a policy implementation unit. This department has Special Education Section which is responsible for planning, implementing monitoring and evaluating the special need education programme. The District Education Office at the district level are located close to the areas of implementation with school supervisors as resource persons and focal persons to monitor and assist the operation of the resource class in the regular schools of the districts. The National Special Education Programme initiated in 1994 with 6 districts has now reached 35 of 75 districts with 207 resource classes in three disability areas. Eventually the programme will cover all 75 districts.

The resources classes operated in the regular schools have 10 students, each handled by a trained resource class teacher and assisted by a care taker. All the students in such resource classes are provided residential facilities with cost-free education and other services to promote the participation of the physical disabled children in the regular school system, and monthly scholarship of Rs. 50.00 each is provided by the Department of Education (DOE), Special Education Section (SES). A rough estimation is approximately 10% children of the total population with disabilities have received educational facilities at the school level.

In 1971 Special Education Council was formed under the chairmanship of Ministry of Educational and Sports. The main objectives of Special Education as follows-

1. to make for policy for special education programme
2. to run the programme
3. to provide funds for the programme
4. to make arrangements for text books, curriculum educational materials supervision and to give directions for Special Education Programme

In 1996 the Special Education Council prepared and approve the special education policy.

### The main function of the Special Education Council

- 1) Conducting sports competition among disabled persons.
- 2) Conducting training for the disabled persons.
- 3) Cultural programme competition among disabled persons.
- 4) Collection of data disabled persons.
- 5) Distribution of scholarship to the disabled students.
- 6) Monitoring and follow up of the organization's programme and co-ordination with NGOs.

The community participation in special education programme is invited and ensured through the formation of resource class management committee chaired by the community. The committee is responsible for managing the resource class developing infrastructure facilities, creating community awareness collecting and utilizing community resources and establishing linkage between the government authority and people in the community. More over the Special Education Programmes are running with mutual co-operation of DANIDA and other national level NGOs.

### 3. Curriculum

Special needs Education children do not have separate flexible curriculum as such as the plan of the government is to eventually include all children with special needs in the regular school system, a flexible and tailor made curriculum is under the consideration of government with the broad framework of the national curriculum. The deaf and the blind are taught the same national curriculum through Nepali sign language and the Braille script up to grade 10. The curriculum adjustment and adaptation are being considered as a priority more by Ministry.

Special Education Section under the Department of Education has developed some teaching learning materials for their use by resource teachers in the resource classes. Some of the NGO run schools have developed Educational materials in the form of teaching and learning aids to address the needs of the children.

A couple of special schools, such as, the schools for mentally retarded and physically disabled introduce pre vocational skills in the form of chalk making candle making, wearing, knitting carpentry. A couple of the schools for the blind have started to provide computer operation skills, printing and other secretarial skills.

### 4. Teachers Training

The Ministry based service trainings prepare teachers for the primary schools at the University level, long term pre-service training is provided with the aim of preparing special Education Teachers for the secondary schools. The training is degree oriented and

the degree, such as, 3 years Bachelor degree and one year bachelor in special education are earned by teachers and Department of Education provide short term intensive in-service training to each resource class teachers. Sometimes NGOs also conduct the short term teaching oriented training. The training methodologies employ a range of methods, such as, discussion, demonstration, small scale investigation, role play, brain- storming session and other forms of participatory approaches.

## **5. Research and Evaluation**

In 1998, a status evaluation of special need of evaluation programme was carried out by an independent research organization. The research has printed out the need to consolidate the resource class and teacher training system to pave way for the initiation of inclusive schooling. Residential facilities provided to the students were satisfactory according to the study, but a concern was raised for the courage of children under such facilities.

### **HMG's Aims and Objectives for Special Education Programme Adopted by Ninth Plan (1997-2001)**

For Special Education Programme, the course books, the course of study and other educational materials will be provided as an " Inclusive School Programme". The free distribution of these materials will be made available according to the need of people.

The scholarship for higher education will be provided for those students who are disabled and talented. In totally of disables, the only one percent has got chance for educational trainings regarding this reality to provide trainings opportunity the teachers training and Inclusive School Programme will be extended to five percent more.

At percent there is not any effective organization that can give trainings to the disables. That is why the programme will be lunched in all Five Development Regional Areas for their development. Attempts will be made to prepare the capable manpower to find out the problem of disables and work for them in the districts where the Special Education Programme is to be implemented. The training center will be established in each Five Development Regions and non-formal education programme will be extended for income generating activities.

### **Enhancing International Mutual Co-operation among Countries in the Asia-Pacific Region**

There is diversity in economic situation, cultural practice, education status and Geographic structure among the nations in Asia Pacific Region. Many of the countries are facing poverty, higher illiteracy rate, starvation and so on very badly. Due to above reasons the situation of the disabled people extremely miserable in those countries from every respect of living.

Disability is to be boarder crossing issue and it should be taken as the common problem in nations within the region. Common commitment by nations is essential either to reduce disability rate or improve the condition of the disabled people.

Nepal always believes in to solve that similar sort of problems mutual co-operation and common commitment. In the context of special education different countries may have different practices and approaches. Among the those approaches and practices, the most effective one should be shared and practiced in the region. To carry out this goal, the exchange and usage of information technology should be priorities.

As to the problem or needs of the disabled people are similar to great context in the region.

Nepal not only gives the priority of the mutual co-operation in international sector regarding to special education but also it works having network among the concern GOs, INGOs and NGOs within the country. We need to have both national and international organizations working in the field of disability in Nepal and Effective coordination among them has done, too. Special Education Council, Ministry of the Education and Sports has been working successfully having co-operation of NGOs like Nepal Association for the Welfare of the Blind (NAWB), Association for the Welfare of the Mentally Retarded (AWMR), welfare society for the hearing impaired (WSHI) Nepal Association of disabled (NDA) for the to provide education for the disabled in this nation. Similarly, having special education unit the Department of Education Ministry of the Education and Sports has been providing education for the children with disabilities by developing mutual co-operation of the NGOs like National Federation of the Disabled-Nepal (NFD-Nepal).

As the mutual co-operation, among the organizations working in the Disabilities, field in Nepal, there should be co-operation and solidarity among nations in the region to achieve the goal of education for the disabled persons (Education for All).

Importance of mutual co-operation:

1. To share the information of the efforts and achievements among the nation in the field of special education programme in the region.
2. To develop the environment where disabled people easily can access education in the region.
3. To improve and expanse the Information Technology regarding to special education in the region.
4. To strengthen the relationship among the disabled people and nations within the region.

The areas where the mutual co-operation should be necessarily enhance:

**1. Information technology**

None of us deny that this is the age of information and technology. Many countries in the regions have use the modern Technology even in the field of Special Education and come up with wonderful achievement as the result. Therefore Transformation of Technology should be in the rights of the every nation on the regions. It is better to have information centre and make its effectiveness properly.

**2. Curriculum Development Strategy**

Different nation have varies design of curriculum and teaching materials in the region. Some of the nations certainly have deserved base quality and some have developed poorly. Thus, attempts should be made to develop similar types of curriculum and teaching methodology in each nation by not stopping the process of quality improvement.

**3. Effectiveness of Teacher Training**

Teacher Training is also one of the part factors of Special Education. There should be mutual cooperation to transfer base practices and theories to train the teachers who involve in the special education sectors.

**4. Teaching Materials Development**

Every country uses different types of teaching materials in the field of special education. Therefore if we have environment to share the materials and technology with regions, we can provide more scientific and effective special education.

**5. Financial Cooperation**

Money is not every thing but it makes world go around. It is clear that many countries are facing poverty, terribly due to very bad economic condition and they seem to be unable to provide education for disabled children in our region. If there is no support from other countries for their poverty elevation, there is very little change that they could improved there special education. As the matter of fact there should be very nice mutual cooperation to improve the financial situation among the countries in the regions.

**6. Assistive Devices**

There are many countries, in which disable people are unable to attend in education due to the lack of assistive devices. Such as wheel chairs, slate stylus and so on but fortunately, some of the countries have such devices and also technology to develop them. Therefore attempts should be made to have mutual cooperation to provide the environment that the every

needy disabled should have right to use assistive devices as they need in the regions.

#### How to Enhance Mutual Co-operation among the Countries in the Asia-Pacific Region

Nepalese views in the following ways mutual cooperation can be enhance:

- providing platform for each nation through seminar workshop trainings
- exchanging information, ideas and technology.
- developing understanding, solidarity in making policy strategy and implementing them.
- providing opportunities for exchange visit for the representatives working in the INOs, NGOs & GOs in the nations.
- by establishing an information collection and discrimination center some where in the regions.

# New Zealand

*Mr. Anthony Ross Davies*

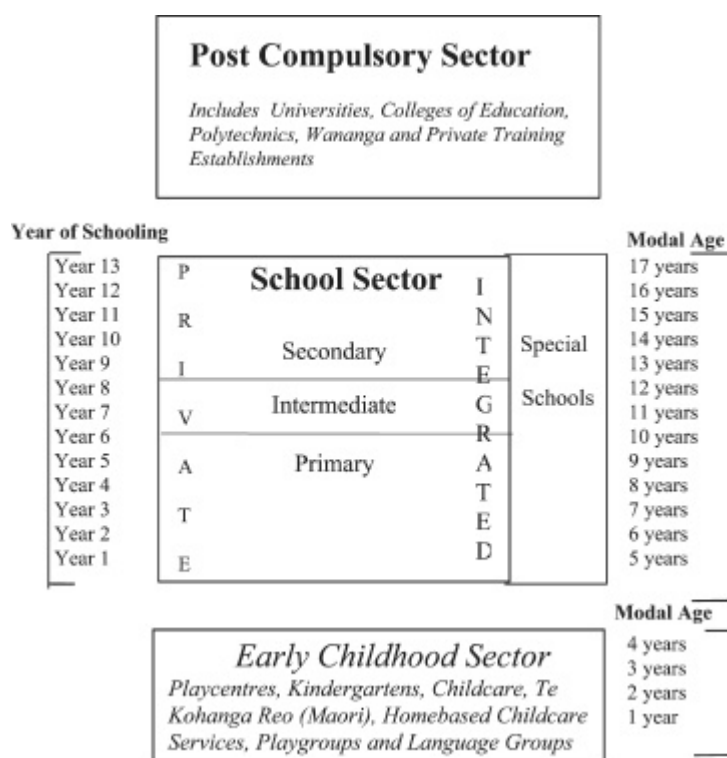
Manager Development Services, Specialist Education Services

## Background

New Zealand is a small country with a population of 3.8 million people. State education in New Zealand is one of the country's largest undertakings with an annual expenditure of over \$NZ 6.8 billion (about 6.1% of GDP). There are 7,389 education institutions which are state funded or receive significant Government funding: 4,175 early childhood centres, 2,724 schools, 38 tertiary institutions and 452 Private Training Establishments. In July 2000, there were 174,245 children attending early childhood services, 729,689 students attending schools and 264,353 students enrolled in tertiary education providers throughout New Zealand. School students represent over 19 percent of the total New Zealand population.

Over 20% of students attending school at July 2000 identified themselves as being Maori (indigenous people of New Zealand), an increase of 1% since July 1998. A number of education institutions provide specifically for Maori students, including Te Kohanga Reo for pre-schoolers; Kura Kaupapa Maori for school-aged students and Wananga for tertiary education.

Figure 1: The New Zealand Education System



## Legislation and Regulatory Regimes in New Zealand

The New Zealand Government has an enviable reputation for its policies on disability reform. The 1989 Education Act, Section 8 provided the opportunity to include all children with special education needs in the local state school. Prior to this date, some children with special education needs were excluded from schooling. The 1993 Human Rights Act prohibited the use of disability as grounds for discrimination. The rights of people with disabilities are promoted in accordance with current legislation and includes:

- The Education Act, 1989
- The Human Rights Act, 1993
- The Bill of Rights, 1990
- The Disabled Persons Community Welfare Act, 1975

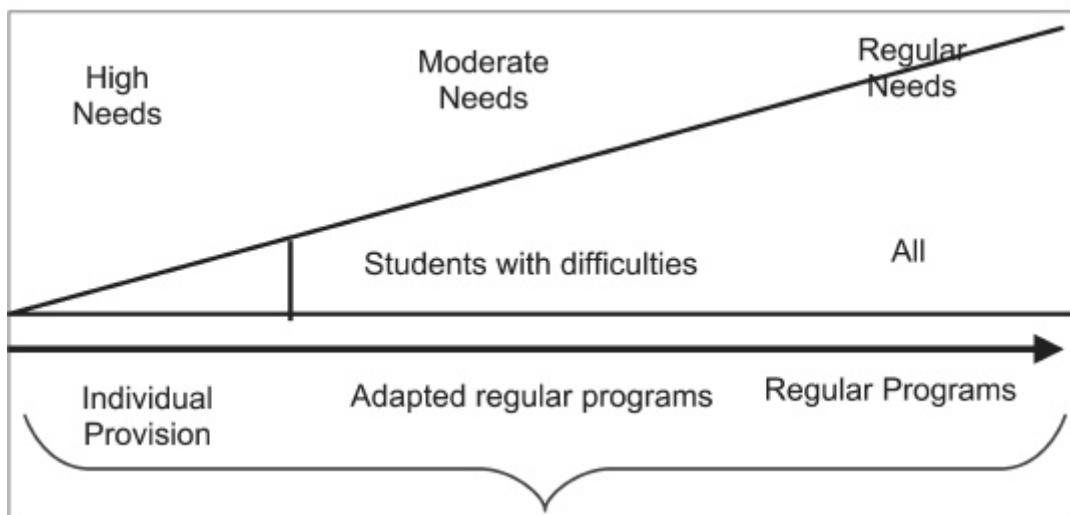
## New Special Education Policy in New Zealand

A new special education policy (Special Education 2000) was introduced from 1996 - 2000. The major thrust of the new policy was to ensure that special education provision was consistent with self-managing schools, as well as recognising parent choice and the trend towards inclusion of children and young people with disabilities in regular education settings. An alignment between the 1989 education reforms, which provided for self-managing schools, and special education required a new resourcing mechanism that would enable schools to assume a greater responsibility in meeting the full range of student needs, including those with special education needs.

The new special education policy has two key aspects:

- individually targeted resourcing to students with high or very high special education needs; and
- a mixture of resourcing mechanisms for groups of students with moderate to high special education needs such as learning and behaviour difficulties.

Figure 2: Special Education





Principles which underpin the special education policy are:

- young children and students with special education needs have the same rights to a high quality education as people of the same age who do not have special education needs;
- the primary focus of special education is to meet the individual learning and developmental needs of the young child and student;
- all young children and students with identified special education needs have access to a fair share of the available special education resources;
- partnership between students' families/whanau and education providers is essential in overcoming barriers to learning;
- all special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the young child or student;
- a young child or student's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes; and
- young children and students with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.

## **PART A - INCREASING AWARENESS OF EDUCATION FOR CHILDREN WITH SPECIAL EDUCATION NEEDS AMONG TEACHERS, PARENTS AND OTHERS IN THE COMMUNITY.**

Partnership between government and local school communities was one of the central objectives of the 1989 education reforms. Over the last twelve years the partnership between parents/local school communities and the Government have been strengthened. One of the contributing factors has been the introduction of boards of trustees elected by the school community to govern each school. In special education, the partnership between parents, professionals, tertiary institutions and schools has been further strengthened and enhanced through the new special education policy.

This section describes how New Zealand is developing strategies to enhance and increase awareness of education for children and young people with special education needs, among teachers, parents and others in the community. This is being achieved through a variety of approaches which include:

- changes to the Special Education Structure;
- the New Zealand Disability Strategy;
- training and Information to Boards of Trustees; and
- parent training.
- Teacher professional development

### **Changes to Special Education Structure**

It is planned to further strengthen the partnership between parents and community groups with changes to the special education structure. From the beginning of 2002, the Ministry of Education

will assume full responsibility for all special education provision. Previously, specialist support was provided through a separate State agency, Specialist Education Services. One of the key intentions of the new structure is the establishment of reference groups that will be used at the local, regional and national levels. The Reference groups will include parents, community groups, specialists, teachers and principals, with an aim of working together to ensure that there is a co-ordinated special education service provision.

### **New Zealand Disability Strategy**

Earlier this year, Government released the Disability Strategy. This essentially promotes a plan that all Government Departments have an obligation to implement. This will ensure that people with disabilities have access to all services and can be appropriately included within society. Underpinning the New Zealand Disability Strategy is a vision of a fully inclusive society. Achieving this vision will include ensuring that disabled people have a meaningful partnership with Government, communities and support agencies, based on respect and equality.

The Aim of the New Zealand Disability Strategy: Making a World of Difference is to eliminate barriers (both physical and attitudinal) where-ever they exist. The objectives are to:

1. encourage and educate for a non-disabling society;
2. ensure rights for disabled people;
3. provide the best education for disabled people;
4. provide opportunities in employment and economic development for disabled people;
5. foster leadership by disabled people;
6. foster an aware and responsive public service;
7. create long-term support systems centered on the individual;
8. support quality living in the community for disabled people;
9. support lifestyle choices, recreation and culture for disabled people;
10. collect and use relevant information about disabled people and disability issues;
11. promote participation of disabled Maori;
12. promote participation of disabled Pacific peoples;
13. enable disabled children and youth to lead full and active lives;
14. promote participation of disabled women in order to improve their quality of life; and
15. value families, whanau and people providing ongoing support.

### **Training and Information to Boards of Trustees**

Every school in New Zealand has its own elected board of trustees. Each school board is autonomous. They have full responsibility for all aspects of governance relating to the school. This includes oversight of all finances, staffing. Training is provided to new boards of trustees every three years. An extract of information that is provided in the training module for Boards of Trustees is appended in Appendix Four

## Parent Training

Implementing family focused partnership interventions in service provision continues to be the main way that support is provided to parents and families of children with special education needs. Inherent within the provision of a family focused service is the fostering of parent support networks. This ranges from providing individuals with information about national parent support organisations to active involvement in the setting up of new community based parent support networks and participation in existing groups.

A variety of courses/workshops are provided for parents. During the past year, the most frequently requested topics have been:

- speech development
- encouraging language development
- supporting positive behaviour
- managing challenging behaviour
- transition to school
- supporting self-esteem in children.

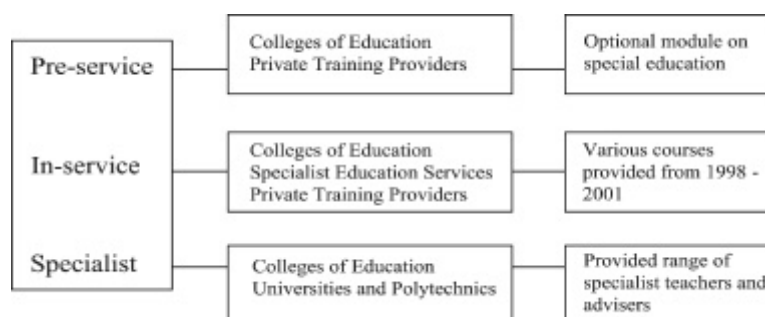
Around 1000 parents have received support through courses/workshops and regular support groups. At least 80% of those who completed formal evaluations rated the courses as good/excellent with respect to relevance, content and presentation.

A number of regular support groups are also operated for parents e.g. playgroups with a parent support focus, groups to support parents of children with Downs Syndrome, Autism Spectrum Disorders and Cleft Palate. Informal feedback from parents/caregivers supports both the courses and the provision of parent newsletters and other resources.

### ***Professional Development for all teachers***

Professional development in special education for teachers is provided in three broad areas: pre-service, in-service and specialist training.

Figure 3: Professional Development for Teachers



Professional development for all teachers has been another critical element of the new special education policy. Between July 1998 and June 2000 all schools in New Zealand had the opportunity to participate in special education professional development programmes. It is the first time that professional development in special education on this scale has been available to all schools. The professional development programme was designed to offer a mix of whole staff information and individual or small group in depth exploration of particular topics. A needs analysis was carried out for each participating school.

Twelve contracts were negotiated with eleven providers for the provision of professional development in all regions of New Zealand. The providers include colleges of education, universities, Specialist Education Services and private providers. Delivery of these contracts vary in length and content, however all:

- provide all teachers and principals in the contracted area with the opportunity to participate in the programme;
- are planned in consideration of the current stage and needs of individual schools and teachers in their knowledge, and application, of good special education practice. Schools participating in the programme expect assistance to undertake a special education professional development needs analysis within the school;
- provide opportunities for school-specific whole-staff development and/or targeted in-depth exploration of issues by individual teachers or groups of teachers; and
- assist schools with the development and implementation of special education policies and programmes within the framework of Special Education 2000.

There are four principles that underpin the professional development programme:

- professional development in special education has to improve student's learning and/or behaviour;
- the school community decides the focus of its professional development.
- ownership of the process by the school community is essential; and
- collaboration between education personnel is an essential element of successful change in schools.

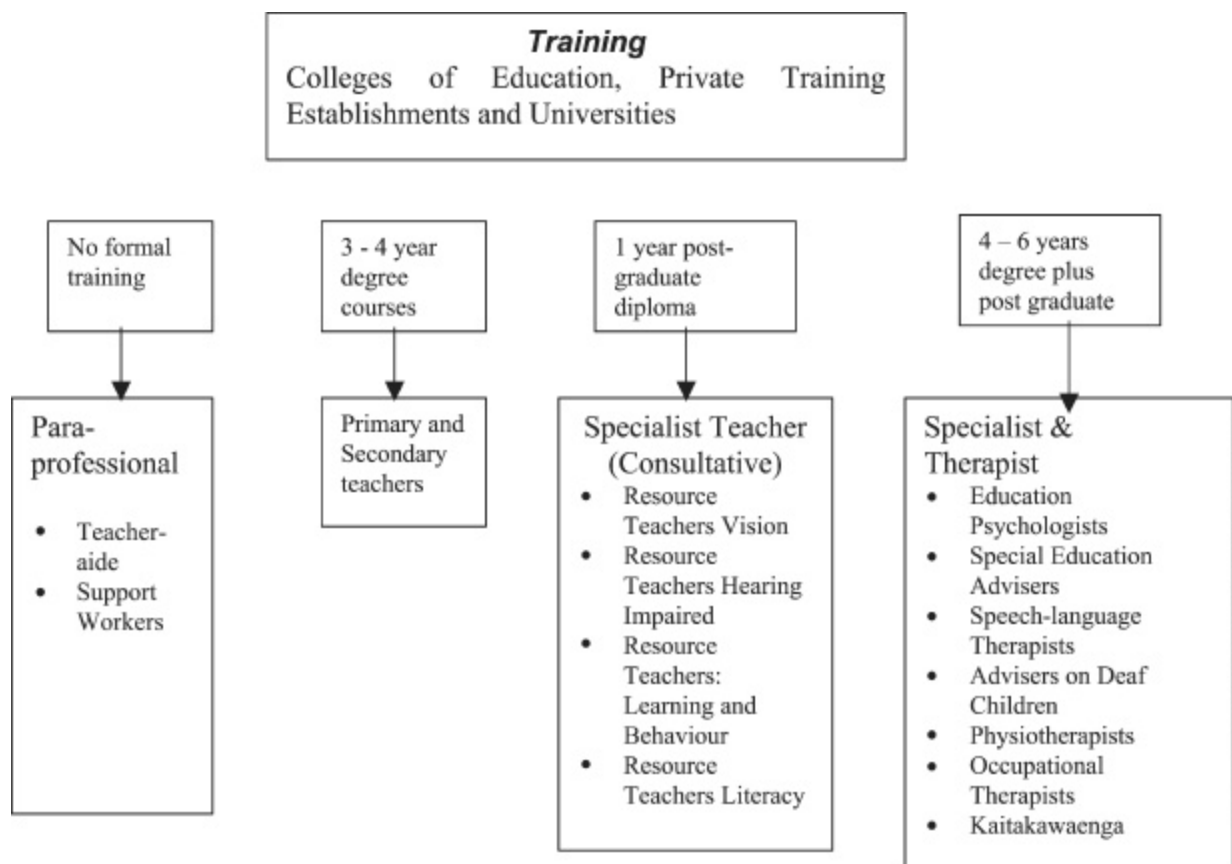
Figure 4: Increasing Awareness



**PART B - IMPLEMENT CURRICULUM PLANS FOR TEACHING METHODS, MATERIALS, TEACHER TRAINING AND SCHOOL DEVELOPMENT FOR CHILDREN WITH SPECIAL NEEDS**

Implementation of effective curriculum plans for children with special education needs is being achieved through an integrated and multi-faceted strategy that involves teacher training, training of specialist teachers and para-professionals. The Ministry of Education provides funding for training for some special education teachers and specialists. These include a full-time course of one year's duration for teachers of the deaf, resource teachers of the visually impaired, early intervention teachers and advisers on deaf children. Other specialists such as educational psychologists, speech-language therapists, occupational, and physiotherapists, qualify through graduate and post-graduate programmes and provided by a university.

Figure 5: Training



This section describes three inter-related components which have a focus on assisting in the effective implementation of curriculum plans for children with special education needs:

- para-professional training and support;
- Specialist Teacher (Resource Teachers: Learning and Behaviour); and
- Teacher training and support.

#### PARA-PROFESSIONAL TRAINING AND SUPPORT

The Minister of Education commissioned a review of the Government's special education policy. The objective was to improve educational services for the 5.5% of students with special education needs receiving education in New Zealand Primary, Secondary and Kura Kaupapa Maori Schools. Dr Cathy Wylie, in her report entitled *Picking up the Pieces* (July 2000) recommended a number of policy, structural and service changes.

One of the recommendations related to the need for a more coherent training programme for para-professionals working with children and young people with special education needs. The

Ministry of Education contracted a University, a Technical Institute, three Colleges of Education and SES to undertake collaborative research, and to develop and deliver an introductory training package to para-professionals who work with children and young people with special education needs, but hold no specific, formal qualifications.

### The Research

An extensive national and international review of the literature was conducted. This identified the role of the para-professional (teacher-aides), their training needs and the components of successful programmes. In addition, two thousand five hundred individual phone interviews were undertaken to provide a detailed profile of teacher-aides working with students with special education needs and their professional development requirements. Thirty-seven face to face focus groups for teacher-aides, principals, teachers, boards of trustees and parents were held throughout New Zealand to establish specific content and delivery for the induction training. Some focus groups specifically targeted Maori communities and Maori and Pacific teacher-aides.

### Some Research Findings

Key findings from the research were:

- teachers are ultimately responsible for the education programme for all students;
- teacher-aides assist the teacher;
- teacher-aides tend to live in the school neighbourhood and often have the same ethnic, cultural and linguistic characteristics as the students (more so than teachers);
- the role of the teacher-aides has changed from one of clerical duties to teaching;
- the teacher-aides' role is more complex with varying expectations from setting to setting, with different student populations and from class to class;
- an important aspect of the role of the teacher-aides is that of a 'bridge' between home and school and between teachers, specialists and therapists;
- teachers expressed concern about teacher-aides undertaking instruction planning and teaching without the guidance or supervision of a teacher;
- teachers are not trained to supervise the work of teacher-aides;
- teacher-aides lack formal training to perform their jobs;
- a variety of different training modules: field based, a web site, formal courses and mentoring;
- 78% of the 2,500 schools had at least one teacher-aides working with students with special education needs;
- one in five schools had six or more teacher-aides;
- there were a higher number of teacher aides in secondary and low socio-economic schools;
- 37% of the schools said at least one of their teacher-aides had a qualification relevant to working with students with special education needs; and
- delivery of the professional development should be face to face, through workshops with core and optional modules.

## The Resource

The resource, informed by the literature search, the survey and the focus groups is currently being developed. It will consist of:

- a whole school component with an accompanying video on the role of the teacher's aide in assisting the teacher to develop, and deliver education to students with special needs
- specific modules incorporating practical strategies to help teacher's aides facilitate learning, friendships and manage students' behaviour.

## Delivery

A copy of the teacher's aide induction package will be delivered to every school and during 2002 each will be offered the whole school training component as well as paid release time for their teacher-aides to attend training.

## RESOURCE TEACHERS: LEARNING AND BEHAVIOUR

As part of the Special Education 2000 policy, a new special education teacher development and support initiative has been introduced, designated the Resource Teachers: Learning and Behaviour (RTLB) programme. Approximately 740 of these consultant resource positions have been established nationwide on a basis that ensures all schools in New Zealand have ready access to this service. The service is intended to work with teachers in assisting them to ensure educational success for students with moderate learning and/or behaviour difficulties.

The Government has funded all Resource Teachers: Learning and Behaviour to complete a national professional development programme. This is currently being delivered collaboratively by three universities: Auckland, Waikato (Hamilton) and Victoria (Wellington) in association with Specialist Education Services (SES).

This programme of part-time study consists of four university papers to be completed over two years. It is delivered through a mix of regional block courses (2-3 days per month), on-line discussion and school-based practical assignments. The programme leads to either a graduate or post-graduate Diploma in Special Needs Resource Teaching, which may contribute towards a Masters degree in Education or Special Education.

### *Paper One*

The first paper (Te Kuhuna) examines key concepts and theoretical issues that govern the interaction of individuals and small groups of students and the contexts in which they experience learning and behaviour difficulties. This includes consultation, effective assessment and intervention strategies that support effective, positive change. The Te Ao Maori section of this course aims to increase students' knowledge and understanding of the Maori holistic worldview, one that links the past and present, the sacred and secular, the physical and spiritual. RTLBs are also introduced to



an analysis of the Treaty of Waitangi in terms of responsibilities of educational professionals, particularly those who are non-Maori.

### ***Paper Two***

Classroom contexts and their impact upon the learning and behaviour of students are analysed in the second paper (Te Putanga). Emphasis is placed on assisting teachers to develop inclusive classroom environments that enhance academic and social behaviour and strategies for adapting instruction in the least intrusive way. The Te Ao Maori section of this course aims to broaden and deepen students' knowledge and understanding of the Maori world. Two main themes are explored: Growing up Maori, which focuses on the introduction of social, economic and cultural factors in contemporary whanau (family) and iwi (tribal) life, and the connections between Maori language and Maori cultural values. The bicultural content introduces intervention programs aimed at improving the achievement of Maori students.

### ***Paper Three***

The third paper (Te Raranga) analyses school and community contexts and their impact on student learning and behaviour. Here an emphasis is placed on consulting and collaborating with schools and community members to put in place effective strategies and programs, which will enhance outcomes for students. Also emphasised is the importance of whanaungatanga for RTLBs' understanding of the need for whanau support systems in schools and for getting assistance in locating appropriate Maori people to approach when trying to enhance learning for Maori students.

### ***Paper Four***

A supervised practicum incorporating a portfolio of professional practice that demonstrates achievement of the learning outcomes constitutes the fourth paper (Te Huarahi).

## **Training Courses for Teachers**

In addition to the Special Education Professional Development Contracts, there are also a variety of training programmes provided for teachers. During the past year, training programmes have been provided for teachers to support them in meeting the needs of students with moderate speech-language needs. These include:

- Communicate to Participate which provides training for teachers in working with children who have moderate speech-language difficulties. There is also a Maori version, called Kawea Te Rongo.
- Language Links, is a course that assists teachers of years one to three students devise appropriate classroom strategies for a range of moderate speech-language needs.
- Speech and Language Development in School-aged Children.
- Phonological Awareness for school staff

- A Helping hand towards Literacy
- Tools For Teachers is a course that builds on Communicate To Participate and supports teachers in their work with students with moderate communication needs.

#### Resource Development

There have been a range of resources developed to support training programmes that include:

- Planning Language Links (booklet and chart). Planning Language Links can stand alone as a teacher resource for accessing information on classroom strategies for students with moderate communication needs. The chart illustrates a framework for developing oral language through linking difficulties with curriculum based classroom strategies.
- Talk to Learn (book and CD-Rom). Talk to Learn contains pictures, games and activities related to 20 themes commonly studied in classrooms. The CD-ROM allows all the materials to be printed.
- a Video Talking to Learn - A guide for Oral Language Groups. This resource has been used successfully in Canterbury and will be available to all SES Areas.
- Listening and Speaking Together - a resource to support teachers in understanding and meeting the needs of students with moderate speech and language needs has been developed as a joint MoE SES Project. This booklet has been completed and is due to be distributed by the MoE.

### **PART C - DEVELOP SPECIAL EDUCATION IN EACH COUNTRY, ENHANCING INTERNATIONAL MUTUAL COOPERATION AND NETWORKING AND TECHNOLOGY TRANSFER IN EDUCATION AMONG COUNTRIES IN THE ASIA-PACIFIC REGION.**

New Zealand has gained considerable experience in a variety of areas relating to the effective implementation of special education. New Zealand is keen to work with other countries on the effective development and implementation of special education programmes that can:

- increase awareness among teachers, parents and the wider community about children and young people with special education needs
- provide training on developing and implementing effective individual curriculum plans for teachers, para-professional and special education teachers
- help countries to develop materials for teachers as well as students with special education needs

At present, there is very little organised at a Government to Government level. There are some co-operative ventures between tertiary providers and either Governments or universities to provide training programmes in one or two countries. Some individual experts in special education have also assisted.

New Zealand is willing to assist. We have a wide experience in adapting programmes to meet different ethnic requirements.

## Conclusion

The successful delivery of professional development, training and inservice for those involved in special education requires the development of effective partnerships. This involves the Government, schools, tertiary institutions and special education providers working together to ensure that teachers (both general and special), para-professional and specialist are empowered to best meet the needs of children and young people with special education needs.

A close partnership between New Zealand schools and their local communities has been formed. Parents/caregivers are now involved in the education of their children. Children and young people with special education needs require the best of those involved in the provision and delivery of special education. The goal of improving the delivery and quality of special education will be achieved through improvements and changes to professional development, pre and in-service training.

## Appendix One: Key Facts on Special Education Resourcing in New Zealand Schools

New Zealand currently has 729,000 students in the compulsory school sector, with over 2,724 state and state-integrated schools.

- Around 7,000 students, or 1 percent of the total school population, were in the Ongoing Resourcing Scheme at 1 July 2001.
- Around 6,000 students, or 1 percent of the total school population are expected to receive assistance through the initiative for students with severe behaviour difficulties.
- Around 9,000 students, or 1 percent of the total school population are expected to receive assistance through the initiative for students with significant speech and communication difficulties.
- There are 770 Resource Teachers: Learning and Behaviour who work with teachers and students who have moderate to high behaviour and/or learning difficulties.
- Special Education resourcing represents about 5 percent of the forecast expenditure on school education for the 2000/2001 fiscal year.
- Sixty percent of all New Zealand schools have at least one student in the Ongoing Reviewable and Resourcing Scheme.
- There are 48 special schools (1.7% of all schools) with 2,113 students (0.29% of all students) enrolled.
- The Government no longer prescribes classes or units for students with disabilities or difficulties in regular schools.

## Appendix Two - Resource Teachers: Learning and Behaviour Course

The RTLB role is a new and challenging one that demands a high degree of professional expertise, knowledge and experience. In preparing RTLBs to work within an educational paradigm and promote the development of effective learning environments, the programme has drawn on five recurring themes:

1. a collaborative consultative model of service delivery;
2. a focus upon an inclusive teaching philosophy which recognises and values diverse strengths irrespective of age, gender, ethnicity, ability/disability;
3. educational /ecological approach to assessment and intervention, utilising applied behaviour analysis and data based decision making strategies;
4. acknowledgement of cultural values and preferred practices from within a Maori world view; and
5. reflecting on and evaluating professional practice.

### Collaborative consultation

RTLBs have the challenging task of supporting their teacher colleagues to take up their individual and collective responsibility for the learning and behaviour of all students in their classes and school. This is consistent with the ecological paradigm that locates learning and behaviour problems within the interactions between students and the learning contexts available to them, in their classrooms, schools and in the community.

Such a supportive role calls for expertise and experience in overcoming learning and behavioural difficulties. However, the role also calls for expertise in getting alongside colleagues, sharing knowledge and skills with them, and working together to overcome learning and behavioural difficulties experienced by students within their classrooms and schools. This requires skill in the consultative collaboration process.

RTLBs need to collaborate closely with their teaching colleagues and principals, negotiating, facilitating and coordinating changes in school systems and routines. They also need to consult and collaborate with families, professionals and agencies outside the school, including such as the educational psychologists and workers from the Children, Young Persons and Family Service. Our professional development program therefore includes both instructional materials and opportunities for RTLBs to develop their consultative and collaborative skills.

### Focus upon inclusive education: recognising and valuing diversity

Within the ecological paradigm, assisting students experiencing learning and behaviour difficulties is conceptualised as essentially a teaching and learning issue for the whole school and community.

It requires a shift away from identifying specific categories of damage, dysfunction or disability and matching these with corresponding specific 'expert' instructional packages. Instead, the working focus is on identifying what specific local adaptations to the curriculum and teaching strategies are required to meet the learning needs of individual students in their present classroom and school context. As noted elsewhere advocates for inclusive education argue that the issue is not how to fit students with special needs into regular schools but how to develop schools that fit, nurture and support the educational and social needs of every student.

The classroom teacher is the key to success in an inclusive classroom because teacher attitudes and teaching strategies largely determine the outcome of educational development. Within the ecological paradigm, regular class teachers require new skills to teach in ways that are inclusive of the diversity of children in their classes. These include applied behaviour analysis skills, inclusive instructional practices and flexible programming. Teachers are more likely to be committed to developing these skills if they appreciate the values of the philosophy of inclusion and the need to develop classroom practices consistent with these.

Inclusive teaching, strategic teaching and reciprocal teaching are powerful strategies for effecting change within classrooms and schools. They enable teachers to explore different ways of analysing and presenting curriculum tasks, different ways for students to gather information, different ways of communicating that information, and different ways of assessing and evaluating what has been learned.

Strategic teaching practices might involve multi-level teaching, co-operative learning, instructional scaffolding, action-based learning, reciprocal teaching, class-wide or school-wide peer tutoring programs. They might also include both individual and co-operative group work and individual assessment; and the involvement of parents and community in the teaching and learning process.

The RTLB program incorporates the practice of a range of inclusive teaching strategies in the context where possible of examples or illustrations from the New Zealand and Australian literature. Co-operative learning strategies are modelled regularly to facilitate the process. "Mentioning strategies is not enough. Teachers must have clear examples of how strategies work for different types of students and how to orchestrate the whole."

### ***Ecological approach to assessment and intervention***

In assisting teachers to become more effective, RTLB need to begin by assessing not only student learning and performance, but also the learning environments in which they work. Part of this process will require RTLB to diagnose and troubleshoot instructional practices and activities. For this purpose, TIES II, The Instructional Environment System has been adopted as a fundamental assessment and evaluation instrument. A New Zealand version of TIES II, which is more directly

related to our curriculum, teaching styles and cultural environment, is currently being developed by the University team in collaboration.

Another part of this process will require RTLB to effect changes within the assessment and instructional practices of their colleagues. Applied behaviour analysis and behavioural interactionist perspectives are important aspects of RTLB professional development. In applied behaviour analysis, there is a commitment to changing behaviour by analysis and intervention in those contexts where real learning and behavioural problems are occurring. Students' behaviour is observed and understood in its appropriate ecological context. This perspective is characterised not only by the collection of data and analysis of antecedent, situational and consequent events, but also by making effective decisions about teaching and learning based on that data. As noted above however, these skills alone are not sufficient. To be successful as change agents, RTLB need interpersonal skills to be able to engage effectively with the key people directly involved if interventions are to be successful.

### **Cultural values and preferred practices from a Maori world view**

The greatest ethnic group representation among students experiencing learning and behavioural difficulties in conventional schools in New Zealand is Maori. The rate of suspension and expulsion of Maori students is several times that for non-Maori students. An important aim of our program is to prepare RTLB to improve the quality of support to teachers of Maori students in conventional and Maori medium classes.

Only six percent of the RTLB currently in training are Maori. Our program therefore needs to include specific training for non-Maori in this area. Otherwise, the majority of newly appointed RTLB will lack sufficient knowledge and understanding of Maori cultural positions on human development and on learning and teaching to provide effective support for Maori students.

As noted previously, the development and delivery of the program also reflects a commitment to honouring the Treaty of Waitangi, especially Article Two (a) which addresses issues of curriculum development, teaching methods (including assessment and evaluation practices) and the control of educational research. There is also strong representation of a Maori world view within the program.

### **Reflective practice**

Reflective practice offers one important way for RTLB to develop their expertise and ensure that their professional behaviour is consistent both with the ecological paradigm and with the resource teacher role. The program assists RTLB to reflect on their own practice in assessment and in working collaboratively with teachers, parents and students in making professional decisions on the basis of verifiable data as well as in respecting Maori cultural practices and Maori-preferred learning and teaching strategies.

Following reflection on their initial practice, RTLB are guided to make improvements and generate data on their improved practice. Clearly this process involves them in examining and revising the assumptions and beliefs that underlie their own professional practice. Important among these assumptions and beliefs are those arising from their own language and culture. The program therefore assists RTLB to evaluate the adequacy of their professional practice in terms of the match between their behaviour and their intentions; the effectiveness of outcomes; and with reference to established theory and examples of good practice.

### Appendix Three - Vision of a Non-Disabling Society

The vision of the New Zealand Disability Strategy is a fully inclusive society. New Zealand will be inclusive when people with impairments can say they live in a society that highly values lives and continually enhances the full participation of people with disabilities. This will happen in a country where:

- Disabled people have a meaningful partnership with Government, communities and support agencies, based on respect and equality
- We have moved forward from exclusion, tolerance and accommodation of disabled people to a fully inclusive and mutually supportive society.
- Disabled people are integrated into community life on their own terms. This means that equal opportunities are assured but individual choices are available and respected.
- The abilities of disabled people are valued and not questioned
- Interdependence is recognised and valued, especially the important relationships between disabled people and their families, friends, whanau and other people who provide support
- Human rights are protected as a fundamental cornerstone of government policy and practice
- The diversity of disability people, including their cultural backgrounds, is recognised and there is flexibility to support their differing aspirations and goals
- Disabled people are treated equitably, regardless of gender, age, cultural background, type of impairment or when and how the impairment was acquired.
- Community-based services ensure that disabled people are supported to live in their own communities and institutionalisation is eliminated
- The idea that society imposes many of the disabling barriers faced by people with impairments is widely understood and, therefore, legislation, policy and other activities enhance rather than disable the lives of people with impairments.
- The principles of the Treaty of Waitangi are recognised.

## Appendix Four – Information for Boards of Trustees

*"I want to be like my peers, I want to belong, I want to feel important and be successful..."*  
**Every child has the right to learn, to reach their full potential. A school trustee can have significant influence over the environment within which this takes place.**

<p><b>Legal Responsibilities</b>          The Education Act 1989 (Section 8) and the Human Rights Act 1993 (Sections 21 and 57) clearly mandate the requirement that all students are entitled to inclusion in schools and may not be discriminated against on the basis of disability.</p> <p>Every student has the right to learn in accordance with the principles and values of The National Education Guidelines (NEGs), National Administrative Guidelines (NAGs), The New Zealand Curriculum Framework and the Special Education 2000 Policy Guidelines.</p>	<p><b>Policies and Procedures</b>          Boards have an obligation to ensure that appropriate special education policies are in place. In particular the policies should:</p> <ul style="list-style-type: none"> <li>• Ensure they are objective, value diversity, are integrated with the curriculum and fulfil the special education policy guidelines and other legislative requirements.</li> <li>• Ensure children with special education needs are welcome at the school, unless new enrolments are limited under an enrolment scheme approved by the secretary of education. Note: an enrolment scheme may not be used as a reason to exclude a student with special needs.</li> <li>• Understand the special education resourcing and support available, and how it is allocated and reviewed within the school.</li> </ul>
<p><b>Partnership</b>          Special education is about those involved with the student working together to find the best approaches, programmes, teaching strategies and resource support that will enable students to reach their full potential. Quality partnerships between boards, schools, specialists, parents, caregivers and families/whānau will:</p> <ul style="list-style-type: none"> <li>• provide strong platform for meeting special education needs for readily resolving any issues as they arise.</li> <li>• promote relationship building.</li> <li>• encourage open consultation and communication.</li> <li>• model mutual respect and provision of feedback without fear of repercussion.</li> </ul>	<p><b>Effective Learning</b>          All students benefit when teachers apply the new skills and strategies that they have learned for meeting special needs in their general classroom programmes.</p> <ul style="list-style-type: none"> <li>• Encourage and support knowledge sharing, professional best practice.</li> <li>• Actively support the introduction of innovative teaching programmes and systems management, creating opportunities that will enable learning, reflection and adaptation of teaching strategies.</li> <li>• Work closely with the parents/caregivers who know the child best and can reinforce the learning strategies at home.</li> </ul>
<p><b>Professional Development</b>          When used within a constructive partnership, new teaching skills will often provide creative solutions in areas other than special education needs.</p> <ul style="list-style-type: none"> <li>• Seek opportunities for professional development, including using parents as a resource.</li> <li>• Encourage regular reporting to the Board on special education.</li> <li>• Request presentations by special education specialists,</li> <li>• Support full staff appraisals, and identifying and filling any gaps in professional development.</li> </ul>	<p><b>Community</b>          Acknowledge, celebrate and promote the diversity of the culture at the school.</p> <ul style="list-style-type: none"> <li>• See that the school incorporates the cultures and values of the local community.</li> <li>• Support and assist families through the governance role.</li> <li>• Act on complaints quickly and effectively, in accordance with the school's complaints procedures and appropriate legislation.</li> </ul>
<p><b>Provision of Resources</b>          The process of meeting student needs is:</p> <ol style="list-style-type: none"> <li>1. Assessment              The student's learning needs are assessed through a variety of ways including observation, interviews, assessments and standardised tests.</li> <li>2. Developing an Individual Education Programme (IEP)              This programme is developed in a meeting between the parent/caregiver, the student's teacher, the student (if they wish to attend) and specialists as appropriate. The IEP should be reviewed at least twice a year, involving all of those on the student's support team.</li> <li>3. Accessing the Resources              The school has been provided with all of the information on the Government's special education resourcing framework, initiatives and application procedures:</li> </ol>	



## Appendix Five Professional Development Content

Stage One: Introductory Seminar	
Outcome	Components
Participants will understand the principles and procedures of Special Education	<ul style="list-style-type: none"> <li>• Characteristics of students with special education needs</li> <li>• Clarification of the scope of the definition of special education</li> <li>• Roles and responsibilities in the implementation of the Special Education policy</li> <li>• Regulatory requirements including the National Education Guidelines and relevant elements of the National Administration Guidelines</li> <li>• Information about interfaces with other agencies, special education services other available services and resources</li> <li>• Developing partnerships with parents</li> <li>• Professional development options</li> </ul>

Stage Two: Needs Analysis	
Outcome	Components
A full profile of the school's current special education delivery is prepared that identifies strengths and specific areas that would benefit from professional development	Representatives from the school and facilitator work together to characterise the school's current special education delivery and identify the specific features that could benefit from professional development. Participation by the school community in the needs analysis and in the selection and customising of the modules for the third stage is an essential component of this model.

Stage Three: Modules	
Outcome	Specific Modules
The school selects from the choice of professional development modules, each targeting a specific aspect of special education delivery. The programme is uniquely tailored to each school but aims to produce a collaborative result in which the facilitator and participating staff agree on the outcomes.	<ul style="list-style-type: none"> <li>• Managing the Special Education Grant</li> <li>• Planning for students</li> <li>• Teaching strategies</li> <li>• Finding and Establishing Resources and Services</li> <li>• Maori students with special education needs</li> <li>• Whole Class Behaviour Management</li> <li>• Behaviour Management for an Individual Student</li> </ul>

# **PAKISTAN**

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## INTRODUCTION

This paper addresses the main topic of the Seminar i.e. "Developing Special Education in Each Country and Enhancing International Material Cooperation among Countries in the Asia Pacific region" specifically, the following objectives are covered:

1. Increasing awareness of education for children with Special Education Needs (SEN) among teachers, parents and other people in the country, and action plans to promote (education for All) of children with disabilities - The current status and administration for children with SEN.
2. Plans for curriculum teaching methods and teaching materials, teachers training and school development to be implemented in education for children with SEN - Case studies on inclusive schooling.
3. Developing special education in each country, enhancing international mutual cooperation and networking and technology transfer in education among Countries in the Asia-Pacific region - The current status and administration international mutual cooperation on special education.

## OVER VIEW

2. In Pakistan the existence of high prevalence of disability and the need for making preventive and curative efforts are well recognized at the government and non-governmental levels. Efforts have been made both in the past and the present to carry out programmes for the prevention of disabilities and for the rehabilitation of the disabled. For this purpose a Directorate General of Special Education (under the Ministry of Health, Special Education and Social Welfare) and a number of institutes and centres concerning various aspects of the problems relating to impairments, disabilities and handicaps have been established. To implement the Agenda for Action of the Asia and Pacific Decade of Disabled

Persons (1993-2003), a National Coordinating Committee was formed in Pakistan which held its first meeting in September, 1995 in Islamabad to discuss measures for implementation of the Agenda for Action. Important decisions relating to formation and membership of the National Coordinating Committee were taken. The National Council for Rehabilitation of Disabled Persons (NCRDP) and National Trust for Disabled (NTD) were included in the National Coordinating Committee as these organizations have a very important role in the rehabilitation of disabled persons. Prominent NGOs were also included in the Committee. It was decided to adopt a triangular approach for the welfare and rehabilitation of the disabled persons by involving the Departments of Health, Education and Social Welfare. It was also decided to involve the community by preparing community based integrated programmes for the welfare, education and rehabilitation of disabled.

### SURVEYS.

3. The 1961 census of Pakistan collected data on disability only in respect of the persons who were totally blind, deaf and dumb, and crippled. The persons reported as disabled under the three categories, were about 0.34 percent of the total enumerated Population. The 1973 Housing, Economic and Demographic (HED) survey, collected data on blind, deaf and dumb, crippled and other disabled, and gave their percentage in the total population as 2.08. The 1981 census additionally included the categories of mentally retarded and insane and reported a figure of only 0.45 percent. The relatively higher rate for the HED survey in comparison to both the 1961 and 1981 estimates, can be attributed partly to the quality of coverage and partly to the fact that the HED survey was based on a large sample rather than a complete census enumeration. A national survey of disabled persons was conducted in 1984-85, which estimated the crude disability rate for Pakistan at 4.9%. A survey of disabled persons in Rawalpindi and Islamabad was carried out in 1986 by the Directorate General of Special Education which gave an estimated prevalence rate of 2.5 percent. The distribution of different disabilities in the 1986 survey was as follows:-

a. Mental disability.	21%
b. Visual Impairment.	15%
c. Hearing Impairment.	09%
d. Physical disability.	33%
e. Multiple/Complex disability.	19%
f. Not classified.	<u>03%</u>
	100%

4. A Nation wide information/data regarding prevalence of disability in Pakistan is now available as a result of the National Census 1999. According to this Census the overall figures on various forms of disability is 2.5%. This cannot be considered entirely representative as information about disability was only a segment of a large questionnaire.

## SPECIAL EDUCATION

5. There are 46 special education centres established under Directorate General of Special Education and three under the National Trust for the Disabled respectively with the following facilities:-

- Assessment and diagnostic services.
- Special Education Services to Primary (class 5) Level.
- Provision of personal aids and appliances.
- Curriculum development.
- Sports Recreation and co-curricular activities.

6. Disability wise break-up of these centres is given below:-

Visually Handicapped Centres (VHC)	11
Mentally Retarded Centres (MRC)	12
Hearing Impairment Centres (HIC)	12
Physically Handicapped Centres (PHC)	11
Multi - disability.	03
<b>Total:</b>	<b>49</b>

7. In addition there are Special Education programmes institutions established by the Provincial Governments and NGOs through out Pakistan (6). Their numbers are given below:-

a. Provincial Government Institutions:

	<u>HI</u>	<u>MR</u>	<u>PH</u>	<u>VH</u>	<u>MULTIPL</u>	<u>TOTAL</u>
Punjab	25	2	3	14	8	52
Sindh	2	-	-	2	13	17
NWFP	9	1	-	7	3	20
Baluchistan	1	1	1	1	1	5
<b>Total:</b>	<b>37</b>	<b>04</b>	<b>04</b>	<b>24</b>	<b>25</b>	<b>94</b>

b. NGOs Institutions:

	<u>HI</u>	<u>MR</u>	<u>PH</u>	<u>VH</u>	<u>TOTAL</u>
Islamabad	01	02	-	-	03
Punjab	14	11	09	14	48
Sindh	06	08	03	09	26
NWFP	05	02	09	06	22
Baluchistan	02	-	02	-	04
Northern Areas	01	-	04	-	05
<b>Total:</b>	<b>23</b>	<b>23</b>	<b>27</b>	<b>20</b>	<b>108</b>

## TRAINING AND EMPLOYMENT

8. National Training Centre for the Disabled (NTCD) conducts specialized training programmes in carefully selected skills. The objectives of NTCD are :-

- a. To provide vocational training and rehabilitation services. Training is imparted in trades like welding, bench fitting (machinists), knitting, tailoring and electrical/electronic equipment.
- b. To facilitate provision of placement services.
- c. To demonstrate to the community the ability of handicapped to become contributing members.
- d. To equip the handicapped to become productive members of the society.

9. Apart from National Training Centres for Disabled, Vocational Training Centre for Disabled have also been established one each at Karachi and Lahore to execute activities similar to N.T.C.D.

## NATIONAL INSTITUTE OF SPECIAL EDUCATION (NISE)

10. NISE was established in 1986. Main functions of Institute are to develop programmes for manpower training in Special Education by organizing short and long term and long terms courses, to collaborate with Universities and International agencies etc. to develop and publish material for the guidance of Special Education Teachers, parents and other professionals and to promote research activities. Other functions of this institute include; uniform policy regarding admission, assessment and placement of Special Children, curriculum development and also to evaluate the progress of children.

## FUTURE PLANS.

11. The National Policy for Persons with Disabilities covers aspects of Special Education and recognizes that there should be "equal opportunities for & access to education, vocational training, employment & rehabilitation services for persons with disabilities without any discrimination. Further, that in planning & implementing educational, training and rehabilitation programmes for persons with disabilities, consideration is given to the needs & desires of people with disabilities themselves, their families & communities they live in" (1). General principles to be followed encompass a holistic approach, flexibility and links with international movements. Developments in the area of plans and programmes concerning persons with disabilities has been characterized by constant experimentation and new concepts formation. One of the most active areas in this regard has been the movement away from establishment of special schools. There has been a tendency, for adopting these concepts and approaches without critical appraisal and evaluation for their suitability to the prevailing conditions. A good deal of thinking and preparatory groundwork is required for the successful implementation of integration and mainstreaming programmes. Some of the areas for the preparatory work relating to such programmes are:-

- Alignment of policies between the federal government and the provincial governments at the level of relevant ministries and departments.
- Changes in curriculum.
- Provision of specialized aids, equipment and appliances.
- Provision of ramps and handrails for safe mobility of students with disabilities.
- Access to relevant facilities such as public transport, public toilets etc,
- Change in the attitudes of teachers, peer groups, parents of children without disabilities and community at large.
- Training of regular education teachers in special education to work with students with disabilities and special needs.

12. Special classes in regular schools will be established with the involvement and patronage of the Ministries of Education at federal and provincial levels to achieve the following two objectives :

- To increase integration in order to minimize isolation of persons with disabilities to increase the contribution by such persons to national economic and social progress.
- These special classes will be handled by teachers with qualification and training in special education from recognized training institutes. The teaching will be based on modified curriculum and specialized teaching aids. This arrangement will cater for the needs of children with disabilities in regular education school system. The Federal Ministry of Education, with its provincial counterparts, will play its role in expanding this programme throughout the country.

13. Instead of establishing separate special education institutions, it will be highly economical, if special education units are established within the premises of regular schools to provide educational facilities to students with disabilities (5). This arrangement will require some structural stages in the regular schools in terms of specialized curriculum, specialized teaching methods as well as physical arrangements such as ramps and special toilets. These special education units in normal schools will be manned by qualified teachers. This arrangement will not only cost effective, but also will provide intermediate steps towards full and comprehensive integration. A developing country like Pakistan is faced with a challenge of building bridges between special education schools and normal school, which needs to be addressed with urgency and an open mind.

14. In order to encourage persons with disability to pursue higher studies, specified percentage of seats will be reserved for those who have the required qualifications laid down by relevant rules and regulations. Institutions in the private sector will be encouraged to adopt similar approach through the provision of special grants. Certificates issued by the District Disability Assessment Board, documenting the disability as well as ability of the student, will be required for admission to all educational institutions for higher education, both in technical as well as non-technical areas.

Quota for persons with disability will be 2% with 20 additional marks. Arrangement will be made for special grants and stipends Pilot projects at the provincial level will be started with the reserved seats in colleges as well as hostels at the provincial level. Charges for persons with disabilities may be waived or subsidized. A policy of "pairing" of a disabled person with a normal person as to be introduced. NGOs efforts in this regard will be supported.

15. In view of specific requirements of students with disabilities, a special examination system will be developed under the existing Board of Intermediate and Secondary Education and other relevant authorities, with slight changes suited to the needs of persons with disabilities.

16. The Ministry of Women Development, Social Welfare and Special Education has given financial and technical support for the establishment of Advanced Diploma/M.Ed. courses at the Allama Iqbal Open University and at the Universities of the Punjab and Karachi to increase the supply of teachers with post-graduate qualifications in special education. Such post-graduate courses need to be made available at other universities, once it becomes possible to recruit faculty members, who are appropriately qualified and experienced. The Ministry will continue to support such programmes

#### TRAINING OF OTHER RELEVANT PROFESSIONALS

17. Initial training courses for social welfare workers and courses at post-graduate level will also include an element of awareness training in disabilities from the perspective of that profession and its role related to persons with disabilities. The development of specialized courses in social work will be undertaken at university centres.

18. The training of doctors, pediatricians and other related specialists in the diagnosis of disabilities will also be provided at medical colleges or at relevant departments at the university level in order to build up well-qualified professional teams.

19. The number of training institutions available for occupational therapy and physiotherapy needs to be increased along with training centres for speech therapists and other professionals. Training facilities at National Institute of Handicapped (NIH) and other institutions have done pioneer work in these areas, which will be continued to be supported through the collaboration of federal, provincial governments and international donor agencies.

#### CURRICULUM TEACHING METHODS & TEACHING MATERIALS.

##### A. CURRICULUM FOR VISUALLY IMPAIRED.

20. Most students with Visual Impairment receive instructions not only in the usual academic

subjects, but also in special skills that are needed specifically to help compensate for poor vision or the loss of vision. The visually impaired children are also being taught in the following special areas that can help children compensate for a visual loss and develop their skills and concepts more clearly :

1. Sensory development (Visual, auditory, tactile, olfactory/taste).
2. Concept development (directionality, size, positions, time etc.)
3. Pre-vocational skills (on task-behaviour, task completion).
4. Visual efficiency training (use of residual vision).
5. Listening skills.
6. Braille reading & writing (arithmetic frame, maths in Braille and abacus).
7. Orientation & Mobility (Protective techniques, sighted guide & come travel).
8. Activities of daily living (personal grooming, eating & meal preparation).
9. Using technology (tape player, computer).
10. Low vision devices (hand magnifiers, telescopes).
11. Social skills training.
12. Counselling.
13. Career education.
14. Vocational education.

21. The teaching material used is mostly prepared by the teachers according to the visual need of the child along-with prepared/ready made models of various things.

#### **B. CURRICULUM FOR HEARING IMPAIRMENT**

22. Curriculum for preparatory Classes of Hearing Impaired Children has been developed. It is based on pre-reading, pre-writing and pre-arithmetic skills. It also consists of basic religious knowledge and character building. Necessary modification and adjustments in Normal School Curriculum of Class I to V has been made for hearing impaired children and it is being implemented in Federal Government Special Education Centres, Provincial Government Centres and Non-Government Organizations. Work on necessary modifications and adjustments in Middle School Curriculum of ordinary school for Hearing Impaired Children is in progress.

23. Teaching methodology for Hearing Impaired children is through direct experience, visual aids, written language, spoken language, sign language. Emphasis is on language teaching with short and easy sentences.

24. National language is used in teaching emphasis is on visual aids. However, Pakistani Sign Language is also used. Important signs for the vocabulary based on Primary School syllabus, as well as general vocabulary have been developed and three books have been compiled for the



guidance of teachers and parents. Other teaching material consisting of charts, cards, pictures and models etc. is also used.

### C. CURRICULUM FOR MENTALLY RETARDED CHILDREN.

25. Faculty of Mental Retardation, NISE developed a Curriculum Intervention model and implemented it in 1998 in the Centres for MR run by Directorate General of Special Education and some NGOs who were willing to use it. This is an objective based curriculum document providing detailed structured information in a developmental sequence of behavioral skills and serves the following purposes:

- a) To identify child, ability in terms of strengths and weaknesses.
- b) A monitoring system to make sure that changes are occurring.
- c) Enables the teachers to assess plan, program and keep records.

26. The curriculum has two parts. Part-I provides detailed structured information available to all teachers in the form of a record book for each individual child concerned with "What" to teach. Its aim is "The best possible Normalization By Optimal Utilization of Child's Potential in all Major Areas of Development & Learning"

27. Part-II deals with "How" of teaching. It identifies an agreed procedure of teaching intervention which includes - Assessment, Program Planning, Record Keeping and Evaluation.

28. Assessment is an integral part of this curriculum design based on criterion reference approach. This assessment provides a clear base-line of what the child can do and what objectives to select to teach next i.e. IEP(Individualized Education Plan).

29. Montessori equipment and low-cost and no-cost audio visual aids are used for training and teaching. The teachers depending on the requirement of the objective and individual needs, prepare most of the material.

### D. CURRICULUM FOR PHYSICALLY DISABLED CHILDREN.

30. The curriculum and educational goals are the same as for abled children in regular schools. In addition special instructions in mobility skills, daily living skills and occupational skills are considered while teaching the physically disabled children. In addition, children with neurological damage, such as spina bifida with hydrocephalus or cerebral palsy, due to their complex handicap may have intellectual impairment, sensory deficit, perceptual deficit and possibly speech and language disorders. They are provided special assessment of their educational needs and special teaching following modified curriculum in accordance with their requirements.

31. Basically, they are the same strategies used with regular children, the sequence is determined beginning with what the child can already do and leading to an ultimate goal and the child's performance for each successive step is rewarded.

32. Audio visual aids with adopted teaching material according to the child's physical condition. Some other allied services are also provided in special schools like:-

1. Physiotherapy.
2. Speech therapy.
3. Occupational therapy.
4. Counselling.
5. Parental Guidance Service.
6. Physical Adaptation in Building.

### TEACHER TRAINING.

33. The National Institute of Special Education (NISE) under the Directorate General of Special Education is taking a lead role in training teachers using multiple methods, material & approaches. The institute develops programmes for training teachers & other professionals in Special Education through short & long courses leading to certificates diplomas in Special Education.

34. It also disseminates materials to guide parents, teachers & general public of special needs education & assists the Centres in responding to curriculum problems. The areas covered in designing training programmes in four disabilities cover basic introduction to a particular disability, assessment, teaching methodology, class room management, parent-teacher partnership rehabilitation, vocational skills, career guidance etc.

### INCLUSIVE EDUCATION

35. Integration of students with disabilities is not entirely new to Pakistan. Various attempts have been made in this area with varying degrees of success. As noted in the UNESCO report the impact has however not been especially significant.(8) Govt. of Sindh, Pakistan (4) tried an experience by setting up Special Education Units, in a phased manner during 1982-86. In each Unit two teachers of Special Education were provided, the Units were established in a class room adjacent to a primary school. The Unit worked well but it was realized that unless full-fledged schools for disabled are constructed nothing better could be done. Later on, independent special schools, were established. These schools showed better performance by feeding the special education Units with children with disabilities who showed better performance. It was concluded that basic knowledge of special education be provided to all the Primary and Secondary teachers of schools

in the cities by holding training programme of a week's duration. Secondly, independent special schools be established in all the major districts/sub divisional towns. Thirdly, Special Education Units be established at district levels in normal school but they should not be treated as an alternate to special schools. In an other independent study (7), a similar approach was suggested wherein the new trend is to move away from the disability category and look at the needs of students who require support for shorter or longer period during schooling.

36. Inclusive Education has been widely adopted as the only possible and responsible solution for countries to reach the goals for Education For All, as stated by the World Education Forum (Dakar, 2000). As reported by UNESCO Consultant (8), hesitation in the field of Inclusive Education comes from people claiming that both schools and society are not prepared for such an endeavour. It is reported that attitudes presently are not in favour of placing children with disabilities in regular schools for fear that Principal, parents and other children may protest. It is not a question of placing of child with a disability into regular classes unless working methodology is changed. Inclusive Education has a development approach that will lead to better performance. Among the elements of such a project are group work, child to child education (peer teaching), variegated working method, exploratory approaches etc. The consultant has proposed an approach for inclusive education that is small enough to be manageable and also approachable in terms of training courses, equipment and possible construction for accessibility in school places. Government is working out the details for initiation in 15-20 regular primary schools in and around Islamabad.

#### INTERNATIONAL COORDINATION.

37. Pakistan is actively cooperating with International Agencies in the field of Special Education. In the past it has cooperated with ILO in Developing Community Based Rehabilitation (CBR) programmes. It has also cooperated with UNESCO in developing Pakistani Model of Portage Guide to Early Education.

38. In bilateral cooperation, Pakistan has received technical assistance and specialized equipment from Government of Republic of Korea for the National Institute for Handicapped. Korean Volunteers have also assisted National Special Education Centre for Mentally Retarded Children. Similarly, Japanese volunteers under JOCV/JICA are assisting Special Education Institute at Islamabad in the field of Education and vocational training. They have also trained local counterparts. Over the years JICA has provided training to relevant professionals, in the field of Prosthetic & Orthotic Technician Training, Sports Instructor and independent Living for Disabled. Directorate General of Special Education participated in a Workshop on Disability in India. Pakistan has also attended sessions of the Asia Pacific Decade of Disabled. In the NGO sector, the Rotary Club has enabled a local NGO to develop contacts with an NGO in India to transfer knowledge in the development of the "Jaipur Foot".

39. More recently UNESCO has cooperated with Ministry of women of Women Development, Social Welfare and Special Education by sending a consultant for undertake to review the special needs in Pakistan. The consultant is likely to undertake follow-up visit in to 2002.

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# ***PHILIPPINES***

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## **Introduction**

The growth of special education in the Philippines has been given a relatively good support all these years both by the government, non-government organizations and stakeholders in response to the needs and challenges of the times. The level of awareness of both the government and the private sector in providing equal opportunities to children with special needs have considerably increased. One positive development in special education is the implementation of Republic Act 7277, otherwise known as the Magna Carta for Disabled Persons, an Act providing for the rehabilitation, self-development and self-reliance of disabled persons and their integration into the mainstream of society. In support of this legislation, the Department of Education has directed all school divisions in the country to establish Special Education Centers to help provide effective delivery of special education services nationwide.

Although special education in the country started 94 years ago, in many respects, the demands and needs of this program have not changed.

The advent of the 21<sup>st</sup> century requires new perspectives and directions in special education to meet the needs of the disadvantaged children against the persistent challenges and demands of the new millenium.

## **Special Education in the Country**

Several years back, Dr. Teresita G. Inciong in her country report in practically the same Forum, cited some problems and concerns which beset the SPED program in the country. In partnership efforts with other government agencies, non-government organizations and other stakeholders, we are slowly generating positive results.

Below are some of the concerns besetting the SPED programs which have been correspondingly addressed:

### **1. Inadequate Special Education Services Throughout the Country**

Table 1 (See Annex 1) shows the enrolment report of children with special needs in schools nationwide. Since 1994 or in a span of 6 years, there's a steady increase in the number of clients being served in schools. This may be attributed to the availability of teachers trained in special education. While there is still a good number of special children who are unaccounted for, either they are out of school or in school but have

not been identified, somehow it can be told that the SPED program in the country is now a "milestone towards making a dream".

The implementation of the Magna Carta for Disabled Persons has strongly supported the possible improvement of the delivery of special education services.

## **2. Limited Facilities, Materials and Equipment for Systematic and Scientific Early Identification and Screening Procedure**

This remains a drawback in some of the public elementary schools with SPED programs. Except a handful of schools like the Philippine School for the Deaf (PSD) which is one of the special schools in the country. PSD has acquired a state of the art building from Hongkong-Shanghai Banking Corporation equipped with modern facilities and equipment which facilitates accurate and scientific screening procedure for early identification of children with hearing problems. In the same manner, from the private sector specifically St. Lukes Hospital and the University of Santo Tomas Hospital provide services like Infant Screening as early as 2 days old.

## **3. Early Intervention Program Is Not Sufficient**

An initiative has been undertaken by the SPED Division of the Department of Education in collaboration with Christoffel Blinden-mission International, an NGO in conducting Training Workshops since 1998 for SPED and regular teachers, social workers and parents of children with disabilities for them to be trained in the home teaching process using the Portage Guide to Early Intervention. Early childhood care education has been our focus in recent years by training preschool regular teachers on inclusive education and early intervention.

The University of the Philippines - Philippine General Hospital (UP-PGH), Department of Rehabilitation Medicine and the Rotary Club of Manila San Miguel has put up a hospital-based pre-school building where appropriate educational intervention is provided by a teacher from the Division of City Schools, Manila.

Moreover, the participation of the private sector is evident. St. Francis K-6 Inclusive School, a private school in Metro Manila with funding assistance from Japan Ear Foster Parent provides early intervention program for children with special needs.

## **4. Fast Turn-Over of Special Education Teachers**

A good number of SPED trained teachers has left the service in favor of a better pay offered by schools abroad. Or, some easily get promoted to higher positions.

One way of holding back teachers from leaving their jobs is to provide incentives and welfare benefits. The Department of Education issued DECS Order No. 5, s. 1998 which articulates among others the need to reclassify regular teachers items to special education teachers' items.

In other words, salaries of regular teachers who are actually providing educational services to children with special needs are upgraded 3 grades higher than the salary grade the teacher is receiving.

#### **5. Imbalance Between the Demand and Supply for SPED-Trained Personnel**

Institutionalization of the SPED program in regular schools was mandated through DECS Order No. 26, s. 1997. This was deemed important to be able to address the increasing demand of clients with special needs in the light of the dearth of trained SPED teachers. Through the directive all school divisions throughout the country are required to organize at least one SPED Center in each school division.

Recently, the Special Education Division in collaboration with Christoffel Blindenmission International conducted training workshops by cluster regions in Luzon to train trainers on inclusive education who will in turn take the role of training the regular teachers within their localities. Similarly, other NGOs like the Resources for the Blind, Inc. (RBI), Philippine Foundation for the Rehabilitation of the Disabled (PFRD), Katipunan ng Maykapansanan sa Pilipinas, Inc (KAMPI) and the Personnel Managers Association of the Philippines (PMAP) take active role in the exercise of capability building and preparing our teachers especially the regular teachers in handling children with special needs.

#### **6. Attitudinal Barrier**

This is the worst barrier and considered very critical especially in the implementation of a viable and systematic special education program.

Information dissemination campaigns and strengthening the advocacy programs through parent education, orientation sessions with the regular teachers, school administrators, other school personnel, the students and the community helped a lot in the gradual removal of this barrier.

Recent developments showed that the Commission on Higher Education has directed all teacher-training institutions to offer in the curriculum units in special education. This will entitle each prospective teacher gain and equip himself/herself the knowledge and skills of handling children with special needs. The role of the teachers in educating all caregivers is crucial which in the process will help reduce this menace.

#### **7. Lack of Coordination Among Government Agencies in the Provision of Programs and Services**

While there are no consolidated efforts in coming up a systematic program from identification to transition of children with special needs before, this time the Department of Social Welfare and Development through the National Council for the Welfare of Disabled Persons (NCWDP) has taken the lead role in this task. Inter-agency meetings among departments of the government are regularly held to thresh out issues and concerns

and map out plans for the benefit of the marginalized sector.

#### **8. Dearth of Researches and Studies re Children with Special Needs**

The field of special education has in recent years gained recognition among enthusiasts, like teachers and even parents to embark into research and furthering their studies along the area of special education most especially on inclusive education. This is a positive development in special education especially with the offering of special education units in the curriculum of teacher-training institutions or in the pre-service level. With special education as the chosen area, it is expected in a few years time we will be generating a good source of data we can use in program development and improvement.

### **IMPROVING QUALITY AND ACCESS IN SPECIAL EDUCATION**

Our efforts are geared towards the intensification of measures to ensure quality special education. As we realize, the present time is characterized by enormous development of information technology that somehow affects special education in the country.

Concerted efforts have focused on the identification of strategies. These strategies are seen through some initiatives that are likely to meet the many challenges and ever-changing demands of the time.

For the past two decades, the trend in the education of children with special needs is towards the promotion of integration and participation as against segregation.

To help enhance participation rate among children with special needs, inclusive education has become the main thrust in the education of children with special needs in the Philippines. This is implemented through the organization of SPED Center as resource center in special needs education. At present there are already 133 SPED Centers throughout the country.

One model of inclusive education in the Philippines is the mainstreaming program. This can be either partial or total. Its operationalization is best exemplified in the Special Education Center where the Center is part of the regular elementary or secondary school. The shifting of disabled children in the regular class becomes a part of the school program because the children are already within the school. Operating on the principle of placement in the "least restrictive environment" the mainstreaming program can be the Philippine commitment to inclusive education.

There are approaches identified to make inclusive education work in regular schools. These approaches are as follows:

1. Establishment of a SPED Center which will function as a Resource Center to:
  - 1.1 support children with special needs enrolled in regular schools'
  - 1.2 assist in the conduct of in-service trainings for regular teachers, administrators and prospective SPED teachers;
  - 1.3 conduct continuous assessment of children with disabilities and their referral; and
  - 1.4 produce appropriate teaching materials.



2. Information, Dissemination and Education
  - 2.1 Explanation of the concepts of integrated education and inclusive schools to parents and family members, administrators, supervisors and the community
  - 2.2 In-Service trainings in special needs education for all Classroom (Receiving) Teachers
  - 2.3 Continuous orientation of the school personnel and pupils in inclusive schools
  
3. Strengthening the Support Services which include the following:
  - 3.1 Hiring of trained SPED teachers to serve as Resource Teacher/Itinerant Teacher/ Consulting Teacher
  - 3.2 Continuous in-service training of SPED teachers and administrators
  - 3.3 Provision of specialists like physical therapist, speech therapist and other specialists whenever available
  - 3.4 Hiring of teacher-aides from trained parents, community-based rehabilitation workers, community volunteers and others with specialized trainings
  - 3.5 Implementation of the "buddy" system where a trained classmate can be paired with a pupil who has disability
  - 3.6 Provisions of instructional materials, assistance devices and essential equipment
  
4. Parent and Community Involvement
  - 4.1 Provision of parent education
  - 4.2 Involving families, people with disabilities and the community in the decision-making process
  - 4.3 Linkage with other Gos and NGOs working for children with disabilities
  
5. Utilization of the Team Approach to Mastery (TAM)  
(DedeJohnston, Will Proctor and Susan Corey)

In TAM classrooms, students with disabilities are educated alongside their nondisabled peers throughout the entire school day' there is an average ratio of two nondisabled children to each child with disability.

Supporting the SPED Centers are other programs, namely:

***Special Classes***

- Special Day Schools
- Residential Schools
- Special Education Centers
- Itinerant Teaching Program
- Resource Room Program
- Hospital Schools

Table 2 (Annex 2) shows the existing educational facilities for children with special needs.

## ALTERNATIVE MODELS

In pursuance of our goals to the cause of inclusive education in the 21st century some alternative models in the delivery of educational services for children with special needs are put in place:

### 1. *Community-Based Rehabilitation (CBR) Services*

This program is presently undertaken by the National Council for the Welfare of Disabled Persons (NCWDP) with funding assistance from Christoffel Blindenmission International (CBMI). It has for its pilot project in Parapaque City, Metro Manila which will hopefully end this year.

As an alternative delivery system, the approach of CBR has widely been recognized and accepted as the most suitable and viable way of providing comprehensive rehabilitation services and equal opportunities to the majority of persons with disabilities.

Similar efforts are undertaken by some NGOs like Simon of Cyrene Foundation in the Bicol Region and Resources for the Blind, Inc. in Nueva Ecija.

### 2. *Home-Based Instruction for the Handicapped*

This is one model of a community-based rehabilitation service, where instruction takes place in the home. Resource materials in the form of modules are provided for the special child to work on. Parents, parateachers or community volunteers who will act as facilitators are trained to provide the delivery of services. The facilitator follows a systematic program of skills and guides. The child will sequentially go through each task until mastery is achieved.

### 3. *Community-Based SPED Program*

This is an instructional delivery system where the child with special needs is taught particular skills in a natural setting such as the home or any convenient place in the community. This serves as an outreach program of the Special Education Division of the Department of Education addressing the needs of out-of-school handicapped children and youth ages 8-18 years old.

It has a special feature of accrediting the clientele's home study in a regular school program of the parents as the clientele desire it. This is done by recommending the child with special educational needs to take the PEPT (Philippine Educational Placement Test) after giving all the lessons for the CBSPED program. The result of this test will determine the grade placement of the child in the school.

### 4. *Vocational Program*

The ultimate aim of education is to develop in the learner desirable knowledge, skills, values and attitudes that can effectively used to alleviate poverty and improve the quality of life of the individual. Thus, vocational program is an important component of the curriculum for children with special needs. Educational opportunities and other services

are provided in order to maximize their potentials and become productive and improve their quality of life, thus ensuring their integration in the mainstream of society.

In the Philippines, various vocational programs are designed to meet diversified needs of children with special needs. This may come through apprenticeship program, sheltered workshops and the like.

For students with mental retardation, a vocational training program has been conceived as an alternative secondary program. Mentally retarded adolescents are equipped in the school with vocational skills and are recommended to train in the community.

## **SPED PROGRAMS AND PROJECTS**

In our efforts to further enhance inclusive education, the following initiatives are presently considered:

### ***A. SPED Personnel Enhancement Program for Inclusive Education***

For the government to keep the quality of teachers and school administrators and supervisors for special education and for inclusive education it is but imperative to provide them capability building exercises:

Among those initiated by the Special Education Division are the following:

1. Summer Training Program for Teachers of the Hearing Impaired and the Visually Impaired
2. Training Workshop for Teachers of Children with Mental Handicap
3. Scholarship Program on Organization, Administration and Supervision in Special Education (One summer and a five-month duration with a ten-week practicum)
4. Mobile Training for Trainers in SPED
5. Training Program for Teachers in the School Integration of Children with Autism
6. Competence Enhancement of SPED Personnel through National Conferences/Congresses

Table 3 (Annex 3) presents the number of teachers handling children with special needs. Majority of these teachers have received training in special education.

### ***B. Resource Materials Development for Children with Special Needs***

One of the functions of the Special Education Division is to undertake studies necessary for the preparation of instructional/resource materials for special education. It has designed the following preparations:

1. Materials Production in Braille and in Large Print

The Philippine Printing House for the Blind (PPHB) an attached office of the SPED Division, prepares all textbooks in braille and in large print. These materials are later distributed to schools with organized classes for the blind upon request. Closely helping the PPHB in this undertaking is the Resources for the Blind, Inc. (RBI) an NGO, which does massive production of resource materials in braille through the use of computers.

2. Development, Finalization and Printing of Handbooks on:

- 2.1 Inclusive Education
- 2.2 Educating Children with Learning Disabilities
- 2.3 Educating Children with Behavior Problems
- 2.4 Socio-Recreational and Sports Activities
- 2.5 Learning Competencies for the Gifted (LCG) and Enrichment Materials (EM) for Grades I-III

Except for Nos. 2.1 and 2.5, the rest are still in the process of finalization and printing.

### ***C. Researches on Children with Special Needs***

To ensure a baseline data for program development, the following initiatives are ventured into:

1. Curriculum Redirections for Children with Special Needs
2. Impact of Modified Curriculum Program for Special Learners
3. Comparative Study on the Marginal Competencies of Trained and Untrained Administrators in the Implementation of Inclusive Education
4. Development of Program Models for CSNs
  - 4.1 Program Models for Gifted Learners
  - 4.2 Computer Assisted Instructions (CAI) for the Gifted
  - 4.3 Headstart Program for the Gifted
  - 4.4 Integrated Education for Working Children

### ***D. Networking***

Multiplicity of partnerships and collaboration with government agencies, educational institutions, civics organizations and international agencies such as UNESCO, UNICEF, SEAMEO-INNOTECH, Perkins School for the Blind, Mombusho Scholarship of Japan, National Institute for Special Education (NISE), Christoffel Blindenmission International (CBMI), Resources for the Blind, Inc. (RBI) have indeed provided difference in the growth of special education in the country.

Most recent development is the just concluded 15h Asian Conference on Mental Retardation which the Philippines hosted a week ago. The Conference has provided a healthy forum for Filipino and foreign practitioners as well to network and exchange ideas that would redound to the betterment and improvement of educational services for children with special needs.

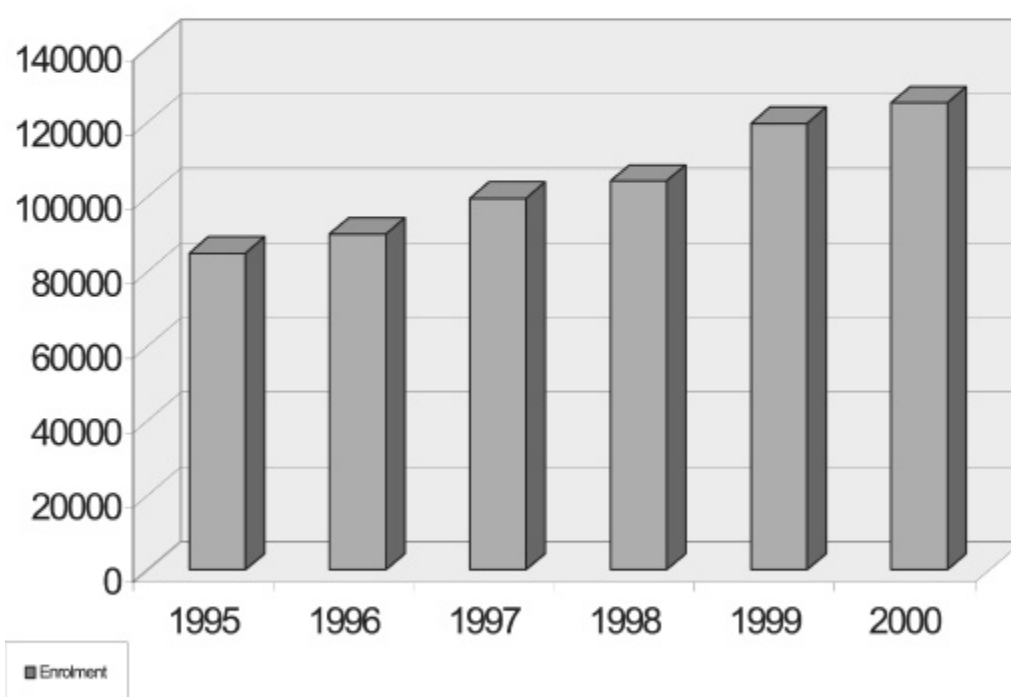
### **FUTURE CONCERNS AND PROJECTS**

As we continue to strive for excellence in the delivery of educational services, the continuing challenge upon us is to provide the best to all children within the mainstream through highly effective and innovative strategies in an enriched and conducive learning environment.

Recognizing the new age of education, the following strategies are identified to hopefully stimulate the challenges of the times:

1. Development of home-based, community based early intervention and other alternative means of service delivery for children with disabilities;
2. Education of parents and families of children with disabilities;
3. Conduct of positive attitude formation program aimed at non-disabled persons in the education system (e.g. school authorities, teachers and students) to break stereotyping of persons with disabilities;
4. Organization of logistical support (e.g. transport and accommodation) to facilitate the participation of persons with disabilities in education programs;
5. Introduction of parent-teacher consultative groups to assist schools in responding to individual educational needs of children with disabilities, as as to ensure successful integration in individual cases;
6. Gradual integration of special education into mainstream inclusive education;
7. Strengthening/updating of training/refresher program for school teachers and other school personnel to improve their capabilities for developing the full potential of students with disabilities;
8. Dissemination of teacher resource materials for use of children with special learning needs;
9. Organization of additional support for regular classroom teachers;
10. Revision of procedures for the administration of examinations to enable children and adults with disabilities to obtain academic qualification, including higher education qualifications;
11. Use of technology and organizations of services to improve access to textbooks and reference materials in appropriate formats; and
12. Strengthen partnership and collaboration in regional and international levels.

Truly the present and the future waves of transformation brought about by this era place us at the advantage of bridging special education of yesterday and special education of tomorrow. We, in education afterall, prepares tomorrow's adults not only for a life of work but also a life of worth.

**Table 1****Enrolment of Children with Special Needs (CSNs)**

SY	1995	1996	1997	1998	1999	2000
Enrolment	85025	90145	99721	104323	119807	125283

**Table 2**  
**Existing Educational Facilities for Children with Special Needs**

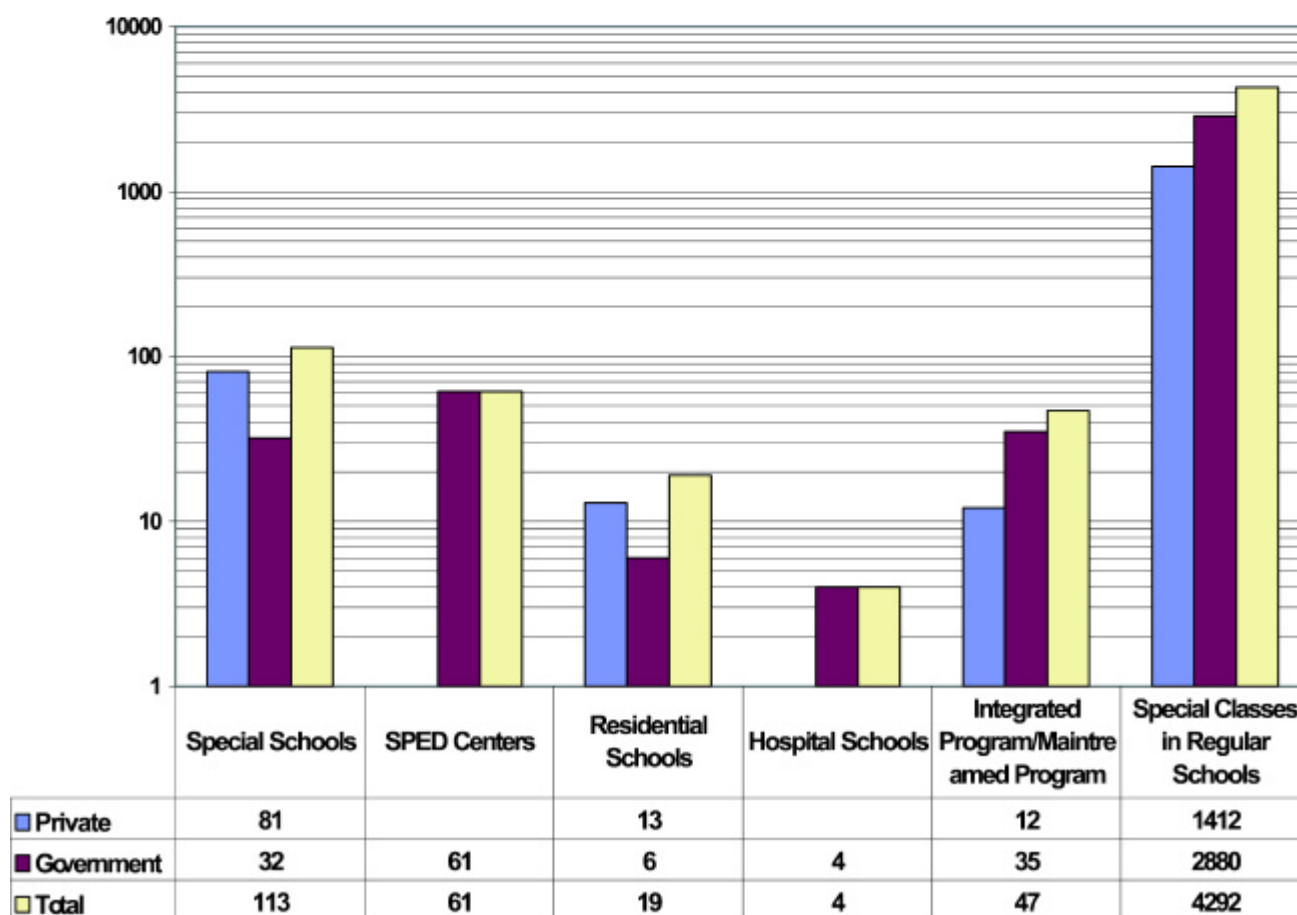
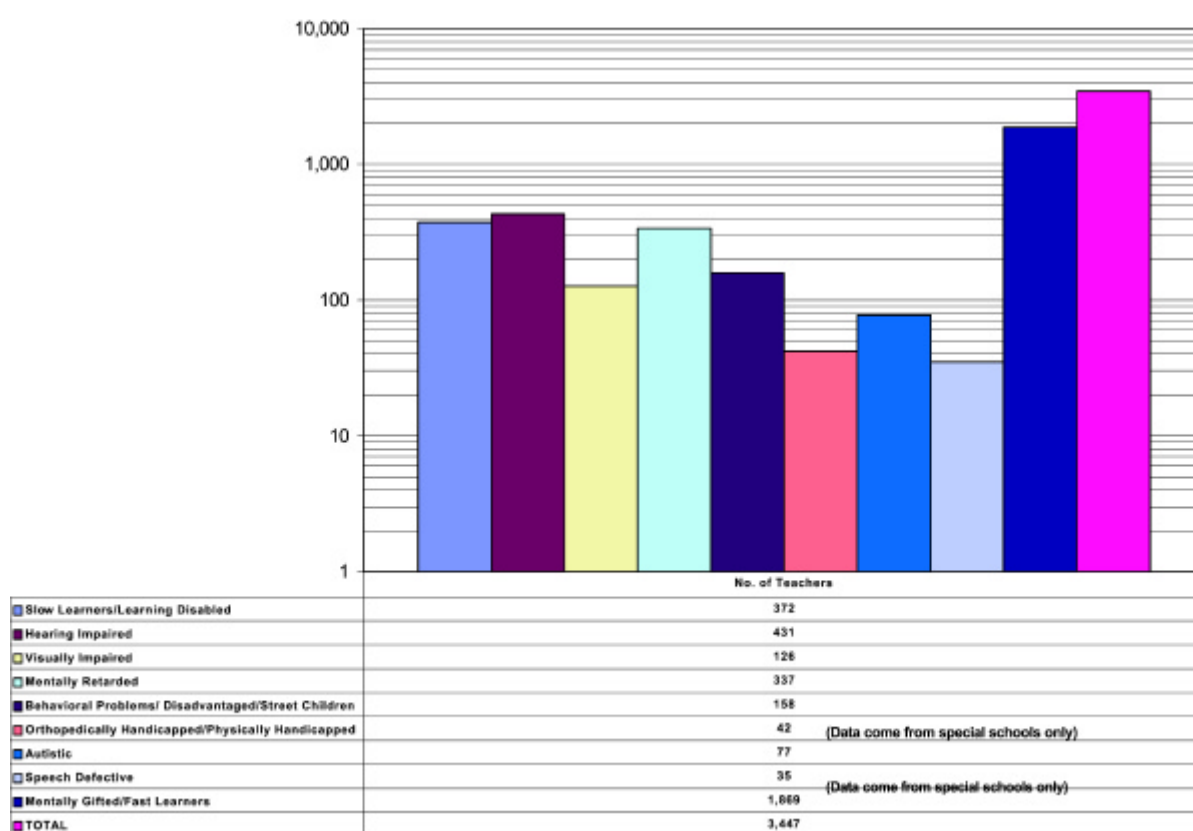


Table 3

**Number of Teachers for Children with Special Needs  
Elementary Secondary  
1998-1999**





# **PEPUBLIC OF KOREA**

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## INTRODUCTION

Inclusive education for students with disabilities have become increasingly prevalent over the last several years in Korea. This trend may be due, in part, to a general perception created by legislature and the extant literature, and by exposure of the subject in the mass media, that such programs are endorsed by most of those concerned with the education of exceptional children. However, concerns over the practical implications of a wide scale move toward inclusive models of educational service delivery have resulted in much divisiveness among parents and educators over the merits of some inclusion ideals.

Many studies have been conducted, focusing on inclusion. These studies indicated the obstructions of inclusion in Korea, including the general publics prejudice and negative attitude against people with disabilities; class size; deficiency of appropriate facilities, assistive devices, and related services; lack of knowledge about special education; school administrators inappropriate cope with the prejudice and objection of the parents. However, most of the studies about inclusion were toward the elementary school setting. At this moment, we need to reflect about the current status of inclusive education which is now spreading out in the secondary school settings because more students with disabilities are about to attend the secondary schools. Especially, teacher and parent views about inclusion in secondary schools as well as elementary schools are to be examined.

### 1. Inclusive Education in Korea: An overview of Current Status of Special Class (Ministry of Education, 2000)

One of the typical systems of inclusion is the special class placement for students with mild and moderate disabilities in general school, which started in 1971. However, the idea of inclusion was specified in the law some time later. The amendment of Education Act (1992) provides for the establishment of special classes and the amendment of Special Education Promotion Act (1994) also specified special class in general education and inclusion. The number of special class in general education setting has dramatically increased in elementary schools since 1986.

The Inclusive practices for students with disabilities have become prevalent in Korea. The number of students with disabilities in special class has dramatically increased, due to the special classes in elementary school.

Table 1. The number of the students with disabilities in special class

'71	'80	'82	'86	'87	'88	'89	'90	'91
30	6,045	7,665	22,534	30,876	34,268	33,660	32,262	28,795
'92	'93	'94	'95	'96	'97	'98	'99	'2000
28,231	28,210	28,210	27,669	31,510	26,087	25,031	26,178	26,627

In 2000, the total number of the students with disabilities in special class is 26,627 and there are more 449 students with disabilities than the year before. The trend of the number of students with disabilities in special class is in Table 1 and Figure 1.

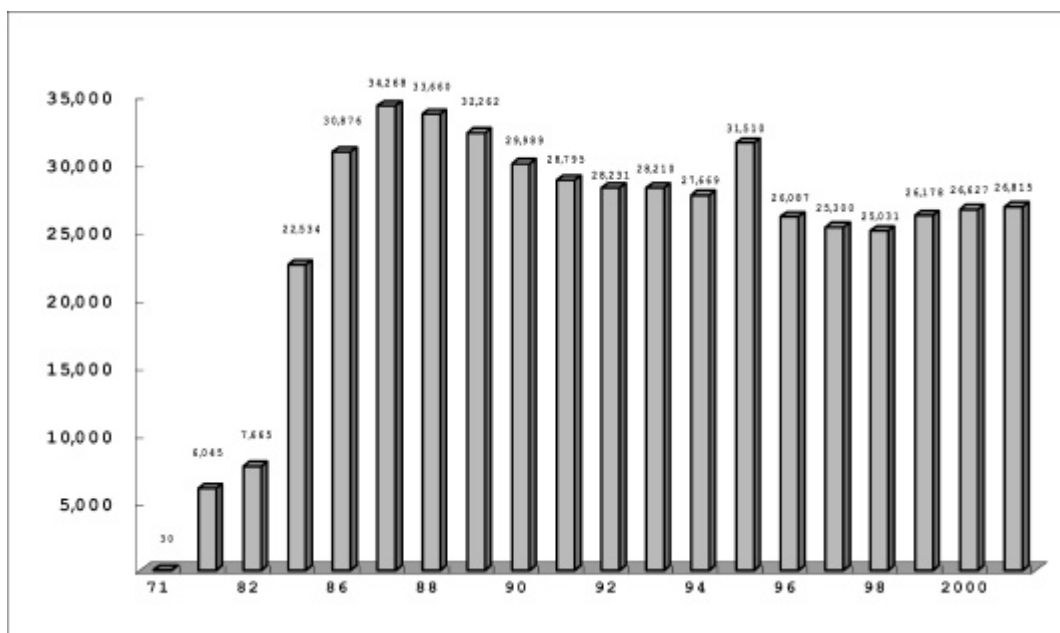


Figure 1 The change of increase in the number of students with disabilities

In 2000, the number of special classes in general education schools is 3,802, including 56 in kindergartens, 2,974 in elementary schools, 683 in middle schools, and 89 in high schools, and therefore, special classes in elementary schools amounts to 78.2% of total special classes. The number of students with disabilities in all the special classes is 26,627, which is bigger than the number of students with disabilities in special schools. In addition, the number of students with disabilities who are solely placed in the general class settings is 3,909.

Table 2. Special Class in Korea

School Level	Service Delivery System										Total	
	Full-time		Part-time		Resource Room		Itinerant Services Home		Institution		N.C.	N.S.
	N.C.	N.S.	N.C.	N.S.	N.C.	N.S.	N.C.	N.S.	N.C.	N.S.		
Kindergarten	39		11		3	53					56	259
Elementary School	85		2,241	19,593	529	2,855					2,974	20,969
Middle School	15	833	502		147	664	49	406	96	747	683	4,503
High School	5		48		32	85					89	896
Total	144	833	2,802	19,593	711	5,048	49	406	96	747	3,802	26,627

(N.C.: Number of Classes , N.S.: Number of Students)

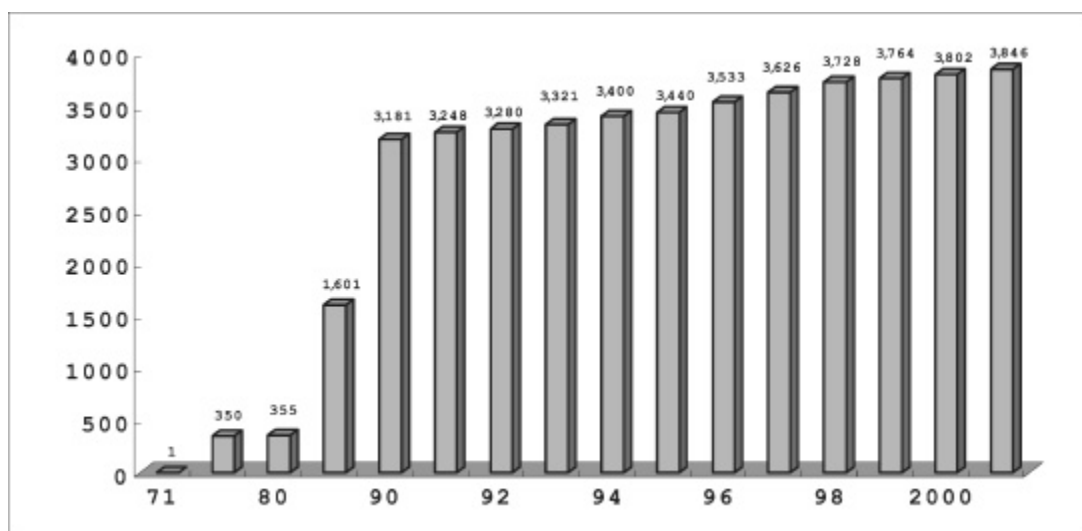


Figure 2 The change of increase in the number of Special Classes

Historically, several variables have been identified as barriers to inclusive education in America. Identifying the barriers to inclusion may represent a greater issue for teachers and parents. Students with disabilities can also receive more effective classroom services in inclusive education without barriers.

The present study examines teacher and parent perceptions of barriers to inclusive education. Given their different perceptions in inclusive education, the extent to which school level and/or role may be associated with specific barriers was also explored. The purposes of the study are as follows:

- 1) The serious barriers perceived by general education teachers and parents in elementary & secondary schools were identified.

- 2) The comparison of the perceived barriers between school levels and roles(group) was conducted.

## METHODS

### 1. Participants

The participants in the present study included teachers and parents from 14 schools (8 elementary, 3 middle, and 3 high schools) in both metropolitan and rural areas across the nation. The inclusive education implemented by the participant schools is mainly "part-time resource room. Table 3 provides an overview of participants. All the participants were 1,295. Teachers were 570 (44%) and parents were 725(56%).

Table 3. Participants

Group		Teachers	Parents	Total
School Level	Elementary	362	467	829
	Secondary	208	258	466
	Total	570	725	1295

### 2. Instrumentation

A pilot questionnaire about barriers to inclusion was administered to 31 general education teachers from 6 schools, with an open-ended response for "What are the barriers to the successful implementation of inclusion? List the ten barriers." Including the responses from the pilot questionnaire and other barriers from the related literature, I identified 216 items. After reviewing the 216 items and deleting the redundant items systematically, a 65-item questionnaire with 5-point Likert type scale was developed and administered to the participants (teachers and parents). Through initial factor analyses and items analyses, a principal component for each of 7 factors with 55 items was identified and significant factor loadings were found, ranged from .41 to .79. A detailed analysis was provided elsewhere (D. Kim & M. Kim, 2001). The reliabilities of the 7 factors also were examined and the Cronbach Alphas ranged from .64 to .82. A final questionnaire with 7 factors for 55 items was referred as Barriers to Inclusion Survey (BIS). The identified 7 factors of BIS were listed as follows:

- A. *Lack of facilities and administrative/training supports for Inclusion (4 items, Cronbach Alpha = .70))*
- B. *Negative characteristics of SWD, (7 items, Cronbach Alpha = .72)*
- C. *Workload of teachers and student-teacher ratio, (4 items, Cronbach Alpha = .64)*

- D. *Negative attitudes toward SWD and Inclusion. (7 items, Cronbach Alpha = .72)*
- E. *Peer relationships between SWD & GES, (13 items, Cronbach Alpha = .82)*
- F. *Lack of special education supports and difficulties of participation in general education. (10 items, Cronbach Alpha = .71)*
- G. *Difficulties of class management (10 items, Cronbach Alpha = .82)*

### 3. Procedure

First of all, descriptive statistics (means, SDs, and intercorrelations) were provided. As an initial examination of the barriers, 10 highest items from 55 items were listed for each school level (elementary and secondary) and each group status (teachers and parents), in order to identify the most difficult obstacles of the inclusive education. Then, multivariate analysis of variances (MANOVA) and follow-up t-tests were conducted to examine the joint effects of school level (elementary and secondary) and group (teacher and parent) on 7 different factors of the barriers.

## RESULTS

Descriptive statistics were listed in Table 4. Among the 7 identified factors, three most serious barrier factors were A (Lack of facilities and administrative/training supports for Inclusion), F (Lack of special education supports and difficulties of participation in general education), and C (Workload of teachers and student-teacher ratio). The E (Peer relationships between SWD & GES) was ranked as the lowest one. All correlations were statistically significant.

Table 4. Descriptive statistics

Factor	A	B	C	D	E	F	G
B	.32						
C	.56	.49					
D	.47	.62	.48				
E	.28	.75	.42	.69			
F	.74	.53	.64	.64	.48		
G	.48	.81	.59	.65	.72	.69	
<i>Mean</i>	<i>4.06</i>	<i>3.20</i>	<i>3.77</i>	<i>3.28</i>	<i>3.01</i>	<i>3.83</i>	<i>3.44</i>
<i>SD</i>	<i>.73</i>	<i>.77</i>	<i>.79</i>	<i>.67</i>	<i>.67</i>	<i>.65</i>	<i>.69</i>

Note. All correlations were statistically significant at the 0.01 level (2-tailed).

#### 1. The Barriers as Items by School Level and Group

The most serious barriers to inclusion were identified, when the 10 highest items for each

school level and each group were listed in Tables 5 and 6. In Table 5, the serious problems of inclusion were almost common in terms of "Lack of facilities and administrative/training supports" and "Lack of special education supports." Interestingly, "General education class size is generally too big to provide proper education for SWD" and "There is not enough time for teachers to prepare their lessons due to extra workload" were emphasized in the elementary level. On the contrary, problems of peer relations was identified in the secondary school.

Table 5. Comparison of items between Elementary and Secondary school level

Elementary level	Mean	FACTOR	SD
19. There is lack of facilities for students with disabilities in school	4.38	A	.87
5. There is lack of special education teachers who can provide professional consultation	4.35	F	1.75
55. There should be some volunteers in the school who can help SWD, in order to meet SWD' unique needs	4.26	F	2.38
11. There are not enough inclusive programs for teacher, students and parents.	4.25	A	.85
7. General education class size is generally too big to provide proper education for SWD.	4.25	C	.99
10. There are few curriculum and materials to meet the unique need of different disabilities	4.21	F	.89
6. There is no administrative and financial support from the school and higher school board for special education	4.20	A	.91
49. There is not enough special curriculum or program for SWD.	4.15	F	.86
64. There is lack of specially designed materials and resources to meet the unique needs of SWD, according to particular features of each subject(content areas).	4.07	F	.92
20. There is not enough time for teachers to prepare their lessons due to extra workload	4.02	C	.98

Secondary level	Mean	FACTOR	SD
19. There is lack of facilities for students with disabilities in school	4.07	A	1.17
10. There are few curriculum and materials to meet the unique need of different disabilities	3.98	F	1.09
5. There is lack of special education teachers who can provide professional consultation	3.93	F	1.17
6. There is no administrative and financial support from the school and higher school board for special education	3.89	A	1.12

11. There are not enough inclusive programs for teacher, students and parents.	3.80	A	1.19
49. There is not enough special curriculum or program for SWD.	3.77	F	1.11
42. There is lack of inclusive education training programs for general education teachers.	3.75	A	1.14
27. There is lack of inclusive education training programs for general education teachers.	3.74	A	1.07
65. There is no program development to improve natural peer relationship between SWD and GES after inclusion is implemented	3.72	E	1.16
64. There is lack of specially designed materials and resources to meet the unique needs of SWD, according to particular features of each subject(content areas).	3.68	F	1.18

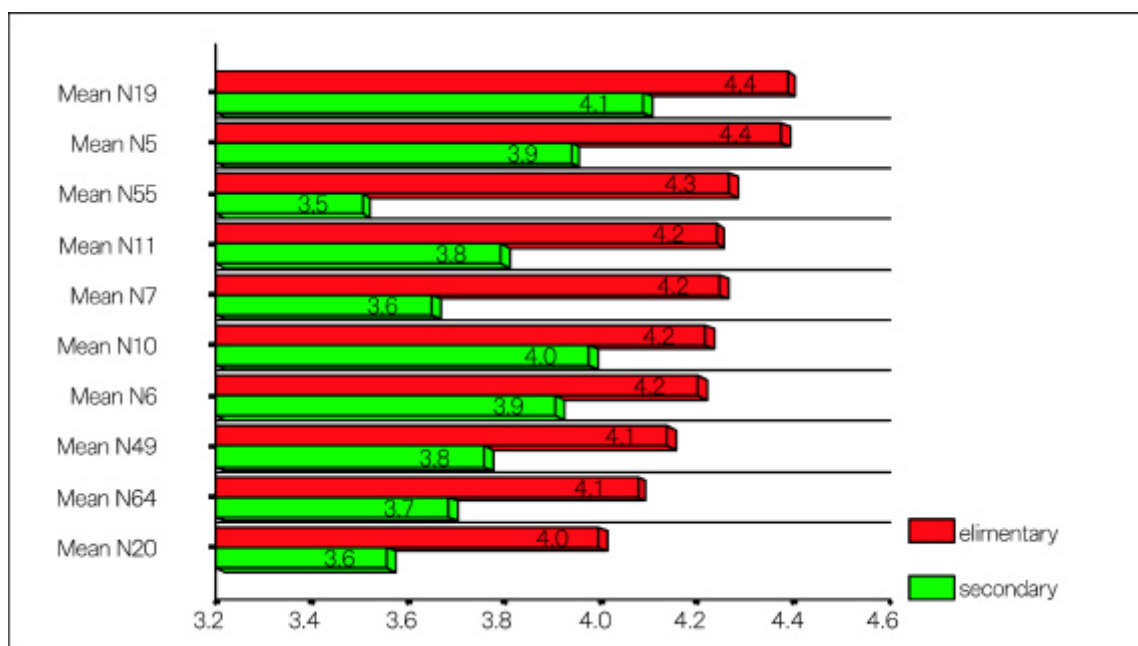


Figure 3. Comparison between Elementary and Secondary schools: An example of 10 items

The barriers identified by parents and teachers were almost similar for each group, with an emphasis on many items in "Lack of facilities and administrative/training supports" and "Lack of special education supports." (See the Table 6). "General education class size is generally too big to provide proper education for SWD" and "There is not enough time for teachers to prepare their lessons due to extra workload" were also pointed out by teachers.

Table 6. Comparison of items between Teachers and parents

Teacher	Mean	FACTOR	SD
19. There is lack of facilities for students with disabilities in school	4.25	A	.02

10. There are few curriculum and materials to meet the unique need of different disabilities	4.18	F	.93
7. General education class size is generally too big to provide proper education for SWD.	4.18	C	1.06
5. There is lack of special education teachers who can provide professional consultation	4.15	F	1.06
11. There are not enough inclusive programs for teacher, students and parents.	4.12	A	.99
6. There is no administrative and financial support from the school and higher school board for special education	4.09	A	.98
55. There should be some volunteers in the school who can help SWD, in order to meet SWD' unique needs	4.04	F	2.00
49. There is not enough special curriculum or program for SWD.	4.03	F	.93
20. There is not enough time for teachers to prepare their lessons due to extra workload	3.98	C	1.04
64. There is lack of specially designed materials and resources to meet the unique needs of SWD, according to particular features of each subject(content areas).	3.92	F	1.08

Parent	Mean	FACTOR	SD
19. There is lack of facilities for students with disabilities in school	4.29	A	.98
5. There is lack of special education teachers who can provide professional consultation	4.25	F	1.89
10. There are few curriculum and materials to meet the unique need of different disabilities	4.09	F	1.00
6. There is no administrative and financial support from the school and higher school board for special education	4.08	A	1.01
11. There are not enough inclusive programs for teacher, students and parents.	4.06	A	1.02
49. There is not enough special curriculum or program for SWD.	3.99	F	1.01
55. There should be some volunteers in the school who can help SWD, in order to meet SWD' unique needs	3.93	F	2.16
64. There is lack of specially designed materials and resources to meet the unique needs of SWD, according to particular features of each subject(content areas).	3.93	F	1.01
7. General education class size is generally too big to provide proper education for SWD.	3.93	C	1.14
42. There is lack of inclusive education training programs for general education teachers.	3.91	A	1.02



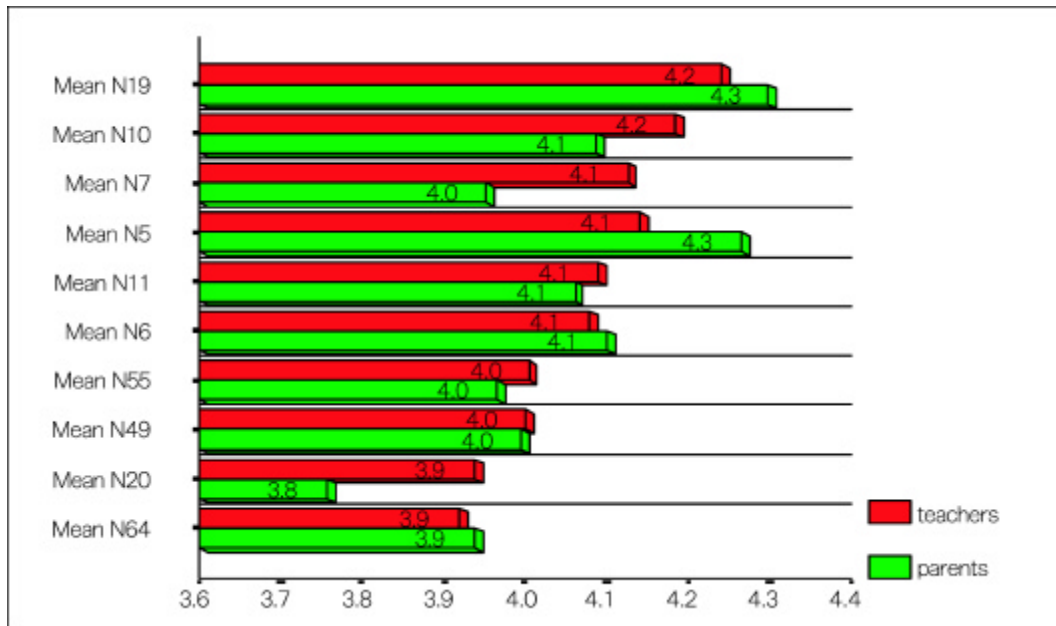


Figure 4. Comparison between Teachers and parents: An example of 10 items

To sum up, several barriers of lack of facilities and administrative & special education supports were the big issues in the inclusive education. Also, workload and class size were the distinctive problems of implementing the inclusive practice actually by teachers, especially in the elementary schools.

## 2. Comparison of the barriers as factors

2 X 2 Multivariate Analysis of Variance (MANOVA) was used to examine the joint effects of school level (elementary and secondary) and group (teacher and parent) on 7 different factors of the barriers. There were statistically significant main effects for school level [ $F(6,1286) = 29.15, p < .001$ ] and group [ $F(6,1286) = 4.59, p < .001$ ], and a statistical significant interaction effect [ $F(6,1286) = 6.07, p < .001$ ]. It appears that the perceived level of barriers of elementary school tend to be higher than that of secondary school and teachers generally feel higher barriers than parents. However, because of the significant interaction effect, each factor of barriers for teachers and parents between two school levels should be examined carefully.

In Table 7, the follow-up comparison between elementary and secondary schools for teachers and parents was conducted. For teachers, there were significant difference in A, B, C, F, and G. It seemed that Elementary teachers were more concerned about inclusion education than secondary teachers, in terms of facilities, supports, characteristics of SWD, workload, and classroom management. "Negative attitudes toward SWD" and "Inclusion Peer relationships between SWD & GES" showed no significant difference between school levels and were generally lower than the rest of barriers. For parents, only A, C, and F showed a significant difference, with higher scores in elementary

school level. A notable finding was that parents of secondary school perceived "Peer relationships between SWD & GES"(Factor E) as more serious problems than parents of elementary school.

To summarize, although teachers and parents in elementary level perceived more barriers in terms of facilities, inclusion training, special education supports, and workload, the identified factors of barriers were similar across groups and school levels. However, it appears that elementary teachers tend to perceive more barriers in a much more serious way. The result, in part, indicates that teachers in the inclusive classroom of elementary level have more strong and practical desires to change the education practices than parents or teachers in secondary schools who are not fully exposed to the inclusive education. It also implies that parents in the secondary schools are concerned about the peer relationship relatively.

Table 7. Comparisons of barriers between elementary and secondary schools: Teachers and parents.

	Factor	School level	Mean	SD	t	Sig
TEACHER	A . Lack of facilities and administrative /training supports for Inclusion	E	4.17	.60	3.74	***
		S	3.90	.90		
	B . Negative characteristics of SWD,	E	3.42	.80	4.11	***
		S	3.11	.90		
	C. Workload of teachers and student-teacher ratio,	E	3.92	.73	8.18	***
		S	3.35	.84		
	D Negative attitudes toward SWD and Inclusion.	E	3.35	.67	1.84	
		S	3.23	.76		
	E. Peer relationships between SWD & GES.	E	2.96	.72		.02
		S	2.95	.76		
	F. Lack of special educational support and difficulties of participation in General Education.	E	4.62	.55	6.82	***
		S	4.23	.69		
	G. Difficulties of class management	E	3.50	.66	4.42	***
		S	3.22	.77		
PARENT	A. Lack of facilities and administrative/training supports for Inclusion	E	4.16	.66	5.67	***
		S	3.84	.81		
	B. Negative characteristics of SWD,	E	3.06	.87	-.78	
		S	3.11	.73		
	C. Workload of teachers and student-teacher ratio,	E	3.71	.77	5.11	***
		S	3.39	.82		
	D Negative attitudes toward SWD and Inclusion.	E	3.23	.73	.82	
		S	3.19	.68		
	E. Peer relationships between SWD & GES	E	2.88	.73	-2.52	*
		S	3.02	.66		
	F. Lack of special educational support and difficulties of participation in General Education.	E	4.54	.67	6.42	***
		S	4.21	.60		
	G. Difficulties of class management	E	3.28	.71	.15	
		S	3.27	.61		

\*p<.05 \*\*p<.01 \*\*\*p<.001

## DISCUSSION AND IMPLICATION

The intent of the present study was to examine teachers and parents perceptions regarding the inclusion of students with disabilities in general education classrooms. I was also particularly interested to see if role and/or school level would have an impact on those perceptions of barriers to inclusive education.

Findings from this study revealed that, regardless of school levels and group status, key players viewed in a similar way major barriers; facilities, inclusion training, and special education supports. These findings are in line with those from similar research in which professionals and parents were asked about their views of inclusive educational practices. Lack of facilities and administrative/financial supports was rated first barrier in this study and also has emerged as a major barrier in similar studies (Hasazi, Johnston, Liggett, & Schattman, 1994; Williams, Fox, Thousand, & Fox, 1990). The common finding also relates to the reported need for training for all involved. The need for trained and otherwise skilled people to provide support in the classroom relates in turn to a commonly reported barrier to inclusion-lack of sufficient monetary support.

In the current study, it is notable that teachers, especially in the elementary school, mentioned the work load and class size as the major barriers, such as "General education class size is generally too big to provide proper education for SWD" and "There is not enough time for teachers to prepare their lessons due to extra workload." The finding that teachers in the elementary schools regarded the extra workload as one of the major barriers may be related to the reality in the school. The teachers in the inclusive practices perceive their own problems of heavy burdens of teaching the diverse students in a large class. Again, extra workload and class size clearly were the most significant concerns for these teachers. Parents, especially in the secondary schools, feel that Peer relationships between SWD & GES is relatively important. These findings do not necessarily mean that teachers, especially in elementary schools, are against the inclusion. Inclusive practices are currently implemented in most of the elementary schools by general education teachers. These teachers are actually working on the inclusive education, which, in turn, confronts lots of practical problems and questions. On the contrary, parents of the secondary schools are not likely to get a "real" sense on the inclusion.

This study emphasized descriptions about the barriers to from the frame of reference of teachers and parents in general education. Although the points raised in this section may have implications for others interested in issues in inclusive practices in schools, the results and analyses discussed here reflect findings based on the 14 schools; there are acknowledged limitations to the findings in this study. Whether the same results would emerge in other barrier studies can only be answered with further research.

Schools and school districts interested in offering educational opportunities for students with disabilities in the typical classroom must recognize that adequate support is a necessary characteristic of inclusive educational settings. On the basis of this study, support might be described as administrative/financial/special education supports and adequate teacher/student ratio. Additionally, training of inclusive practices in adapting the curriculum and instructional strategies to the needs of students with disabilities is perhaps not only a necessary but also an ongoing support need (Fuchs, Fuchs, & Bishop, 1992). Therefore, a school implementing full inclusion must make the commitment to ensure that all staff members and parents receive adequate training on an ongoing basis from qualified personnel.

By comparing the perceptions of individuals in different roles and at different school levels, this study adds to the growing body of literature on the subject of inclusion. Documenting what key players feel to be the major barriers, using the BIS, helps to clarify the many issues surrounding inclusion in Korea and reflect the current status of implementation of inclusion in a school. Recognition of the various factors involved clarifies what needs to be done to successfully support students with disabilities as full-time members of typical classrooms.

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SRI LANKA

## INTRODUCTION

The Democratic Socialist Republic of Sri Lanka (Formerly Named Ceylon) is an island in the Indian Ocean at the southern tip of India. Its area is about 65610sq. km and population in 2000 is approximately 19.2 million.

The population is consisted of Singhala, Tamil, Muslim and other ethnic communities. The majority 74% of the population is Singhala and 70% are Buddhists. The others are belonged to Hinduism, Christianity and Islam.

The country is mainly agricultural, but it is making steady progress in the field of industry. The Gross National Product in 1998 was us\$1110 billion and Per Capita Income was us\$843.

The country is governed by a Executive President and a Parliament of Members elected by the people. The country is politically divided into eight provinces and each province is ruled by a Provincial Council which is semi-independent.

The constitution of the Democratic Socialist Republic of Sri Lanka affirms the need for complete eradication of illiteracy and assure the right to universal and access to Education at all the levels. After the establishment of Provincial Council in 1987, most of the functional aspects of education have been delegated to the Provincial Council Authorities.

While the National Schools (The popular schools) and the Special Schools for the Children With Disabilities are under the administration of the central government. All the other schools are administrated by the relevant Provincial Councils. The class Tex Books and the school uniforms are given free to all students. The education is completely free, and compulsory to the children between the age of 05-14.

The School System consists of

01. Primary Schools - Grade -01 -05
02. Junior Schools - Grade -01 -11

### THE SPECIAL EDUCATION

The Special Education System was implemented in 1968 by the Government and at the beginning only the children with visual impairments were benefited. At present the Integration Programme, Special Units and Special Schools serve the Children with Special Needs. The number of Children with Special Education Needs is estimated as nearly 876,000 and about 10000 of them are placed in normal stream schools and in Specials Schools.

A Special Project has been prepared on "Education for all" and is being introduced.

### EDUCATION FOR ALL

In the UN "World Declaration on Education for All", adopted in 1990, promoting universal access to basic education for all, One of its articulated states that, "Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system" not until educational provisions are made available for children with Special Educational Needs as well, will it be possible to reach the goal of Education For All.

Every child has unique characteristics, interests, abilities and learning needs and Children with Special Education Needs must have access to regular schools that should accommodate them within the a child - centered pedagogy capable of meeting their needs.

To reach this goal, effective communication is essential among all partners in education, the policy makers, teachers, parents, school administrators and the people in the community.

### An action plan to promote the awareness on Education For All

1. Public awareness programmes.
2. Awareness programmes for the teachers.
3. The teacher training.
4. The orientation programmes.

#### 01. Public awareness Programmes.

##### 1.1. Posters Campaigns

The poster could be selected by competitions among school children, teachers and the public. The role of the government sector, the private sector and the NGO is very important and fruitful in this campaigns.

##### 1.2. TV and Radio Programmes.

- a. Talks and discussions are to be organized with the participation of experts in Education For All.
  - b. Advertisements can play a big role and the private sector and the NGOs are to be invited for sponsoring.
  - c. Advertisements and articles on the subject are to be published in all the news papers, periodicals, and magazines.
- 1.3. Essay competitions among senior students and youths.
  - 1.4. Art competitions and debates in schools and inter schools.
  - 1.5. Awareness programmes for parents to be conducted in each schools by the school management.
  - 1.6. Awareness programmes for media practitioners.
  - 1.7. The politicians of national, provincial and local levels should be invited to take part in distinguish level in all activities conducted to increase awareness.

## 02. Awareness Programmes for the Teachers

- 2.1. In-service, one day awareness programmes for all the teachers should be conducted.
- 2.2. Discussions with the parents of children with special needs.
- 2.3. A teacher education project

This project will help them to work in ordinary classrooms, develop their thinking and practice the ways in which they can respond to all students who experience difficulties in classroom performances.

## 03. The Teacher-Training

Almost all the teachers are trained to teach a special subject such as Maths, Science and Arts, or children in a special grade in schools.

To achieve the goals of the Education For All policy, every teacher should have a knowledge in teaching the Children with Special Needs in their respective classrooms.

For this purpose "Education Reforms" are implemented since last three years. Under the " Reforms" the following activities are included.

- 3.1. In-service training courses about
  - a. Identification and assessment.
  - b. How to meet the special needs.
  - c. Placement and special attention.
  - d. How to increase parents awareness.
  - e. Evaluation and reporting.
- 3.2. Future training courses are to be included with
  - a. Special teaching methods in teaching all Children with Special Needs.
  - b. Detection of Children with Special Needs.
  - c. Progress evaluating and reporting

- d. Lesson planning based on individual teaching and individual needs.
- 3.3. Monthly meetings of small groups of teachers to exchange their views and experiences in teaching the Children with Special Needs. In these meetings guidance and intervention of the "master teachers" is very essential.
- 3.4. Supporting supervision programme of the school heads or sectional heads to over look and motivate the teachers.
- 3.5. Mobile Resource Teachers.

In order to facilitate the ordinary school teachers in teaching the children with Special Needs, it is important to establish a "System of Mobile Resource Teachers". Specially Trained teachers/master teachers should be included to this system and their duties are as follows.

- a. Provide support to teachers, parents and supervisors/school-heads.
- b. Work with the teachers when necessary
- c. Function as a resource person in training programmes and workshops.
- d. Transfer the new knowledge and experiences to the teachers timely.
- e. Planning the extra curricular activities to motivate the teachers.
- f. Designing the teaching aids and supply of classroom requirements.
- g. Planning refresher training programmes for the teachers.
- h. Monitor the projects and evaluate the progress of the entire system.
- i. Work as a partner of the team.

#### 04. The Orientation Programmes.

It is very important to increase the awareness of educational administrators to implement the plans to promote the Education for the Children with Disabilities.

- 4.1. Orientation programme for Directors, Deputy Directors, Assistant Directors of education and Master-Teachers. One day divisional level programmes.
- 4.2. Orientation programmes for Provincial Directors, Secretaries, Additional and Assistant Secretaries of education ministries of the Central Government and the Provincial Councils.
- 4.3. Preparation of literature to be used in orientation, awareness increasing and teacher training programmes.

#### Development of curriculum, teaching methods and schools.

The majority of school - age Children with Disabilities and Special Educational Needs do not receive a proper education.

The gap that exists between the special needs and the provision of education has kept them away from schools or neglected in class rooms. The regular school must play a bigger role to avoid this sympathetic and inhuman condition. The following actions will be included in future plans.



1. Development of curriculum.
2. Development of teaching methods.
3. Development of school system.

#### 01. Development of curriculum

- 1.1 Re-designing the curriculum for meaningful education and based on the individual needs and abilities of the children.
- 1.2 Modifications may need sometimes and should consider contents.
- 1.3 Sometimes substitutions may be need when appropriate methods of modification can not be practiced.
- 1.4 Organization of certain parts of the general curriculum may also be needed.
- 1.5 "A disability - specific curriculum" will be very important and it should be included with the special skills such as,
  - a. Tactile discrimination for children with visual impairments.
  - b. Sign Language for children with communication impairments.
  - c. Speech and Language training for children with speech problems.
  - d. Simple activities for mentally subnormal children and slow-learners.

#### 02. Development of teaching methods

- 2.1 The children learn by using their five senses: sight, hearing, smell, taste and touch. The teaching methods should be based on these senses. The teaching aids used should be seen, heard, smelt, tasted and touched.
- 2.2 The teacher should think of the each child in the class before planning the lessons. The lesson, the lesson plan, the teaching methods and the teaching materials should be child centered.
- 2.3 The lesson plans should be divided into many small parts. Any child with any special need will be able to perform at least a small part of the lesson. The children with special needs will also enjoy with the equal participation in the lesson.
- 2.4 The children have their own learning styles. They may need much more time to complete a task successfully.
- 2.5 They need more practice to complete a task correctly.
- 2.6 Use repetition to make comprehension easy.
- 2.7 Use of sings, facial expressions, imitating and miming by the teacher will make understanding easy and possible.
- 2.8 Every lesson should have many steps. Short steps will help the children with disabilities to step up easily.
- 2.9 The children with poor attention need short and simple activities.
- 2.10 The teacher should speak slowly and clearly, instructions and directions should be clear too.

2.11 The children with disabilities may have a lot of questions and problems and will come to the teacher over and over for help. The teaching methods should be flexible and the teacher should be patient.

2.12 The small groups including Children with Special Needs are more successful. The children will help each other and a considerable part of teaching will be accomplished by the colleagues of the group.

### 03. Development of school system

The school system emphasizing Education For All should ensure the rights of all children to a meaningful education based on individual needs and abilities.

The government of Sri Lanka has started to Reform the Education System of the country three years back and successfully stepping ahead.

The reforms have created equal opportunities to all children regardless of physical, mental and social differences. More paths opened and schooling percentage has increased considerably.

The normal school system is opened for any child with any special need and children with disabilities. The primary education (grade 1-3) is completely reformed and it has benefited a large number of Children with Special Needs. The school management is not allowed to select only the "good children" for the primary classes. But some popular schools do not prefer to have "disable children" mixed with "good children". The teachers prefer to have "good children" and to show good results at public examination.

The reforms of education will take a long time to create opportunities in Education for all with special needs due to the challenges that the government has to overcome.

- a. The examinations centered education system.
- b. The traditional methods of teaching.
- c. The lack of awareness on The Fundamental Rights of the Children.
- d. The outdated believes in parents of the children with disabilities.
- e. The inadequate communication among the partners in education and in rehabilitation.
- f. The over crowded classrooms in most of the primary schools in urban areas.

The school system should be re-organized to overcome these challenges. It is a team work and all partners should do their part in cooperation.

- a. The child centered education process should be thoroughly practiced instead of examination centered and subject centered education.
- b. The modern teaching methods are to be introduced-more activities less talking by the teachers, more opportunities for the children to take part-three dimensional teaching aids.
- c. More and more awareness programmes are to be conducted for educational administrators,

- school head, sectional heads, master teachers, teachers, school children in upper classes, parents and family members of the children with disabilities and all the other partners in rehabilitation such as, social workers, trainers, family health workers and village officers.
- d. The parents of the children with disabilities are most of the time frustrated. They always try to get their children cured. They like to see their children get rid of their disabilities and follow any type of myths and believes for that purpose. It is a quite difficult task to correct them and to persuade them to think scientifically. The poverty has pushed the parents to prevent their children from rehabilitation activities. Most of the time, the fathers and mothers have to be away from their homes to earn their living. Most of the children with disabilities are born in the poorest families of the society. They are uneducated too. A team approach of all partners concern can do a lot to increase awareness of the parents.
  - e. The health sector detects the disabilities of the children and most of the time with the support of social services. Education is provided by the education system. Vocational training at a later stage is provided by rehabilitation authorities (Government and Non-government). There should be an effective communication among all these partners in all these sectors. They play equally an important part in the rehabilitation of the children with disabilities and they should meet according to a schedule to discuss the problems, to evaluate the progress and to plan the follow up activities and future programmes.
  - f. The parents of the normal children are very interested in getting their children to "Popular big Schools" in urban areas. This has over crowded the class-rooms and badly affected the government policy. The unlimited admission has affected the Children with Special Needs and disabilities too.

In the struggle of school admission the normal children succeed and the Children With Special Needs and the Children with Disabilities are "pushed" to Special Units or to Special Schools.

The government has to be very strict to its policy and has to create proper understanding among school heads and the administrators. The necessary actions are being taken to avoid this sympathetic condition and each primary class will consist of 35 children from 2002. When the number of students is less in the classroom, the teacher can pay a special attention on the Children with Special Needs. The Children with Disabilities can enjoy the schooling.

Most of these challenges are being discussed and present Plan of Action will be revised so as to avoid the problems and create more opportunities for education of the Children with Disabilities and Special Needs.

#### Enhancing mutual cooperation and networking for the development of Special Education.

The education system that most of the countries have created for the development of the children with disabilities and Special Educational Needs is called "Special Education". It is more or less parallel to the normal school system.

The Government of Sri Lanka started special education system in 1968, as a policy matter. The Non Government Organizations in Sri Lanka had started some Residential Special Schools then, with the support of local and international Non Government Organizations. At present the number of special schools have increased up to 25.

The Special Education Programme started by the Government of Sri Lanka in 1968 was limited only for the visually handicapped children and it was called "Integration". The visually handicapped children were integrated into the normal classrooms and they were served by the normal teachers and the Itenerant Specialist teachers support the teachers and the children in this programme.

The special Education System at present has created educational facilities for all the categories of disabilities to a certain extent. The special units are put up attached to the normal schools. The primary education, after "Reforms" has created more opportunities for the Children with Special Needs, in the normal class-rooms.

A survey conducted by the Ministry of Education has revealed that educational opportunities have created only for 1.14% of the Children with Special Needs and the Children with Disabilities.

The number of Children with Special Needs is estimated approximately - 876,000

The number children served as follows.

National schools	715
Provincial schools	6342
Special schools	2628
Total	<u>9685</u>

These statistics show that 98% of the Children with Special Needs and Disabilities are deprived of their Fundamental Rights.

## The Plan of Action for the Development of Special Education in Sri Lanka

### Objectives

01. Detection of Children with Special Education Needs and the children with disabilities in schools and in community.
02. To create more educational opportunities in the normal education system.
03. To promote the public awareness on Fundamental Rights of the Children with Disabilities.
04. To motivate and urge the Government to take action to prevent the sympathetic situation in special education.

The present situation	Solutions and proposals														
<p>1.1. Due to the lack of proper system in detection, the number of Children with Special Needs unserved have increased too much. The services are limited to a few Categories as well.</p>	<p>1.1. A large number of non-schooling children and a considerable number of students in schools need special educational facilities. They are not yet detected and most of them leave schools without completing a successful education.</p>														
<p>1.2. WHO statistics shows that 10% of the child population needs Special Education Services. But it is 12% in some areas in Sri Lanka.</p>	<p>1.2. Such children in the community and in the school system should be detected by a crash programme and education facilities should be developed to give them a proper education to improve their skills, after an assessment.</p>														
<p>1.3. It has estimated that 15% of children in schools needs special education services.</p>	<p>1.3. It is necessary to prepare a suitable Project that can be implemented all over the country at provincial level to detect the Children with Special Needs.</p>														
<p>2.0. The number of teachers in special education service at present is as follows.</p> <table data-bbox="229 761 558 940"> <tr> <td>National schools</td> <td>-67</td> </tr> <tr> <td>Provincial schools</td> <td>- 715</td> </tr> <tr> <td>Specials schools</td> <td>- 337</td> </tr> <tr> <td>Volunteer teachers in Government schools</td> <td>- 68</td> </tr> <tr> <td>Total</td> <td><u>1187</u></td> </tr> </table>	National schools	-67	Provincial schools	- 715	Specials schools	- 337	Volunteer teachers in Government schools	- 68	Total	<u>1187</u>	<p>2.0. The teacher - pupil ration (1:8) should be flexible and it has estimated that there will be approximately 8500 teachers in special education at the end of the completion of the programme. 50% of that amount should be trained to teach in special units, and it should be a long-term training course. The rest should be given a short term training (2 weeks) to enable them to work in inclusive education system. Those teachers can be recruited one from each school for the time being.</p>				
National schools	-67														
Provincial schools	- 715														
Specials schools	- 337														
Volunteer teachers in Government schools	- 68														
Total	<u>1187</u>														
<p>3.0. The number of master teachers at present, in special education is inadequate.</p> <table data-bbox="229 1075 670 1164"> <tr> <td>The number of educational zones in the country</td> <td>- 76</td> </tr> <tr> <td>The number of master teachers</td> <td>- 75</td> </tr> </table>	The number of educational zones in the country	- 76	The number of master teachers	- 75	<p>3.0. According to the development of the Special Education, there should be at least 02 master teachers in each zone. An immediate action should be taken to recruit master teachers qualified and well experienced.</p>										
The number of educational zones in the country	- 76														
The number of master teachers	- 75														
<p>4.0. There is a shortage of administrative officers in special education.</p> <table data-bbox="229 1272 670 1335"> <tr> <td>Number of zones</td> <td>- 76</td> </tr> <tr> <td>Number of officers</td> <td>- 23</td> </tr> </table>	Number of zones	- 76	Number of officers	- 23	<p>4.0. There should be one officer in each province as the coordinator and one officer in each zonal education office. The vacancies should be filled with experienced educationists in special education.</p>										
Number of zones	- 76														
Number of officers	- 23														
<p>5.0. There is a shortage of officers in the Special Education Branch of the Ministry of Education. The staff in The Special Education Branch at present.</p> <table data-bbox="229 1469 654 1594"> <tr> <td>Director</td> <td>01</td> </tr> <tr> <td>(In-charge of non formal education too)</td> <td></td> </tr> <tr> <td>Deputy Director</td> <td>01</td> </tr> <tr> <td>Clerk</td> <td>01</td> </tr> </table>	Director	01	(In-charge of non formal education too)		Deputy Director	01	Clerk	01	<p>5.0. It is proposed that there should be a separate section for special education in the Ministry of Education and it should be under a Special education qualified Director, to promote all section in special education. It is recommended that there should be at least,</p> <table data-bbox="861 1532 1181 1617"> <tr> <td>Deputy Directors</td> <td>03</td> </tr> <tr> <td>Computer Programmer</td> <td>01</td> </tr> <tr> <td>Clerks</td> <td>02</td> </tr> </table>	Deputy Directors	03	Computer Programmer	01	Clerks	02
Director	01														
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Clerks	02														
<p>6.0. Special Schools</p> <table data-bbox="229 1688 606 1751"> <tr> <td>Total number of special schools in the country</td> <td>- 25</td> </tr> </table>	Total number of special schools in the country	- 25	<p>6.0. It is proposed that the Hon. Minister of Education should appoint a committee to examine the present situation of the Special Schools and to submit recommendations to develop the facilities for the Children with Disabilities, in special schools.</p>												
Total number of special schools in the country	- 25														
<p>7.0. The present curriculum should be modified according to the present needs of the Children with Special Needs.</p>	<p>7.0. The school curriculum as well as the curriculum of the Teachers Colleges should be modified and it is proposed to appoint a committee for each curriculum.</p>														
<p>8.0. There is a shortage of resources in Special Education.</p>	<p>8.0. The Ministry of Education and Provincial Councils should put up Resource Centers. One in each Educational zone. Special class rooms are needed for Special Units and essential teaching, learning materials should be provided evenly.</p>														

9.0. The quality of Special Education Practitioners is to be developed.	9.0. The recommendations are submitted to the Ministry of Education to create Opportunities for the training in developed countries. The training programmes should be organized locally too, to give them and in-service training to improve their skills.
10.0. Most of the school - heads neglect the Children with Special Needs in their schools at extra curricular activities, such as sports - meets, variety - shows and other functions held in their schools.	10.0. The necessary steps are to be taken by the administration to prevent this situation, by official circulars and through increasing awareness programmes.
11.0. The lack of a National Policy in Special Education.	11.0. The need of a National Policy in Special Education can be a solution for many challenges. Therefore Hon. Minister of Education should appoint a committee for this matter of great importance.

### General Recommendations & proposals

01. The best use should be made of locally available qualified personnel and foreign expert be invited as necessary in training the Special Education Practitioners.
02. Exchange of resource persons and ideas with other countries in the Asia - Pacific Region.
03. Arrangements should be made to create opportunities for the teachers and the "Mobile Resource Teachers" to experience and to observe the Special Education Programmes of the other countries in the "Region". This would help most of them to get rid of the traditional approach to practise modern training and teaching methods in special education.
04. The technology is not developed equally in all the countries in the "Region" and a programme to be designed to exchange and to share the technical knowledge, technical equipments such as Magnivision, Talking, Computers and other modern apparatus.
05. A youth exchange programme of children with disabilities may inspire the youth, (14-18) their parents as well as their colleagues and teachers.
06. An International Coordinating Committee on special education should be set up with representatives from each country of the Asia Pacific Region to monitor that the guidelines given in "The United Nations World Programme of Action Concerning Disable Persons", 1983, are followed by every Government.
07. The coordinating Committee can play the role of a Steering Committee too in networking and support the countries, which have limited material resources and informations.
08. The practitioners in Special Education in developing countries have lack of opportunities to network and to access relevant informations.
09. A Regional Information Center is proposed to put up in the "Region" to transfer knowledge in technology and communicate all partners.
10. As the citizens of a Global Village the most important mission is to encourage the sharing of ideas and experiences by networking and bringing all persons engaged in special education under one umbrella. An "Umbrella Organization" may be very strong and will be very encouraging.

I hope this Country Report including;

01. All round basic information of
  - 1.1. My country - Sri Lanka.
  - 1.2. The education system of the country.
  - 1.3. Special Education Programmes.
  - 1.4. The Children with Special Needs and the children with disabilities.
  
01. The background, the present situation and the challenges of the Special Education programmes in Sri Lanka
02. The educational facilities available in the country for the Children with Special Needs and the Children with Disabilities.
03. A Plan of Action to promote the Special Needs Education and to safeguard "The Fundamental Rights" of the children with disabilities and Special Needs.
04. The general recommendations and proposals enabling and encouraging, Networking and mutual co-operation in The Asia Pacific Region will inspire our parents in the Regional Seminar on " Special Education Partnerships for the 21<sup>st</sup> Century".

# **THAILAND**

*Dr.(Ms.)Maliwan Tammasaeng*

Director, Inspector, Setsatian School for the Deaf

## **1. Overview**

Persons with disabilities have been a part of every society since time immemorial. Thailand is certainly no exception. Given our close-knit family structure and the care and compassion that is characteristic of communities in most agrarian-based societies in Asia, these people have generally been provided with the necessities of life, be it clothing, shelter, food or medicine.

Yet, such an existence was hardly ideal. Persons with disabilities were, more often than not, mere recipients of assistance-however generous it may be-rather than partners in development. And though they may have been part of a community, they did not enjoy a sense of participation and equality taken for granted by other members of the society.

Given the untenable nature of the situation and recognizing their rights and special needs, the Thai Government began working on laws to protect and extend assistance to persons with disabilities in 1976, the year in which the United Nations proclaimed 1981 as the International Year of Disabled Persons.

The adoption by the United Nations General Assembly of the World Program of Action Concerning Disabled Persons in 1982 and the subsequent proclamation of the United Nations Decade for Disabled Persons (1983-1992) further spurred efforts by the Thai Government to enact laws for persons with disabilities, with special attention given to their participation in the mainstream of development as well as ensuring equal opportunities to benefit from the economic and social prosperity of the country.

It was also during this time that persons with disabilities began to play a more assertive role in Thai society. Initially, a group of blind people joined together to form the Association of the Blind of Thailand. Registered in 1967, this Association was the first formal grouping of persons with disabilities in the country. Given the increased awareness of these issues after the celebration of International Year of Disabled Persons, self-help organizations grew in number, drawing upon support from all segments of society. The Association of the Physically Handicapped of Thailand was established in 1982, the National Association of the Deaf and the Parents' Association for the Mentally Retarded of Thailand the following year. These latter two Associations later joined hands to form the Council of Disabled People of Thailand in that same year, 1983.

With the support of the government and relevant non-government organizations, persons with disabilities and their parents soon became more actively involved in the communities in which they lived. With increased access to employment and educational opportunities, they now participated more actively and more productively in community life.

Persons with disabilities in Thailand have thus changed their role from merely that of a



recipient to one of a partner-indeed, a stakeholder-in the future of the country. Attention is now focused on the empowerment of persons with disabilities, instead of pursuing a welfare approach as in the past. And through their own self-help organizations, persons with disabilities have become vocal advocates of their own rights, giving recommendations and prodding the government on issues of policies and laws affecting their lives.

Highlighting the progress achieved in the Declaration on the Rights of Thai Persons with Disabilities. Approved and signed by His Excellency Mr. Chuan Leekpai, the former Prime Minister of Thailand, on 3 December 1998, on the occasion of the 50th Anniversary of the Universal Declaration of Human Rights, this Declaration is a pledge made by the people of Thailand to persons with disabilities and is today used as a reference in the provision of services for the disabled.

## **2. The Development of Legal Frameworks and National Plans**

As with other countries, Thailand has been working towards fulfilling the goals and objective of the United Nations World Program of Action Concerning Disabled Persons. To this end, a series of laws have been enacted that address, both directly and indirectly, the needs and concerns of persons with disabilities.

### **2.1 The Rehabilitation for Disabled Persons Act B.E.2534 (1991)**

The first Thai law specifically dealing with persons with disabilities is the Rehabilitation for Disabled Persons Act B.E.2534 (1991). Promulgated in November 1991, this landmark Act was the result of a co-operative effort involving the government, the private sector, academia, and organizations of persons with disabilities and served as a starting point for persons with disabilities in their quest for greater participation and equality.

In addition to protecting the rights of persons with disabilities to rehabilitation through, among other things, medical attention, education, and vocational training, this Act provides for the establishment of a National Committee for the Rehabilitation of Disabled Persons.

Another important element of this Act is a provision for the legal participation of persons with disabilities and their organizations. In this connection, no fewer than two representatives from organizations of persons with disabilities sit on the Committee for the Rehabilitation of Disabled Persons. In addition, there must be at least one person with disability on all sub-committees established for any undertaking involving persons with disabilities. Efforts to promote the full participation of persons with disabilities have expanded significantly since then and now covers all 76 provinces of Thailand, each with its own provincial committee for the rehabilitation of disabled persons, which is required to have four persons with disabilities as members.

### **2.2 The Constitution of the Kingdom of Thailand, 1997**

Perhaps an even more important legal document is the Thai Constitution, the highest law of the land. Adopted in 1997, the present Constitution is the first to include specific provisions

for persons with disabilities.

Section 30 states that all persons are equal before the law and shall enjoy equal rights. Moreover, unjust discrimination against a person on the grounds of differences in, among other things, physical or health condition shall not be permitted.

Section 55 states that persons with disabilities shall be provided with access to public facilities and services.

Section 80, meanwhile, stipulates that the State shall ensure a good quality of life for persons with disabilities and improve upon their ability to depend upon themselves for health protection and quality of life.

The most important aspect of the Constitution, however, is the elimination of all restrictions barring persons with disabilities from exercising their rights, especially their rights to participate in politics. Prior to this Constitution, persons with disabilities could not contest in an election and the deaf could not vote.

### **2.3 The Eighth National Economic and Social Development Plan (1997-2001)**

Highlighting the importance of human-centered development, the Eighth National Economic and Social Development Plan (1997-2001) was also the first national development plan to incorporate specific strategies for persons with disabilities.

In addition to promoting the establishment and strengthening of organizations of persons with disabilities, the Eighth Plan has sought to promote the rehabilitation of persons with disabilities, providing them with free medical services, education at all levels along with other children, and scholarships. Under the Plan, the private sector is also encouraged to provide occupational rehabilitation for persons with disabilities.

Complementing the Eighth Plan, two other important plans affecting persons with disabilities were adopted by the government. The first is the Third National Social Welfare and Social Assistance Plan (1997-2001), which calls for the provision of additional facilities and employment opportunities for persons with disabilities, support for the formation of groups of persons with disabilities, a campaign for better attitudes towards persons with disabilities in society, and the elimination of laws and regulations that limit the rights of or discriminate against persons with disabilities. The second is the National Rehabilitation for Disabled Persons Plan (1997-2001), which seeks to ensure the coverage of comprehensive rehabilitation.

## **3. Progress and Achievements to Date**

As a result of the legal framework and development plans adopted in support of persons with disabilities, much progress has been made towards fulfilling the United Nations World Program of Action Concerning Disabled Persons—all of which has helped to improve the well being of persons with disabilities in the Kingdom of Thailand.

### **3.1 Medical Rehabilitation**

One of the most important areas in which increased assistance has been provided is that

of medical rehabilitation. Providing a framework for work in this area, a medical rehabilitation plan was formulated and is part of the National Public Health Development Plan.

With a view to providing better medical services for persons with disabilities, the Ministry of Public Health has allocated a budget and provided support in the form of orthosis, prosthesis and assistive devices to increase the capabilities of 25 central hospitals, 42 provincial hospitals, and 712 community hospitals.

Special training programs for those offering services to persons with disabilities have also been provided, including those on sign language training for hospital staff so that they can better communicate with persons with hearing-impairments. Other programs include that on audiological technology staff in hearing aid and equipment as well as that on prosthetic devices.

To extend the reach of these special medical services, mobile units have also been established to provide treatment and rehabilitation to outlying areas lacking these services.

To promote the concept of independent living for persons with disabilities, an Independent Living Skill Training Unit was established in 1998 at the Sirindhorn National Medical Rehabilitation Center. This Center, among other things, promote development of treatment and rehabilitation systems and standards, the development of technology and a knowledge-base about medical rehabilitation, and the provision of assistance to help persons with disabilities live independently.

In addition, the Center is working on a project to set up an Asia-Pacific College of Prosthetic Device Specialists to train experts, not only from Thailand but also from neighboring countries, to develop prosthetic devices and other aids for persons with disabilities.

### 3.2 Increased Accessibility

In addition to providing essential medical services and rehabilitation for persons with disabilities, the Government has also endeavoured to provide increased accessibility for persons with disabilities. This is indeed a crucial prerequisite if persons with disabilities are to be able to go to school, work, or simply be part of the community.

With this in mind, the Thai Government established a committee in 1993 to draft an accessibility law for persons with disabilities, as stipulated in the Rehabilitation for Persons with Disabilities Act B.E.2534 (1991). Experts in medicine, education, social sciences, architecture, engineering as well as people with disabilities have been invited to provide information and consider what measures should be developed in Thailand.

Another important development in this area was the announcement of a Ministerial Regulation on Accessibility for Persons with Disabilities on 3 December 1999, the International Day of Disabled Persons. This regulation stipulates that all public facilities, including buildings, transportation and other services must be made accessible for persons with disabilities. As an incentive, private enterprises providing such facilities are allowed to deduct twice the cost of the facilities for tax purposes.

To date, this policy has been highly successful. Special facilities for persons with disabilities

are now available throughout the country, provided by both the public and private sectors. In particular, the Ministry of Education and the Ministry of Labour and Social Welfare have implemented this policy in offices under their supervision including schools, provincial public welfare offices, provincial labour offices and provincial job placement offices throughout the country. The Department of Fine Arts has also begun to install special ramps and restrooms in museums and libraries throughout the country.

Other governmental agencies have also been working to provide special facilities to improve access for persons with disabilities as well. These facilities range from improved sidewalks for people in wheelchairs and special traffic signals for persons with visual impairments to specially designed telephone booths and restrooms and reserved seating and parking spaces.

Given the rising importance of information technology (IT) on our every day lives, and IT Sub-committee for Persons with Disabilities and the Underprivileged has been established under the National IT Committee. This Sub-committee is tasked with the development of technology that will facilitate people with disabilities and to provide services in using assistive devices and equipment. Research is also being conducted on communication devices for persons with disabilities.

In addition to efforts at the national level, the Thai Government has also actively taken part in regional endeavours to promote facilities for persons with disabilities. Work done at this level include, among other things, the convening of an ASEAN Seminar on Internet Accessibility and Persons with Disabilities organized in July 1999 by the National Institute of Development Administration (NIDA) and a special workshop for architects and engineers on the design and provision of facilities for persons with disabilities, co-organized in March 2000 by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) and the Thai Ministry of Labour and Social Welfare.

Through all of these efforts, persons with disabilities have been provided with increased access to services provided by both the public and private sectors, helping them to participate more actively in the communities in which they live.

### **3.3 Education for Persons with Disabilities**

In addition to providing health care for its peoples, the Thai Government has long prioritized education, an issue of the utmost importance for the continued development and future prosperity of the country. Towards this end, the Rehabilitation for Persons with Disabilities Act B.E.2534 (1991) entitles persons with disabilities to compulsory education, occupational education and higher education in accordance with the National Education Plan. Such an education may be arranged in special educational institutes or in regular ones, with the Educational Technology Center under the Ministry of Education providing the necessary support.

Realizing that education management for persons with disabilities had lagged behind that for other groups, the Government in 1994 announced a special educational development plan for persons with disabilities.

In 1998, at the request of various organizations of persons with disabilities, the Ministry of Education also held a public forum on education management for persons with disabilities. For the first time, policy makers were able to listen first hand to the problems, needs and suggestions of persons with disabilities, their parents and non-government organizations regarding education management for persons with disabilities.

### 3.3.1 The "Year of Education for Persons with Disabilities"

1999, However, was a major turning point in education management for persons with disabilities. The Government proclaimed 1999 as the "Year of Education for Persons with Disabilities". As part of the country's national policy, signs reading, "Any disabled person who wishes to go to school, can do so," have been posted in front of every school in the country. This year, the Government also announced a new policy stating that persons with disabilities must be provided with educational opportunities so that they can improve upon both their own as well as society's quality of life. This is considered a long-term policy and an educational goal for persons with disabilities in Thailand.

### 3.3.2 The National Education Act B.E.2542(1999)

Another milestone in the development of persons with disabilities was the promulgation of the National Education Act B.E.2542 (1999). This Act protects the rights of persons with disabilities to education in accordance with their rights under the Constitution. As with other people, people with disabilities are entitled to twelve years of basic education at no charge. In addition, However, they are also entitled to, among other things, early intervention services, educational materials and facilities, flexibility in educational management as well as home schooling, which the government must support.

At present, various ministerial regulations are being drafted to ensure the provision and quality of educational services for persons with disabilities. Families and community organizations have also been encouraged to take part in education management. Here, for example, persons with disabilities and organizations of parents of disabled children have participated in the drafting of ministerial regulations concerning the provision of education by the family. A Committee for the Educational Reform for Persons with Disabilities, the underprivileged, and the Gifted has also been established to formulate a framework and policies for the educational development of this special group of people.

In 1993, at the initiative of Her Royal Highness Princess Maha Chakri Sirindhorn, the Ratchasuda College was established under Mahidol University as an institution of higher education for persons with disabilities. At the same time, the College offers a master degree program in rehabilitation counseling, which is open to all as well as a special course in Sign Language interpreters.

Plans have furthermore been made to develop and train teachers and personnel in special education. There are three kinds of programs provided at the moment : one for

education managers, the second for teachers who teach in integrated education programs, and the third special education.

Educational materials and technology for persons with disabilities both in formal and non-formal education are also being produced to meet the needs of the target groups to cater to persons with disabilities.

On 17 August 1999, Thai sign language was announced as the national language for impairments, helping them greatly in their education. Hearing people can also choose to learn sign language at various institutes to communicate with persons with hearing impairments. Moreover, a sign language dictionary has been compiled and One Sign a Day Television programs made. Television news and educational programs are now often broadcast with on-screen sign language interpreters.

Given the above endeavours, in 1999, a total of 110,327 disabled children went to school, 96,351 of whom were enrolled in integrated education in 4,968 schools, and 13,976 in 52 special schools. This is a significant increase from 1998, when only around 35,000 disabled children went to school. In 2000, a budget of 1,550,949,660 baht<sup>1</sup> has been allocated for education for persons with disabilities, and increase for 694,228,920 baht from the previous year.

Overall, the government's target for the number of children with disabilities to be educated is the same as that for other children, that is, 95 percent of all children. This is in accordance with the resolution adopted during the international conference of countries in the Asia-Pacific region on Education for Youth and Children with Disabilities into the 21st Century. Which was co-hosted by the Thai Government and the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) in 1999.

### 3.4 Employment

As persons with disabilities now enjoying a higher standard of living than ever before, with increased access to medical and rehabilitation services, public facilities and education, they are now also better equipped to work.

<sup>1</sup>The Thai baht/US dollar exchange rate was around 25 baht to the dollar prior to July 1997, the month in which the baht currency was floated. Since that time, the Thai baht/US dollar exchange rate averaged around 41 baht in 1998, 39 baht in 1999 during the first quarter of 2000.

#### 3.4.1 Vocational Training

To better prepare persons with disabilities for employment, special vocational training has been provided. Here, the first vocational rehabilitation center for persons with disabilities was established in 1968, with eight centers now in operation. Operated by the Department of Public Welfare, Ministry of Labour and Social Welfare, these centers can cater for 800 persons with disabilities annually. They provide training in various occupations, self-management, and social skills. Those who have not attended school before are also provided

with general education from teachers from non-formal education center in the area.

In addition, under the Compensation Act B.E.2537 (1994), a worker rehabilitation center was set up to take in workers who have become disabled due to accidents at work. Under this Act, they will also get rehabilitation, treatment, prosthetic devices, occupational training equipment, and job placement either with their former employers or new ones.

To provide opportunities for persons with disabilities to study along with other people, in July 1994, Cabinet also passed a resolution for all government run vocational training centers to take in persons with disabilities into their existing training programs.

#### **3.4.2 Employment Opportunities**

Persons with disabilities have the right to apply for work without discrimination. This policy is one that has been approved by Cabinet, who has required all government agencies and enterprises to take in persons with disabilities to work to ensure equality.

In 1994, the Ministry of Labour and Social Welfare also issued a ministerial regulation on employment of persons with disabilities, in accordance with the Rehabilitation for Persons with Disabilities Act B.E.2534 (1991). This regulation requires an enterprise with over 200 employees to hire one person with disabilities who has the ability to work in any position per every 200 employees.

Any business not wishing to do so will have to make an annual financial contribution to the Fund for the Rehabilitation for Persons with Disabilities. Meanwhile, employers hiring persons with disabilities can deduct double the actual cost of hiring for tax purposes. Under this scheme, there are at the moment, 5,968 persons with disabilities employed in businesses throughout the country. As of June 2000, businesses that have not employed persons with disabilities have also contributed over 189 million baht to the Fun.

It would be wrong, however, to say that progress in this area was achieved simply because of the regulation. Employers themselves are now more understanding and more ready to provide support for persons with disabilities. To provide further encouragement to such practices, each year on 3 December, the International Day of Disabled Persons, businesses employing persons with disabilities are presented with a plaque by the Prime Minister in recognition of their contribution. This practice started in 1997.

#### **3.4.3 Self Employment Opportunities**

In case persons with disabilities do not wish to work in business enterprises or government agencies, they can apply for long-term interest-free loans with the Rehabilitation for Persons with Disabilities Fund so they can start their own self-employment projects. This Fund was established in accordance with the Rehabilitation for Persons with Disabilities Act B.E.2534 (1991), with the objective of providing loans for persons with disabilities and to support various related agencies. The Government has allocated a budget of 25 million baht for its establishment in 1993 and has allocated a budget of 20-30 million baht

for the Fund every year since. In addition to this, the Fund also earns interest from donations and contributions from businesses. So far the fund has extended 16,137 loans worth a total of 313,000,000 baht to persons with disabilities to start their own agricultural or commercial projects.

As for those persons with disabilities who cannot secure a job, the Government has established a garment-producing factory for them in Nonthaburi Province. Called the IYDP Sheltered workshop, this factory was established to commemorate the International Year of Disabled Persons in 1981, using both state funds as well as money donated by the public.

Other efforts are also being made to expand job opportunities for persons with disabilities. The Ministry of Labour and Social Welfare and the Ministry of Industry have, in fact, formulated operational plans to expand job opportunities for persons with disabilities. Started in 1999, a project is currently being undertaken involving the provision of training about the ministerial regulations on employment of persons with disabilities, their thoughts and feelings, and their needs for officials of the Ministry of Industry, so they can disseminate this information to factory operators.

#### **3.4.4 The Workmen's Compensation Act B.E.2537 (1994)**

An important piece of legislation in this area is the Workmen's Compensation Act. Enacted in 1994, this Act provides protection for employees disabled at work so that they receive compensation for medical expenses, prosthetic devices and equipment, and physical and mental rehabilitation. In addition, under this Act, special occupational rehabilitation is also provided at the Industrial Rehabilitation Center in Bangpooon, Pathum Thani Province. The Act also promotes the issue of better safety and health at work places.

Regarding co-operation at the international level, several projects have also been implemented promoting the employment of persons with disabilities. Here, the Department of Public Welfare, with the support of the United Nations Food and Agriculture Organization (FAO), is conducting a program to promote the integration of persons with disabilities in agricultural projects, with a successful pilot project already underway. Moreover, the Department and the International Labour Organization (ILO) have together convened Work and Job Analysis Workshops and Action Plan Workshops-which has led to the formulation of a guideline on job placements for persons with disabilities.

#### **3.5 Sports for Persons with Disabilities**

In improving the quality of life of persons with disabilities, importance has also been given to their recreational activities-another issue highlighted in the 1982 World Program of Action Concerning Disabled Persons. The Thai Government indeed realizes that in the rehabilitation of persons with disabilities, sports can help improve their health as well as give them a chance to display their capabilities to society.

With a view to encouraging persons with disabilities to play sports, the Thai Government,



through the Ministry of Education, each year allocates a budget for sports competition for persons with disabilities in Thailand.

In January 1999, Thailand also hosted the Seventh Far East and South Pacific Games for the Disabled or the FESPIC Games. Using a budget of 374 million baht, this event was held following the 13th Asian Games in Bangkok, using the same venues and facilities. The Games was a great success, attended by 2,251 contestants from 36 countries, with Thailand coming second in the medals tally after China. As a result of the Games, there is now increased public awareness and understanding of persons with disabilities, as well as of their abilities and potential.

Due to the success of the FESPIC Games, the Government also made it a policy from 1999 onwards that provinces hosting the annual National Sports Competition also host sporting events for persons with disabilities, at the same venue-this, along the lines of the Asian Games and the FESPIC Games, and the Olympic and the Paralympic Games, at the regional and international levels, respectively.

#### **4. Participation and Involvement of the community**

Although the Government has done much to promote a better quality of life for persons with disabilities, it is also recognized that the local communities themselves must also play an active role.

##### **4.1 Community-based Rehabilitation**

One such approach currently being undertaken is that of Community-based Rehabilitation (CBR). This approach is all the more important because not all persons with disabilities-particularly those living in remote areas of the country-have access to rehabilitation centers and institutes. In addition, it is recognized that, living in institutes, persons with disabilities are deprived of the joy of living with their own families, which can have an unfavorable impact upon persons with disabilities, especially children.

In this connection, the Ministry of Public Health, through the Sirindhorn National Medical Rehabilitation Center, has used the concepts and guidelines of CBR from the World Health Organization (WHO), adjusting them to suit the situation in Thailand as appropriate. The CBR concept has also been promoted among public health personnel and those in relevant agencies concerned since 1992. Responsible for activities in this field, a CBR Sub-Committee has furthermore been established under the Committee for Rehabilitation of Persons with Disabilities mentioned earlier.

As state agencies are faced with budgetary and personnel restrictions, non-government organization or NGOs have also taken part in CBR activities. In this connection, the Foundation for Children with Disabilities runs small project at the village level, training parents, community members, and staff to take care of these children. At the same time, those trained can, in turn, also help train other people in other communities. Through such an approach, the ability of local communities to care for persons with disabilities has increased significantly, coming up

at times with rehabilitation methods and assistive devices which have been adopted to local needs and using local raw materials which are less expensive and easier to find.

In support of these activities and to help persons with disabilities live with their families, the Government has, since 1997, initiated a program to provide a monthly subsistence allowance of 500 baht for each person with severe disabilities during his or her lifetime.

#### 4.2 Co-operation from Non-government Organizations

As already mentioned, NGOs have been actively providing assistance to persons with disabilities, with their role recognized and supported by the Thai Government.

In this connection, the National Committee for Social Welfare Promotion has been established to help, among other things, support NGOs in the area of social development. This year, the Ministry of Labour and Local Welfare has also set up the National Co-ordinating Committee for the Private Sector. In monetary terms, the Government has also allocated an annual budget to help NGOs. Increasing every year, this budget stood at 59.65 million baht for fiscal year 2000.

At present there are 64 NGOs working for/with people with disabilities, a number of which provide vocational training. One such organization is the Foundation for the Blind in Thailand, under the Royal Patronage of Her Majesty the Queen, which has set up a vocational training center for blind women.

The Blind Vocational Training Center meanwhile offers training in traditional massage, English, Braille, computer, music, astrology, and telephone switchboard operation.

The Association for the Mentally Retarded of Thailand provides training in home economics, agriculture, and arts.

The Redemptorist Vocational School for the Disabled also provides training in computer, electronics, accounting and basic secretarial skills, with its graduates well-accepted by businesses in general. This school can be said to be one that is operated by and for persons with disabilities, with all but one of its teaching staff being persons with disabilities. The school also provides scholarships for persons with disabilities from neighboring countries, such as Laos and Cambodia, to attend its training courses.

It can therefore be seen that, in Thailand, the Government, NGOs, and persons with disabilities themselves work in close harmony with each other. In some cases for example, projects are undertaken where the government provides academic and financial support, while NGOs provide the necessary experts and support staffs.

#### 5. Public Education and Awareness

When the Rehabilitation for Persons with Disabilities Act B.E. 2534 (1991) was promulgated, the Government realized the importance of increasing public awareness about the plight of persons with disabilities. Indeed, all segments of society must extend a helping hand if the Act's objective

of providing equal opportunities for all is to be achieved.

In this connection, the Government has allocated an initial budget of for million baht to help promote increased awareness about the Act in the form of videotapes, printed materials and audio tapes so that the public at large can better understand the disabilities, capabilities, thoughts and feelings of persons with disabilities.

An important activity held every year to promote public awareness of these issues is the celebration of the International Day of Disabled Persons, where events are held all through November to 3 December each year. With the Government providing a budget to support activities held during the period, organizations of persons with disabilities all over the country are also encouraged to take part. The budget, which was only 500,000 baht in 1995, its first year, has reached 3,500,000 baht in 1999.

As mentioned earlier, the hosting of the Seventh FESPIC Games in Thailand also succeeded in increasing public awareness about issues related to persons with disabilities. On 13 July 2000, disabled athletes were also awarded royal decorations, in recognition of their contribution towards society and the Kingdom as a whole.

Most importantly, organizations of persons with disabilities themselves have also been making valuable contributions to society, taking part in many public service activities, including blood donation campaigns. Students with disabilities from the Redemptorist Vocational School also spend time during the evenings or on holidays visiting and helping elderly people who live by themselves in the community. Such acts of kindness and compassion are well recognized by society with awards presented to these students.

## **6. Preventive Measures**

While the Thai Government has been working hard to provide treatment and rehabilitation services to persons with disabilities, it has also been recognized the need for disability prevention.

### **6.1 Primary Health Care and a Healthier Lifestyle**

Here, a special plan-the National Master Plan for the Prevention of Mentally Retarded Condition-was adopted in 1989.

The Ministry of Public Health has also relied upon primary health care to support disability prevention through the establishment of 63,507 community primary health care centers around the country. A total of 673,990 village health care volunteers are working at these centers, linking the communities with government agencies as well as training villagers in public health.

In addition to training on maternity and child health, there is also a plan for the prevention and surveillance of communicable diseases that can result in disabilities. Various programs are contained in this plan, including these to provide immunization against polio, German measles, tetanus in infants, and meningitis.

At the same time, there are campaigns underway to encourage people to lead healthier

lifestyle, by avoiding health risk substances including cigarettes and alcohol, by exercising, and by consuming nutritious food. In 1992, the Non-smoker Health Protection Act was promulgated, banning smoking in all public places except in private offices and designated smoking areas.

## 6.2 Safety at Work

The Ministry of Interior and the Ministry of Labour and Social Welfare have issued laws regarding safety at work. In fact, a total of 17 ministerial regulations have now been issued, including those on the safety at work of employees, safety at work with machinery, safety at work with dangerous chemicals, safety at work in dangerous places, as well as the prevention and extinguishing of fires in premises for the safety at work for employees.

The Ministry of Public Health, the Ministry of Transport and Communication, and the National Police Bureau have also been co-operating to prevent traffic accidents which can lead to disabilities. Here, it is now compulsory to use safety belts in automobiles and wear helmets while riding motorcycles. The use of mobile phones while driving is also banned.

## 7. Endeavours at the Regional and International Levels

As alluded to earlier, Thailand has been working to provide support to persons with disabilities through endeavours not only at the national level, but also those at the regional and international levels as well.

In the Asia-Pacific region, Thailand is, in fact, widely recognized to be at the forefront in terms of progress achieving in fulfilling the World Program of Action and other international guidelines, such as the Proclamation on the Full Participation and Equality of Persons with Disabilities in the Asia-Pacific Region, issued when ESCAP announced the Asia-Pacific Decade of Persons with Disabilities, 1993-2002. This Proclamation was signed by the former Prime Minister of Thailand in June 1993, in order to express the country's firm commitment to persons with disabilities.

At the regional level, Thailand is played a particularly active role, especially in conjunction with ESCAP, whose headquarter is located in Thailand. In 1993 for example, Thailand was one of three countries selected by ESCAP to work on the pilot project : Promotion of the Non-Handicapping Environment for Disabled Persons and the Elderly. In 1999, a meeting was held on Education for Youth and Children with Disabilities into the 21st Century.

In the field of development, the Council of Disabled People of Thailand, in co-operation with a Japanese NGO, has held training programs on wheelchair production and maintenance, with people from neighboring countries taking part as well. This training program has later been developed into a training center under the name of the Wheelchair Maintenance Clinic, with the Thai Government providing support in the form of land and construction, while a Japanese NGO has provided the necessary machinery and equipment.

Because of progress achieved by Thailand as well as the country's role in extending assistance

to neighboring countries, a Thai person with disability has been elected Chairperson of the Asia-Pacific Regional Council of Disabled Peoples' International (DPI) since 1997, whose regional head office is located in Thailand. In addition, another Thai leader with disability has served the Council as a regional development officer. His important role is in promotion of self-help organizations of persons with disabilities in developing countries.

## **8. Looking Towards the Future**

While much has been achieved to help promote the quality of life of persons with disabilities in Thailand, much more remains to be done. Looking towards the future, despite the financial constraints faced resulting from the country's economic crisis, Thailand will continue to promote the development and empowerment of people with disabilities so that they will become even more productive members of society. Moreover, the Kingdom will continue to extend support and assistance to neighboring countries, particularly in areas in which it has expertise.

In this connection, a couple of projects will soon be undertaken to establish the Research and Development Center of Assistive Technology for Persons with Disabilities and the Assistive Technology Service Center for Persons with Disabilities. Budgetary support for both projects have already been approved by Cabinet on 15 August 2000-40,167,000 baht for the first center and 6,520,900 baht for second. Thailand is furthermore in the process of setting up a prostheses and orthosis school at the Sirindhorn National Medical Rehabilitation Center.

Regarding future efforts at the international level, Thailand also plans to expand the close co-operative ties in this field it already enjoys with regional countries, which is in line with the recent proclamation of the ESCAP Decade of Greater Mekong Subregion Development Co-operation, 2000-2009.

The Thai and Japanese Governments are also working together to establish Asian and Pacific Center on Disability in Thailand. This Center will act as an information center for persons with disabilities and agencies concerned as well as a regional co-operation center for the Asia-Pacific region. In addition to holding regional training programs, seminars, and conference for persons with disabilities and other people concerned, the Center will help develop technology that is more suitable for the lifestyle of persons with disabilities in the Asia-Pacific region.

During the coming year, Thailand will furthermore be hosting several related events, including, the First National Conference on Accessible Transportation in October 2000, in which experts from the United Kingdom will take part, and the Campaign 2000 to Promote the Asia Pacific Decade of Disabled Persons, which will be held in Bangkok in December 2000.

## **9. Conclusion**

All of the issues detailed above represent a broad picture of Thailand's on-going efforts of fulfil the objectives of the World Program of Action Concerning Disabled Persons. By emphasizing two main themes-instilling a sense of participation and a sense of equality-the quality of life and

standard of living of persons with disabilities in Thailand has improved significantly.

What may perhaps be even more important, though, is the fact that persons with disabilities now have the ability to live more independently, more productively, and with more dignity. And by assuming a more important role in their own self-determination, they now have the means of charting the future direction of their own lives.

**Reference :** Office of Prime Minister of Thailand ; Thailand's National Progress Towards Fulfilment of the United Nations World Program of Action Concerning Disabled Persons, Recognized and Awarded, Franklin Delano Roosevelt International Disability Award : June 2001.

# ***Summary of the Seminar***

The 21<sup>st</sup> APEID Regional Seminar on Special Education  
18-23 November 2001 at TOKYO, JAPAN

The main theme of the 6<sup>th</sup> programming (1997-2001) cycle was "Special Education Partnerships for the 21<sup>st</sup> Century". This final year's seminar conducted discussions on the theme "Developing Special Education in Each Country and Enhancing International Cooperation among Countries in the Asia-Pacific Region".

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

- 1) 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.
- 2) Plans for curriculum: teaching methods and teaching materials, teachers training and school development to be implemented in education for children with SEN.
- 3) Developing special education in each country, enhancing international cooperation and networking and technology transfer in education among Countries in the Asia-Pacific Region.

The country reports reported the situation and problems in each country, with the goal being achievement of education matching the needs of individual disabled children. The general discussion discussed the following. (1) The necessity to define the quality or merits of special education by taking into account diversity of diverse types of intelligence, instead of giving it a narrow definition. (2) The necessity to redefine the curriculum in relation to inclusion education by re-examining it at diverse levels instead of making it uniform; for instance, school level curricula, individualized curricula matching individual needs, etc. (3) The necessity to further improve the training of special education teachers, and for such teaches to learn about inclusion education by cooperating with teachers of ordinary classes. (4) That inclusion is not compulsory but an option to learn together. (5) Networking to promote the transfer of teaching aids and educational technology. (6) To become constructive and critical friends by supplying, utilizing and sharing information. (7) To further promote diverse types of exchange, and to promote issues common to countries as joint projects. (8) Special education should be promoted by constructing partnerships of diverse people and agencies such as children, guardians and the community, instead of leaving it a matter concerning just the interested parties.

# Appendix

Life Long Education for Children with Special Educational Needs in the 21<sup>st</sup> Century

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## 1. Trend of International Organizations Centered on the U.N.

United Nations General Assembly	U.N. special agencies and OECD, etc.	Japan
<p>"Universal Declaration of Human Rights" (1948)</p> <p>"Declaration on the Rights of Mentally Retarded Persons" (1971)</p> <p>Declaration on the Rights of the Disabled" (1975)</p>	<p>ILO Recommendation No.99" Recommendation on the Vocational Rehabilitation of the Dsabled" (1955)</p>	<p>"Constitution of Japan," "Fundamental Law on Education," "School Education Act," "Child Welfare Law" (1947) " Law for the Welfare of Physically Handicapped Persons" (1949)</p> <p>"Physically Handicapped Persons Employment Promotion Law" (1960)</p> <p>"Law for the Welfare of Mentally Retarded Persons" (1960) "Fundamental Law for Countermeasures for Mentally and Physically Handicapped Persons" (1970)</p> <p>Implementation of compulsory schooling for the handicapped (1979)</p> <p>(Exchange education) (Home education)</p>
<p>International Year of Disabled Persons (Complete participation and equality) (1981)</p> <p>- Trend of integration</p> <p>"World Programme of Action concerning Disabled Persons"(1982)</p> <p>(Disability prevention, rehabilitation, equal opportunity)</p> <p>"United Nations 10 Years for Disabled Persons: (1983-1992)" (1982)</p> <p>"Convention on the Rights of the Child" (1989)</p> <p>(Article 23: Rights of Handicapped Children, "Promotion of Independence" and "Social Participation"</p> <p>"Tallinn Action Guideline on Human Resource Development in the Disability Field" (1989)</p>	<p>- Clarification of the direction of integration</p> <p>UNESCO "World Conference on the Action Plan for Education, Prevention and, Integration"(1981) Document " Sandburg Declaration"</p> <p>OECD: Integration Project for Disabled Youth (1981~)</p> <p>ILO Convention No. 159, Recommendation No. 168 "Convention on Vocational Rehabilitation and Employment of Handicapped Persons" "same recommendation" (1983)</p> <p>OECD: Integration Project for Handicapped Children in Compulsory Education Stages (1989~)</p> <p>(Promotion of the integration of children with special educational needs)</p>	<p>"Physically Handicapped Persons Employment Promotion Law"(1987)</p>
<p>World Conference on Human Rights ("Vienna Declaration and Programme of Action") (1993) (Living, welfare, education, labor, independent living, and equal rights for social participation)</p> <p>- Clarify the rules of integration</p> <p>"Standard Rules on the Equalization of Opportunities for Persons with Disabilities" (1993)</p>	<p>UNESCO "World Conference on Education for All People -Measures for Basic Needs" (1990) (Proposal of special needs education)</p> <p>OECD: Projects for children facing crisis (form 1992)</p> <p>- Shift from integration to inclusion</p> <p>Expansion of targets UNESCO "World Conference on Special Needs Education: Access and Quality" (1994)</p>	<p>"Revision of the Physically Handicapped Persons Employment Promotion Law" (1992)</p> <p>"Fundamental Principles on Government Development and Assistance" (1992) (Consideration of children, disabled persons, and seniors, etc.)</p> <p>Instruction while Attending Regular Classes (1993)</p> <p>"Fundamental Law for the Handicapped" (1993)</p>



(Rule 6. "Education") (From arousing the awareness of persons with disabilities to action)	Document "Salamanca Declaration and Action Framework on Rule Policies and Implementation of Special Needs Education"	Headquarters to Promote Countermeasures for Disabled Persons, "Disabled Persons Plan (Normalization 7-year strategy)" (1995)
Thinking about the issue of persons with disabilities as a human rights issue	OECD: Inclusion Project (From 1995)	

## 2. Basic Concept

### (1) Children with special educational needs

“Special needs education” for children with special educational needs

- ① U.K.: Warnock Report “Special Educational Needs” (1975) — “A child who has difficulty in studying and requires special educational treatment has special educational needs. (1 out of 5 - 6 school-age children)
- ② OECD: Children and youths having special educational needs and children and youths with disability (Children of extraordinary high intelligence are also included in this category in some countries) (1988)

(Children who have problems such as poor academic performance, skipping classes, non-attendance of school, failure in examinations, problematic behavior, delinquency and loss of self-confidence are categorized as "children faced with crises".)

### ③ UNESCO

- a) “World Conference on Education for All” (1990): Proposition of special needs education
- b) “World Conference on Special Needs Education” (1994): “Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action”

Children with special educational needs

- ◆ Children with disability who cannot attend local school
- ◆ Children who are experiencing difficulties at school temporarily or permanently
- ◆ Children who have lost interest and motivation in studies
- ◆ Children who have been physically, mentally and sexually abused persistently
- ◆ Children who are victimized by war and armed conflicts
- ◆ Children who lives in poverty and suffer from chronic malnutrition
- ◆ Street children
- ◆ Children who live too far from a school

### ④ Personal observation

Type I: Children with disability

Type II: Children who have problems in studying Japanese language, suffer from problems such as poor academic performance, non-attendance of school, abuses,

unstablens, delinquency and problematic behavior.

(2) Independence and self-reliance and lifetime education supporting self-reliance

- ◆ Various documents by the United Nations advocate self-reliance and participation in social activities (E.g. "Declaration of Rights for Persons with Disabilities").
- ◆ Movements for self-reliance of persons with disabilities in Denmark and USA (1970's - )
- ◆ Physical self-reliance, social self-reliance, vocational self-reliance, and economical self-reliance are important issues. In addition to these, more recognition has been gained that a will to make a choice and determination on one's own, so to speak, mental independence, is important as well.
- ◆ A problem is still unsolved as to which measures should be taken, "independence and self-support" or "independence with support by public welfare".
- ◆ "Fundamental Law for the Handicapped" (1993) Article 1 (Objective) "The objective of this Law is to take systematic and comprehensive measures for the disabled and thereby forward the movements toward independence and participation of the disabled in social, economical, cultural and other activities.

(3) "Symbiosis and conviviality" (These are originally biological terms.):

- ① To live in a same place together
- ② A state in which creatures of different species live together in a same place in cohabitation by benefiting each other. (Kojien Dictionary)

This term is considered to have important significance not only in the present society but also in the near future society.

Tentative definition of the concept of "symbiosis": Everyone respects natural endowment and humanity with each other in respective living environment, cherish and support each other mentally and physically, and live a normal life together in harmony.

3. Education for Children with Special Educational Needs in Asia and Activities of Japan

- ◆ UNESCO "World Conference on Education for All" (March 1990, Thailand)  
Senior Secretary Meeting of "Economic and Social Commission for Asia and the Pacific (ESCAP)" was held in October 1990 in collaboration with UNESCO, where "Guidelines for Actions to Support the Education for All in Asia and the Pacific" was edited and published (United Nations, 1991).
- ◆ Resolution of ESCAP: "Ten Years (1993 - 2002) for the Disabled in Asia and the Pacific" (1992).  
Declaration for the Equality and Total Participation of The Disabled in Asia and the Pacific
- ◆ Twelve (12) Key Issues for Action
  - (1) Domestic adjustment
  - (2) Legal enactment
  - (3) Information collection
  - (4) Public education
  - (5) Accessibility and information communication

- (6) Education      (7) Vocational training and employment
- (8) Prevention of disabilities      (9) Rehabilitation
- (10) Equipment for supporting independence
- (11) Organization by independence supporting groups      (12) Regional (Community) cooperation

- ◆ ESCAP supports legal enactment for the disabled in each country.

Laws for the disabled have already been enacted in China, Fiji, India, Indonesia, Japan, Pakistan, Philippines, Korea, Sri Lanka and Thailand.

Project of "Promotion of Barrier-Free Environment for the Disabled and the Aged in Asia and the Pacific"

- ◆ "Target to Accomplish 10-Year Action Plans for the Disabled in Asia and the Pacific" (2000)

(6) Education

"Only five (5) percent of children with the disabled are allowed opportunities to receive any kind of education in many ESCAP countries and areas. — With discrimination by sex, girls have fewer opportunities than boys. Many children and youths with disability are pushed to the back of societies. — Recently there have been remarkable changes in the way of thinking and practices in education for the disabled. Social recognition has been gained with regard to the rights that children and youths with disability attend local school and take part in informal educational activities with their sisters, brothers and friends. — It can be expected that a considerably larger number of children and youths with disability will receive education not at segregated places but at integrated schools in early 21st century."

Issues to be worked out: Adequate assistant teachers, welfare equipment and facilities, education and training of teachers, vocational education, changes from curriculum-oriented approach to individual-oriented approach, earlier infant education, further cooperation between families and communities

- ◆ Support by the specialized agencies of the United Nations: UNESCO, UNICEF, UNDP, World Bank, WHO, ILO, etc.

Community Based Rehabilitation (CBR): Training in the Community for People with Disability, WHO, 1989 (30 volumes with some additional volumes).

- ◆ Countries with a variety of culture, religion, life styles and social backgrounds

- ① The key industry of these countries is the primary industry and most of children with disability live in rural areas.
- ② Educational institutions for those with disability are located in urban areas.
- ③ Low literacy ratio in many countries
- ④ Inadequate measures and poor financial foundation as a nation for education of the disabled

◆ Actions in each country

(1) Afghanistan

Prohibition of employment of women, Stop of education for women: Survey by UNICEF in 2000

Percentage of handicapped persons younger than 18: 1.5% (Physically disabled; 80%: Mentally disabled; 17%: Physically and mentally disabled; 3%) There are many who have been injured with mines or suffered from polio

Needs for elimination of prejudice against those with disability and support for self-reliance CBR by the UN-Afghan program for the disabled

(2) China

2<sup>nd</sup> National Conference for Works and Employment of the Disabled (April 2001)

Employment percentage for the disabled:

The 8th plan (1991 - 1995): 62% — Substantial increase in the number of vocational education organizations for the disabled throughout the country

The 9th plan (1996 - 2000): 77% (Increased by 620)

The number of vocational training organizations receiving the disabled increased by 1330.

Percentage of school attendance: The percentage of school attendance has achieved the target in case of the mentally handicapped children but kept unchanged in case of the visually handicapped, the hearing impaired and the language impaired

Issues to be worked out: Inadequate recognition of education for children with disability; poor financial foundation; inadequate capability of teacher

(3) Thailand

1986 Start of national project of integrated education

1991 Enactment of Rehabilitation Law for the Handicapped

1997 Promulgation of new constitution (which assured every handicapped person of equal opportunity and total right for participation in the society)

1998 Revision of Education Law

1999 The Ministry of Education set this year as "Year of Education for the Disabled" and enacted "New Education Law" in August, which assured every handicapped person of a right to receive free education for 12 years and a right to receive education according to individual differences and environment.

As of 1996 The number of the disabled between 7 - 19 years old; 155,300

The number of the disabled who attend school; 11,292 which account for 7.3% of the total school-age population (Percentage of elementary-school attendance in Thailand; 100%: Percentage of middle-school attendance; 38%)

It is a key issue to provide the disabled with opportunities to receive education. For this purpose,

it is planned to increase the number of schools to give special education for the disabled from 24 to 37 and to have one school for each of 76 prefectures in future. It is planned to increase the number of "special education centers" which support education for the disabled at ordinary schools. Education by visiting handicapped children has started.

- ◆ Employment: The employment quota system was established in 1994 but is far from the achievement of the goal with no penal provisions applicable.

- ◆ Percentage of the disabled

Physical disability: 56.9%      Visual disability: 19.8%

Hearing impairment: 6.2%      Mental impairment: 9.9%

Mental disorder: 4.7%      Others: 2.5%

- ◆ International cooperation of Japan

Official Development Assistance (ODA), Japan International Cooperation Agency (JICA), NGO for the disabled, Special education seminar by APEID (Asian and the Pacific Program of Educational Innovation for Development)

Issues to be worked out:

- ◆ Inadequate international cooperation

- ◆ Development of mutual trust and cooperation with local people

- ◆ Exchange of information and collaboration with local communities

- ◆ Development of future vision of Japan

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