

GROUP AND REGION-FOCUSED TRAINING



**GENERAL INFORMATION ON
PROMOTION OF INCLUSIVE EDUCATION / SPECIAL NEEDS EDUCATION
課題別研修「インクルーシブ教育／特別支援教育の推進」
JFY 2015**

<Type: Solution Creation / 類型: 課題解決促進型>

NO. J1504133 / ID. 1584398

Course Period in Japan: Aug. 23, 2015 to Sep. 29, 2015

This information pertains to one of the Group and Region-Focused Training of the Japan International Cooperation Agency (JICA), which shall be implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both Governments.

I. Concept

Background

Education is every child's right and every effort should be made to meet this principle manifested in “Convention on the Rights of the Child”, “Millennium Development Goals (MDG)” and “Education for all (EFA)”. Each country has been taking active measures for achievement of EFA, while still some percentage of children including children with disabilities are left behind, which needs to get more attention for Universal Primary Education.

To ensure equal education opportunities for all, promoting the concept and approach of “Inclusive Education” (the Salamanca Declaration in 1994) has been one of the most important agendas in international education development to improve the environment such as policy, training of teacher, teacher supporting system, teaching materials development, etc. JICA pays full attention to the different needs of marginalized children in order to promote inclusive environment to realize quality education for all.

In Japan, Special Needs Education is a most common approach for children with disabilities, while some local governments and schools make efforts toward promoting Inclusive Education. The education system conducts early interventions to children with disabilities and it boasts 99 % rate for school attendance. This is the fruits of efforts and collaboration of administrations, research institutes, universities, schools and communities to improve the quality of schools / teachers so that they can support maximizing children's capacity.

This training and dialogue program aims to support developing countries in strengthening capacities in terms of human resources to promote Inclusive Education/Special Needs Education for children with disabilities, utilizing Japanese experiences and knowledge on Special Needs Education as a main component, and some trials and practices for Inclusive Education as a reference.

For what?

This program aims to formulate the draft Action Plan for improving the environment for Inclusive Education/ Special Needs Education through understanding the outline and current practices of Japan's Special Needs Education and sharing the current situation and issues of respective countries' Inclusive Education/Special Needs Education.

For whom?

This program is offered to mid-career officials at the department in charge of Special Needs Education or Inclusive Education at Ministry, or University/Teacher's College which has a curriculum for such education.

How?

The participant shall have opportunities in Japan to study the outline, systems and practices of Japan's Special Needs Education, to share and discuss the current

situation and issues of respective countries' Inclusive Education/Special Needs Education. The participant will also expected to consider and formulate the draft Action Plan describing what participant/participating organization will do to improve the environment for Inclusive Education/Special Needs Education putting the knowledge and ideas acquired in Japan, and to share the plan with colleagues after going back to home country.

II. Description

1. **Title (J-No.): Promotion of Inclusive Education / Special Needs Education (J1504133)**

2. **Course Period in Japan:** August 23 to September 29, 2015

3. **Target Regions or Countries:**

Iran, Mongolia, Mozambique, Myanmar, Peru, Swaziland, Tajikistan, Tonga, Tuvalu, and Viet Nam.

4. **Eligible / Target Organization**

This program is designed for department in charge of Special Needs Education or Inclusive Education at Ministry/Institute, or University / Teacher's College which has a curriculum for such education.

5. **Course Capacity (Upper limit of Participants):** 16 participants

6. **Language to be used in this program:** English

7. **Course Objective**

Training participants from each country acquire knowledge to plan and implement actions for effective promotion of Inclusive Education / Special Needs Education, which are feasible for the organization they work for, with its own financial and human resource capacity.

8. **Overall Goal**

The environment for promoting Inclusive Education/Special Needs Education is improved with the collaboration of Ministry of Education, research institutes, universities, schools and communities.

9. **Expected Module Output and Contents**

This program consists of the following components.

(1) Preliminary Phase in home country (July 2015 to August 2015) <i>Participating organization is expected to prepare for the Program.</i>	
Expected Module Output	Activities
To submit Inception report.	To formulate and submit the Inception report on the current situation, issues and problems of Inclusive Education/Special Needs Education. Detailed information is provided in III-5 and Annex-2.

(2) Course Period in Japan (August 23, 2015 to September 29, 2015) <i>Participants dispatched by the organizations attend the Program implemented in Japan.</i>		
Expected Module Output	Subjects/Agendas	Methodology
[Module Output 1] The current situation and issues of Inclusive Education / Special Needs Education in the	<ul style="list-style-type: none"> - Understanding "Disability"; social model of disability - International trend of Inclusive 	Lecture, Presentation, Discussion

participating countries and Japan are understood and summarized.	Education / Special Needs Education - Analysis of current situation and issues of Inclusive Education/Special Needs Education in each country and Japan	
[Module Output 2] Issues discussed in the Module Output 1 in the participating countries are analyzed with reference to policies and practices for promotion of Inclusive Education / Special Needs Education in Japan.	- Early childhood development for children with disabilities - Contents and methods of Special Needs Education / Inclusive Education - Teacher Training - Social participation of persons with disabilities	Lecture, Visit Discussion
[Module Output 3] A draft Action Plan which includes feasible measures for promoting Inclusive Education / Special Needs Education in each participant's organization is formulated.	Formulation and presentation of the draft Action Plan, reflecting the learning of the training	Exercise, Discussion, Presentation

(3)Finalization Phase in home country (September 2015 to November 2015) <i>Participating organizations produce final outputs by making use of results brought back by the participants. This phase marks the end of the Program.</i>	
Expected Module Output	Activities
To submit Progress Report	- Discussion and approval on the Action Plan in the participating organizations. - Submission of Progress Report by October 30, 2015.

<Tentative Schedule of Core Phase>

1st week (Aug. 23 – Aug. 28)

- (1) Arrival in Japan
- (2) Briefing for staying in Japan / Program Orientation
- (3) Education and social welfare for disability in Japan
- (4) Understanding “Disability” (social model of disability)
- (5) International trend of Special Needs Education/Inclusive Education and concept of Inclusive Education
- (6) Special Needs Education in Japan, and its process of development, law and legislation, administration, and finance
- (7) Presentation of Country Report and Inception Report

2nd week (Aug. 31 – Sept. 4)

- (1) Policies and support for children with disabilities in Yokohama city
- (2) Early childhood development for children with disabilities
- (3) Attend the “3rd Asia-Pacific CBR Congress” as observers
- (4) Policies and activities on Special Needs Education in Yokohama city

- (5) Visit support classes and resource rooms in regular elementary schools as an example of Inclusive Education system

3rd week (Sept. 7 -11)

- (1) Visit schools for Special Needs Education (for children with physical disabilities, intellectual disabilities, hearing and visual impairments)
- (2) Education contents and methods of schools for Special Needs Education
- (3) Teacher training for Special Needs Education / Inclusive Education
- (4) Career education at schools for Special Needs Education
- (5) Policy and services for social participation of people with disabilities.
- (6) Visit enterprises where people with disabilities are working

4th week (Sept. 14 -18)

- (1) Study trip to Kansai-area to observe practices in Inclusive Education at schools
- (2) Group discussions with persons with disabilities and parents of children with disabilities on Inclusive Education

5th week (Sept. 21 -25)

- (1) Realization of inclusive society through sport
- (2) Final review of the program and formulation of the draft Action Plan
- (3) Presentation of the draft Action Plan

6th week (Sept. 28 -29)

- (1) Evaluation meeting and closing ceremony of the program
- (2) Leave for home country

III. Conditions and Procedures for Application

1. Expectations from the Participating Organizations:

- (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to use the project for those specific purposes.
- (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the project to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.
- (3) As this program is designed to facilitate organizations to come up with concrete solutions for their issues, participating organizations are expected to make due preparation before dispatching their participants to Japan by carrying out the activities of the Preliminary Phase described in section II -9 .
- (4) Participating organizations are also expected to make the best use of the results achieved by their participants in Japan by carrying out the activities of the Finalization Phase described in section II -9.

2. Nominee Qualifications:

Applying Organizations are expected to select nominees who meet the following qualifications.

(1) Essential Qualifications

- 1) Current Duties: be a mid-career official at the department in charge of Special Needs Education or Inclusive Education at Ministry / Institute, or University / Teacher's College which has a curriculum for such education,
- 2) Experience in the relevant field: have more than 5 years' experience in the relevant field,
- 3) Educational Background: be a graduate of university,
- 4) Language: have a competent command of spoken and written English (This program includes active participation in discussions, action plan development, thus requires high competence of English ability. Please attach an official certificate for English ability such as TOEFL, TOEIC etc, if possible),
- 5) Health: must be in good health, both physically and mentally, to participate in the Program in Japan,
※Disabilities: We accept applications from persons with disabilities. Please attach description of your specific needs during the training program if any.
- 6) Must not be serving any form of military service.

(2) Recommendable Qualifications

- 1) It is recommended to participate with a pair of the person responsible for formulating policy and the person responsible for implementing policy, i.e. a pair of official and teacher, a pair of official and researcher, etc.

2) Age

Be between the ages of thirty (30) and fifty (50) years.

3) PC Skills

Having basic computer skills of MS-Word, Excel and Power Point is desirable because this course have a lot of exercises to prepare the reports and presentation materials by computer. It is also required to have an access to e-mail.

3. Required Documents for Application

(1) Application Form: The Application Form is available at the JICA office (or the Embassy of Japan)

(2) Photocopy of passport: to be submitted with the application form, if you possess your passport which you will carry when entering Japan for this program. If not, you are requested to submit its photocopy as soon as you obtain it.

*Photocopy should include the followings:

Name, Date of birth, Nationality, Sex, Passport number and Expire date.

(3) Nominee's English Score Sheet: to be submitted with the application form. If you have any official documentation of English ability (e.g., TOEFL, TOEIC, IELTS), please attach it (or a copy) to the application form.

(4) Country Report: to be submitted with the application form. Fill in Annex -1 of this General Information, and submit it along with the Application Form.

***Pregnancy**

Pregnant participants are strictly requested to attach the following documents in order to minimize the risk for their health for the schedule of this course includes many field works (trips) which may be too demanding at certain stages.

① letter of the participant's consent to bear economic and physical risks

② letter of consent from the participant's supervisor

③ doctor's letter with permission of her training participation.

Please ask JICA National Staffs for the details.

4. Procedures for Application and Selection :

(1) Submission of the Application Documents:

Closing date for applications: Please inquire to the JICA office (or the Embassy of Japan).

(After receiving applications, the JICA office (or the Embassy of Japan) will send them to **the JICA center in JAPAN by June 22, 2015.**

(2) Selection:

After receiving the documents through proper channels from your government, the JICA office (or the Embassy of Japan) will conduct screenings, and then forward the documents to the JICA Center. Selection will be made by the JICA Center in consultation with the concerned organizations in Japan. *The applying*

organization with the best intention to utilize the opportunity of this program will be highly valued in the selection.

(3) Notice of Acceptance

Notification of results will be made by the respective country's JICA office (or Embassy of Japan) to the respective Government by **not later than July 22, 2015**.

5. Document(s) to be submitted by accepted participants:

Inception Report -- to be submitted by August 10, 2015

Before coming to Japan, only accepted participants are required to prepare an Inception Report (detailed information is provided in Annex-2). The report should be sent to JICA by August 10, 2015, preferably by e-mail to < yictt1@jica.go.jp >.

NOTE: Participant is requested to present and discuss on the Country Report and Inception Report at the beginning of the Core Phase in Japan. In this regard, preparation of the report with Power Point data would be recommended.

6. Conditions for Attendance:

- (1) to strictly adhere to the program schedule,
- (2) not to change the program topics,
- (3) not to extend the period of stay in Japan
- (4) not to be accompanied by family members during the program,
- (5) to return to their home countries at the end of the program in Japan according to the travel schedule designated by JICA,
- (6) to refrain from engaging in any political activities, or any form of employment for profit or gain,
- (7) to observe Japanese laws and ordinances. If there is any violation of said laws and ordinances, participants may be required to return part or all of the training expenditure depending on the severity of said violation,
- (8) to observe the rules and regulations of their place of the accommodation and not to change the accommodation designated by JICA, and
- (9) to participate the whole program including a preparatory phase prior to the program in Japan. Applying organizations, after receiving notice of acceptance for their nominees, are expected to carry out the actions described in section II -9 and III-5.

IV. Administrative Arrangements

1. Organizer:

(1) **Name:** JICA Yokohama

(2) **Contact:** Ms. Yoko ANDO (yictt1@jica.go.jp)

2. Travel to Japan:

(1) **Air Ticket:** The cost of a round-trip ticket between an international airport designated by JICA and Japan will be borne by JICA.

(2) **Travel Insurance:** Coverage is from time of arrival up to departure in Japan. Thus traveling time outside Japan will not be covered.

3. Accommodation in Japan:

JICA will arrange the following accommodations for the participants in Japan:

JICA Yokohama International Center (JICA Yokohama)

Address: 2-3-1, Shinko, Naka-ku, Yokohama, Kanagawa, 231-0001, Japan

TEL: 81-45-663-3253 FAX: 81-45-663-3265

(where “81” is the country code for Japan, and “45” is the local area code)

If there is no vacancy at JICA Yokohama, JICA will arrange alternative accommodations for the participants.

Expenses:

The following expenses will be provided for the participants by JICA:

- (1) Allowances for accommodation, meals, living expenses, outfit, and shipping
- (2) Expenses for study tours (basically in the form of train tickets).
- (3) Free medical care for participants who become ill after arriving in Japan (costs related to pre-existing illness, pregnancy, or dental treatment are not included)
- (4) Expenses for program implementation, including materials.

For more details, please see “III. ALLOWANCES” of the brochure for participants titled “KENSU-IN GUIDE BOOK,” which will be given to the selected participants before departure for Japan.

4. Implementing Partner:

(1) **Name:** KRI International Corp.

(2) **Address:**

5-1 Kojimachi, Chiyoda-ku, Tokyo 102-0083, Japan

(3) **Remark:** Since its establishment in 1995, KRI International Corp. (KRI) has been providing consulting services in the areas of education, human resources development, regional and community development, and finance and management with quality and integrity to fulfill our responsibility as a reliable partner for international development.

5. Pre-departure Orientation:

A pre-departure orientation will be held at the respective country's JICA office (or Japanese Embassy), to provide participants with details on travel to Japan, conditions of the workshop, and other matters.

V. ANNEX:

Annex-1

Country Report

*Group and Region-Focused Training
Promotion of Inclusive Education/Special Needs Education
JFY2015 (No.J1504133 / ID.1584398)*

- ※ Please prepare the Country Report in an electronic file (Word file), and submit along with the Application Form.
- ※ This electronic format is available at the JICA office (or the Embassy of Japan).

Country: Country Name

Name: Your Name

Position: Your Position

Organization: Your Organization

1. Please fill in the following table.

General Information of your country				
Total Population: _____ people, Area: _____ km ²				
Number (No.) of children (under 15 years old) : _____ children				
No. of children with disabilities (under 15 years old): _____ children				
Educational Situation				
Primary School	Enrolment Age	____ years old	Duration	____ years
	GER / NER*	____ % / ____ %	Compulsory	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Regular School	No. of schools: _____ schools		
		No. of students: _____ students		
	School for children with disabilities	No. of schools: _____ schools		
		No. of students: _____ students		
No. of children with disabilities enrolled in regular schools: _____ students				
Lower Secondary (Junior High) School	Enrolment Age	____ years old	Duration	____ years
	GER/NER	____ % / ____ %	Compulsory	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Regular School	No. of schools: _____ schools		
		No. of students: _____ students		
	School for children with disabilities	No. of schools: _____ schools		
		No. of students: _____ students		
No. of children with disabilities enrolled in regular schools: _____ students				
*GEN: Gross enrolment ratio / NER: Net enrolment ratio				
Definition of terms				
Please describe the definition of each term in your country.				
Disability:				
Inclusive Education:				

2. Please describe the following topics (at maximum of 10 pages).

1. Background

[Points to be covered]

- General Information about your country
- Education system (administrative organization, etc.)

2. General Information about children/people with disabilities in your country

[Points to be covered]

- Categories of disabilities in your country, Number of children/people with disabilities in total and by the category
- National policy on children/people with disabilities (including disability registration/certificate system)
- Status of ratification of the Convention on the Rights Persons with Disabilities

3. Early childhood development for children with disabilities

[Points to be covered]

- Diagnosis system (who makes a diagnosis, how to diagnose, etc.)
- Pre-primary education or support system for children with disabilities

4. Contents and methods of Special Needs Education / Inclusive Education

[Points to be covered]

- National policy on education for children with disabilities
- Educational situation of children with disabilities: enrolment rate, completion rate, drop-out rate in primary/secondary education
- Number and rate of children with disabilities who study in schools for children with disabilities and who study in regular schools
- Curriculum for Inclusive Education/Special Needs Education (please submit a copy if any)
- Support for children with disabilities, including subsidy

5. Teacher Training in Inclusive Education/Special Needs Education

[Points to be covered]

- Number of institutions and the curriculum for pre-service and in-service teacher training for Inclusive Education/Special Needs Education
- Requirement/qualification to be a teacher for Inclusive Education/Special Needs Education

6. Social Participation of people with disabilities

[Points to be covered]

- *Working environment for people with disabilities, employment rate, etc.*
- *National policy to support/promote participation or employment of people with disabilities*

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Annex-2

Inception Report

***Group and Region-Focused Training
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※ Please prepare the Inception Report in an electronic file (Word file), and submit to JICA by **August 10, 2015**, preferably by e-mail to yictt1@jica.go.jp.

※ This electronic format is available at the JICA office (or the Embassy of Japan).

Country: Country Name

Name: Your Name

Position: Your Position

Organization: Your Organization

◆ **Please describe the following topics (at maximum of 5 pages).**

1. Situation in promoting Inclusive Education/Special Needs Education

1-1. Difficulties in Promoting Inclusive Education/Special Needs Education

[Points to be covered]

- Describe challenges that your country is facing to promote Inclusive Education/Special Needs Education in your country
- Describe the gap between policies and practices on Inclusive Education/Special Needs Education at schools in your country

1-2. Major Challenges

- Describe one major challenge in each of the following areas in your country

Early childhood development for children with disabilities

Contents and methods on Inclusive Education/Special Needs Education

Teacher Training in Inclusive Education/Special Needs Education

Social Participation of people with disabilities

2. Main issue that you would like to focus on through/after the training

- Describe main issue that you would like to focus on and explain about the issue in detail
- How it relates to your work
- Analyze the issue and describe reasons/causes of the issue

3. Possible countermeasures to solve the issue

- Describe possible solution(s) to the issue

For Your Reference

JICA and Capacity Development

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs are being customized to address the specific needs of different target organizations, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which started more than 140 years ago, was the “*adopt and adapt*” concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this “*adoption and adaptation*” process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries.

However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.



CORRESPONDENCE

For enquiries and further information, please contact the JICA office or the Embassy of Japan. Further, address correspondence to:

JICA Yokohama International Center (JICA Yokohama)

Address: 2-3-1, Shinko, Naka-ku, Yokohama, Kanagawa, 231-0001, Japan

TEL: +81-45-663-3253 FAX: +81-45-663-3265