

# SEAMEO SEN

REGIONAL CENTRE FOR SPECIAL EDUCATION

## 2<sup>nd</sup> International Conference

## On Special Education

# ICSE 2017

## SARAWAK MALAYSIA



### Key Organizers:



SEAMEO SEN  
REGIONAL CENTRE FOR SPECIAL EDUCATION



MINISTRY  
OF EDUCATION  
MALAYSIA

### With Support from :

### Co - Organizers:



YAYASAN  
HASANAH  
A foundation of Khazanah Nasional



# ICSE 2017

# SEAMEO SEN

REGIONAL CENTRE FOR SPECIAL EDUCATION

2<sup>nd</sup> International Conference  
On Special Education  
**ICSE 2017**  
SARAWAK MALAYSIA



## Credits

# SPECIAL BULLETIN ICSE 2017

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## About 2nd International Conference on Special Education 2017

The 2nd International Conference on Special Education 2017 is one of the main agenda that SEAMEO SEN is committed to organize biennially. The success of the 1st ICSE 2015 has impacted significantly on the role of SEAMEO SEN as the regional centre for training and research in Special Education. The collaborative success between Ministry of Education Thailand and SEAMEO SEN was indeed pertinent for SEAMEO SEN to sustain its vision and mission. The main purpose of the conference is to establish a space of opportunity for all educators, organizations and stake holders to develop and enhance their capacities to provide accommodative learning environment that foster development of specialized resources by coordinating their specialized contributions. The conference is the best platform for exchange of best practices, networking and specialization given the wide spectrum of skills and knowledge that are needed to educate and care for children with disabilities with Special Educational Needs.

The 2nd ICSE 2017 is focussed on developing special competencies of educators of SEN children with disabilities that are trending and concurrent with the Global Education Agenda. The theme “Access and Engagement in Special Education” and 17 sub-themes reflects SEAMEO SEN’s initiative to provide trending and current practices in Special education within the regional contexts. The issues and current agenda discussed are the philosophical tenets of Special Education that would impact on the participants’ professionalism in Special Education. The main outcome will be on the capacity of participants and those involved with Special Education to deliver optimal education of children with disabilities in all aspects; policy, administration, teacher training, financial strength and support, implementation and quality educational delivery and instruction as well communities and support from government and non-government bodies.

With more than 101 papers presented with 121 presenters and 30 keynotes and plenary speakers the 2nd ICSE 2017 was a success and received encouraging response from the delegates. This achievement is in tandem with SEAMEO SEN’s aspiration to continuously providing opportunities for professional development of educators of Special Education. The 2nd ICSE 2017 received much needed support from the Ministry of Education Malaysia and the State Government of Sarawak as well from partners in terms of funding and experts to run the conference. SEAMEO SEN is very hopeful that 2nd ICSE 2017 would leave a professional and knowledge impact on the participants and spur them to innovate and transform their educational practices in teaching and learning of children with special needs.

## Key Organizers:



## With Support from :



MINISTRY  
OF EDUCATION  
MALAYSIA

## Co - Organizers:



### Key Organizers

SEAMEO Regional Centre  
for Special Education (SEAMEO SEN)  
SEAMEO Secretariat

### With Support from

State Government of Sarawak  
Ministry of Education, Malaysia

### Co-organizers

Sarawak Convention Bureau  
Ministry of Health, Malaysia  
Ministry of Education and Culture, Indonesia  
International Council for Education  
of People with Visual Impairment (ICEVI)  
Malaysian Foundation for the Blind  
Yayasan Hasanah  
Yayasan Keluarga Batam, Indonesia  
University of Tsukuba, Japan  
United Nations Children's Fund (UNICEF)  
United Nations Educational,  
Scientific and Cultural Organization (UNESCO)  
Japan International Cooperation Agency (JICA)  
Universiti Teknologi Mara (UiTM)



## **FOREWORD MINISTER OF EDUCATION MALAYSIA**

It is my great pleasure to be part of the 2nd International Conference on Special Education 2017. The conference hosted by the Southeast Asian Minister of Education Organization Special Education (SEAMEO SEN) reflects the initiative and efforts towards supported engagement and access for Special Education complementing Malaysia's Education Agenda as reflected in the Malaysian Education Blueprint 2013-2025. The development of Special Education field in Malaysia has been progressive and well accommodated by the Ministry of Education Malaysia. This is evident with the commitment of hosting SEAMEO SEN beginning 2013. The inception of this center is pertinent to this region as a center of excellence for the development of Special Education lead by Malaysia.

The conference theme's Providing Access and Engagement for Children with Special Educational Needs is aptly chosen reflecting the current contention of the global education agenda. Issues such as actions to reduce barriers to inclusion, introducing innovations that impacted the lives of children with disabilities, creating conducive learning environment that accommodated the teaching and learning of children with special educational needs and programs to increase awareness of acceptance for these children in the community presents a discourse for action in the conference.

The conference also provides an excellent opportunity for organizations, institutions, international and local bodies to convene and discuss on research, practice and issues in education relating to Special Education. The Ministry of Educational Malaysia firmly advocates the wellbeing and development of children with disabilities in the current education blueprint. By co-hosting this conference with SEAMEO SEN, the Ministry is setting the fundamental directions towards transforming the nation's education initiative that is embedded in the Malaysia's National Education Philosophy which is aimed to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious regardless of abilities that individuals possessed. This transformative aims are realized by continuous efforts to educate teachers with knowledge and skills in Special Education. With knowledge and skills, educational delivery service for children with disabilities will be increased and escalated to be more relevant to the needs of these special children.

The current Education Agenda 2030 as stated in the Incheon Declaration 2015, is directed towards inclusive and equitable quality and lifelong learning for all. Therefore initiatives such as 2nd ICSE 2017 is an effort that supports the direction to transform Malaysia's education that embraces diversity converging all the best practices research that are current and trending in the field of Special Education. Children with disabilities require accommodated learning environment that caters to their abilities and nuances. Therefore teachers and educators in the field of Special Education must continuously equip and renew their professional knowledge and skills to better educate these children by mean of upgrading their own individual competency.

I would like to congratulate SEAMEO SEN for organizing the conference and the outstanding commitment shown for this event. A special thanks to all the co-organizers from various ministries, NGOs, DPOs, UNICEF, UNESCO as well as government and private bodies for cooperation and support given. The synthesis of energy and effort is very much needed and applauded and in line with the National Blue Ocean Strategy (NBOS) initiative adopted by the government of Malaysia to ensure programs and projects delivered are of high impact, low cost and rapidly executed.

I truly hope that the 2nd ICSE 2017 would benefit those who attended the conference by gaining new insights and knowledge of Special Education. The wide range of varied sub-themes would explicate and disseminate specialized knowledge in Special Education for all the attendees of 2nd ICSE 2017. I do hope with shared knowledge and information attained in this conference would not only give significant change of mind set but also reinforce and heighten the urgency and the action to address the barriers of access and engagement in the educational delivery for children with special educational needs. All the best for 2nd ICSE 2017.

Thank you.



(DATO' SERI MAHDZIR BIN KHALID)



### **PEJABAT KETUA MENTERI SARAWAK OFFICE OF THE CHIEF MINISTER SARAWAK**

Greetings from the beautiful Sarawak, Land of the Hornbills.

I am truly honoured that Sarawak is hosting the 2nd International Conference on Special Education organized by the Southeast Asian Minister of Education Organization Special Education (SEAMEO SEN). The conference being held at the Borneo Convention Center Kuching from 31st July to 2nd August, 2017 is indeed a much awaited conference for educators from Southeast region and from all over the world. Sarawak warmly welcomes all the delegates to the city of Kuching.

I trust that ICSE 2017 provides the opportunity for education experts and specialists in the field of Special Education to engage in dialogues and exchange information and ideas that can be useful in the advancement of Special Education. The conference has gathered renowned speakers and presenters in the Special Education fields from all over the world and we are honoured to have these speakers in the conference. I sincerely hope that our local teachers and those involved in Special Education will benefit from knowledge and ideas imparted during the presentation and deliberations.

Let me take this opportunity to reaffirm Sarawak's commitment towards agendas and programmes that are important for the development of persons with disabilities as well as for creating public awareness on the needs of people that require special care. Sarawak is glad to co-organize this conference with SEAMEO SEN and humbly play its small role in the furthering the objectives of the UNESCO's global Education Agenda 2030. I believe the successful outcome of this conference has important bearing towards creating global awareness on providing opportunities of access and engagement for persons with disabilities by means of accommodating their specialized needs especially to create learning environment conducive for them to thrive.

I would like to express my appreciation to SEAMEO SEN and the co-organizers of the conference for choosing Kuching Sarawak to be the venue of the 2nd ICSE 2017. We are all committed to ensure that programs related to disabilities would be given all the support needed and be given utmost our consideration.

I sincerely hope that ICSE 2017 will leave a long-lasting impact on all the participants whether professionally or personally. I do hope that our visitors while being in the serious business of this conference will take time off to enjoy being in interesting and beautiful places in and around Kuching, sample our food and getting to know our culture and traditions.

Thank you and have a successful conference.

**(DATUK AMAR ABANG HAJI ABDUL RAHMAN ZOHARI  
BIN TUN DATUK ABANG HAJI OPENG)**



### OFFICE OF SEAMEO SECRETARIAT

First and foremost, I would like to congratulate Dr. Yasmin Hussain and her team in SEAMEO SEN for the initiative to organize the 2nd International Conference on Special Education together with its partners with the theme of “Access and Engagement” in Special Education in this region. The collaborative efforts and the collective dynamism of institutions and bodies to see that ICSE 2017 is well conducted is very much applauded. ICSE 2017 reflects the spirit of solidarity and partnership that has always been the foundation of SEAMEO. With intense and focused strategic planning, ICSE 2017 will be a platform to strengthen inter center cooperation and strategic partnership between SEAMEO SEN and its supporting partners. I am very pleased that ICSE 2017 has attracted a number of distinguished speakers in the field of Special Education and a number of presentations on academic and best practices papers based on the 23 sub themes. This is a notable achievement given that the conference is only the second time to be organized by a young SEAMEO center such as SEAMEO SEN. It is indeed a reflection of dedication and commitment of team in SEAMEO SEN to ensure that the educational agenda for Special Education is carried out as it is designated in its establishment.

The ICSE 2017 presents a reciprocity towards the SEAMEO Education Agenda 2016-2020 that encompasses of 7 priority agenda; Early childhood care and education; Addressing barriers to inclusion; Resiliency in the face of emergencies; Promoting technical and vocational education and training; revitalizing teacher education; harmonizing higher education and research and adopting a 21st century curriculum. These are contentions of educational agenda that are in tandem with the Sustainable Development Goals 4 (SDG 4) 2020 to streamline actions and proactive solutions in providing an inclusive and quality education access and engagement for all. The conference presents an opportune for exchange of discussions and discourse in the field of Special Education as well as directions towards innovations and new learning paradigm in issues regarding the education of people with disabilities. It also allows for a building of outcomes for a more resilient, innovative, inclusive and doable actions that pave the road to the application of education policies, best practices and measures to an education system that provides wider access and ensure meaningful engagement for children with disabilities in this region.

I would like to express my appreciation to the Ministry of Education of Malaysia, Sarawak State Government, SEAMEO SEN partners including UNICEF Malaysia, UNESCO Bangkok and all the co-organizers for supporting and aiding SEAMEO SEN to ensure the success of ICSE 2017. It is hoped that this collaborative efforts will strengthen and solidify the partnerships that are built on the platform and passion for the betterment of lives of children with disabilities.

On a final note, I wish SEAMEO SEN and its co-organizers a great success for ICSE 2017 and I congratulate all the participants for attending the conference. The cooperation and synergy shown by SEAMEO SEN and its co-organizers are evidence of concerted efforts to achieve sustainability in the Special Education field through partnership and tapping into each other strengths in the need to pursue the Special Education agenda in this region. Have a pleasant ICSE 2017.

Leading through learning



Dr. Gatot Hari Priowirjanto  
Director, SEAMEO Secretariat



**SEAMEO SEN**  
REGIONAL CENTRE FOR SPECIAL EDUCATION

### OFFICE OF SEAMEO SEN



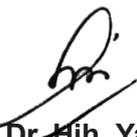
Dear distinguished speakers and participants of ICSE 2017

Alhamdulillah for this opportunity to realize the organizing of the 2nd International Conference on Special Education 2017. The conference is indeed an important event for SEAMEO SEN and its co-organizing partners to ensure the education agenda of children with disabilities are fulfilled and addressed in line with the increasing global awareness of inclusivity, equitability and sustainability in the agenda of education for all. First and foremost I would like to address my sincere appreciation to our co-organizers; SEAMEO Secretariat Bangkok, the Ministry of Education Malaysia, the State of Sarawak Government, the Sarawak Bureau of Convention, Ministry of Health Malaysia, International Council for Education of People with Visual Impairment, UNICEF Malaysia, UNESCO Bangkok, Ministry of Education and Culture of Indonesia, Yayasan Hasanah, Yayasan Keluarga Batam, Yayasan Orang Buta Malaysia, University of Tsukuba and the Japan Cooperation Agency for their faith and undivided support to SEAMEO SEN to hold ICSE 2017. The success of the conference is made possible with the commitment of our partners and also the attendees of ICSE 2017.

The 2nd ICSE 2017 is organized with its main objective to address the capacity building of knowledge and skills of Special Education Teachers in the region and to increase disability awareness in the intensification effort to address the emergence of the rising emphasis on quality and equity of educational access and engagement for all children of all abilities. The SDG 4 -Education 2030 forms the basis of the conference and the SEAMEO 7 Priorities steers the direction of ICSE 2017. There are 23 sub-themes and nearly more than 90 papers accepted and about 30 eminent specialists of Special Education from around the world invited in the keynotes, plenary and workshop sessions. The emphasis to address issues in Special Education is very timely. Education for people with disabilities are very important that shapes their lives, dignity, sustainability and resiliency to lead a meaningful and independent lives. The contention of ICSE 2017 is very focus on building and adding on to the capacity knowledge and skills of the participants. The current trend on inclusive education, innovations, technical and vocational education are highlighted and deliberations on other themes are opportunity for the attendees to learn and gauge their understanding on global trend, best practices and issues in Special Education.

I wish all the attendees of ICSE 2017 a very pleasant and fruitful conference. It is hoped that you will gain insights and perspectives as impetus for transformative change of ideas, skills and practices of your own professional and personal development. With definitive actions and implementation and passion to care for the lives of our special children we can make a difference. Thank you for your presence.

Together we strive for excellence.



**Datin Dr. Hj. Yasmin Hussain**

**Director**

**SEAMEO Regional Center For Special Education (SEAMEO SEN)**

## Report of 2nd ICSE 2017

The 2nd International Conference on Special Education was held at the Borneo Convention Center in Kuching Sarawak from the 31st July to 2nd August 2017. SEAMEO SEN together with support from the Ministry of Education of Malaysia and strongly supported by the State Government of Sarawak and by the Ministry of Health Malaysia. The conference also received much needed support from the International Council for Education of People with Visual Impairment, UNICEF Malaysia, Yayasan Hasanah and TEGAS of Sarawak. Attended by more than 820 participants and delegates from Southeast Asian countries and more than 31 countries from all around the world, the 2nd ICSE was indeed an event that became the platform for discussion and dissemination of ideas and issues that are current and trending in the field of Special Education.

The 2nd ICSE 2017 was highlighted by five keynotes session by renowned speakers from Australia, Malaysia, Singapore, Dubai and United Kingdom, four plenary sessions by experts, 101 papers presented in three concurrent session and 8 workshops were held for the delegates and participants. The conference was made possible with strong support from the State Education of Sarawak and the Teachers Training Institute of Batu Lintang and Tun Abdul Razak whom have been facilitating meetings and overseeing the man power necessity throughout the conference.

The opening ceremony of 2nd ICSE 2017 was officiated by the Chief Minister of Sarawak YAB Datuk Amar Abang Haji Abd. Rahman Zohari b. Tun Abang Hj. Openg while the Minister of Education of Malaysia, YB Dato' Seri Mahdzir bin Khalid officiated the closing ceremony and was attended by more than 1000 delegates and invited guests. The 2nd ICSE 2017 also received much publicity, media coverage and support from the State of Sarawak. More than 20 exhibitors from including the Ministry of Education, Ministry of Health, Ministry of Welfare, Community Wellbeing, Women, Family and Childhood Development and NGOs took part in the exhibition. The 2nd ICSE 2017 was a great success with positive feedbacks and compliments from the supporting partners, delegates and participants. The delegates and participants were also invited to the Welcoming Dinner sponsored by the State Government of Sarawak. The State of Education Sarawak had also coordinated and presented the showcase by children with Special Needs, performances for the opening and closing ceremony by deaf children from the special education programs in Kuching. The upcoming 3rd International Conference on Special Education will be held in Indonesia in 2019.

## Keynotes Speakers:

1. YBhg. Tan Sri Dr. Khair Mohamad Yusof  
Director General of the Ministry of Education, MALAYSIA  
**“Special Education Malaysia”**  
(Presented by YBhg. Dato’ Sulaiman Wak)
2. Dr. Frances Gentle  
President of International Council for Education of People with Visual Impairment, AUSTRALIA  
**“Access and Engagement for people with Blind and Visual Impairment”**
3. Dr. Sharifah Mariam Al-Junied  
Principal Psychologist, Ministry of Education, SINGAPORE  
**“Psychological Services for Children in Singapore”**
4. Dr. Richard Reiser  
Inclusive World, UNITED KINGDOM  
**“Inclusive Education for the 21st Century”**
5. Mr. Mithun Kamath  
CEO Arc Skills, DUBAI  
**“TVET for Children with Special Needs”**

## Plenary Sessions:

### **Plenary 1: Sustainable and Inclusive Development for Persons with Disabilities**

31 July 2017: 12.00-1.00pm

Moderator: Dr. Kway Eng Hock

#### Panelists:

Mr. Silatul Rahim Dahman  
CEO, Yayasan Orang Buta Malaysia  
MALAYSIA

Dr. Kamal Lamichhane  
Associate Professor CRICED  
University of Tsukuba  
JAPAN

Mr. Jose Monteiro  
Director of Inclusive Education  
Ministry of Education of Timor Leste  
TIMOR LESTE

Lina Mak Yun Fung  
Head of Research and Development  
Section  
Special Education Unit  
Ministry of Education Brunei  
BRUNEI DARUSSALAM

Plenary 2: Access and Engagement for  
Persons with Disabilities

1st August 2017: 8.00-9.00am

MODERATOR: Assoc. Prof. Dr. Teng  
Leong Koay

Panelists:

Assoc. Prof. Pham Minh Muc  
Director of Special Education Center  
The Vietnam Institute of Educational  
Sciences  
VIETNAM

Ms. Naira Avetisyan  
Program Specialist  
UNITED NATION'S CHILDREN FUND  
Bangkok, THAILAND

Ms. Limia Dewan  
Program Manager  
BRAC  
BANGLADESH

Mr. Kann Puthy  
Head of Administration Office  
Primary Education Department  
Ministry of Education, Youth and Sports  
CAMBODIA

Plenary 3: Special Needs Education in the  
21st Century: Way Forward

2nd August 2017: 9.00-10.00am

MODERATOR: Ms. Lina Mak Yun Fung

Panelists:

Ir. Sri Renani Pantjastuti  
Director of Special Education  
Ministry of Education and Culture  
INDONESIA

Mr. Shazali Ahmad  
Director of Special Education  
Ministry of Education  
MALAYSIA  
(Represented by: Ms. Salmah Jopri)

Assoc. Prof Dr. Teng Leong Koay  
Lecturer  
Sultan Hassanah Bolkih Institute of  
Education  
University Brunei Darussalam  
BRUNEI DARUSSALAM

## Workshops sessions:

1. Mainstreaming Reproductive and Sexual Health, Disaster Reduction in Special Education  
Prof Dr. Ma Sandra, SEAMEO TROPED BANGKOK
2. Special Education Strategies: Concrete-Rational-Abstract for Learning Mathematics  
Dr. Wahyudi and Mr Joel Hohn  
SEAMEO QITEP in Mathematics, INDONESIA
3. Disaster Risk Reduction Education for Special Education  
Tim Micki Thomsen and Jonas Gutheil, DENMARK
4. Audio Description as a Tool for Lively Education for People who are Blind or Visually Impaired  
Paul Gerarts of National Council of Blind Malaysia, MALAYSIA
5. Committee on the Rights of Persons with Disabilities General Comment No. 49(2016) on the Right to Inclusive Education  
Richard Rieser of Inclusive World, UNITED KINGDOM
6. Higher Education and Leadership Development
7. Dr. MNG Mani and Dr. Larry Campbell of the International Council for Education of People with Visual Impairment  
  
Teaching Strategies in Permata Kurnia  
PERMATA KURNIA

## 2nd International Conference on Special Education 2017 Schedule

### Day 1: 31<sup>st</sup> July 2017 (Monday)

Time	Program
7.30 - 8.30	Registration
8.30 - 9.30	<b>Keynote 1 : SPECIAL EDUCATION MALAYSIA</b> <b>Speaker : YBhg. Tan Sri Dr. Khair Mohamad Yusof</b> Director General Of Education Ministry of Education Malaysia <b>MALAYSIA</b> (Presented by : YBhg. Dato' Sulaiman bin Wak) <b>Moderator : Mr. Harry Tombas</b>

### Plenary Session 1 : *Sustainable and Inclusive Development for Persons with Disabilities*

9.30 - 10.30	<b>Speakers :</b> <ol style="list-style-type: none"><li><b>1. Mr. Silatul Rahim Dahman</b> CEO, Malaysian Foundation for the Blind, <b>MALAYSIA</b></li><li><b>2. Dr. Kamal Lamichhane</b> Associate Professor CRICED University of Tsukuba <b>JAPAN</b></li><li><b>3. Mr. Jose Monteiro</b> Director of Inclusive Education Ministry of Education of Timor Leste, <b>TIMOR LESTE</b></li><li><b>4. Ms. Lina Mak Yun Fung</b> Head of Research and Development Section Special Education Unit, Ministry of Education Brunei, <b>BRUNEI DARUSSALAM</b></li></ol> <b>Moderator: Dr. Kway Eng Hock</b>
10.30 - 11.00	Morning Tea Break
11.00 - 12.00	<b>Keynote 2 : TVET for Children with Special Needs</b> <b>Speaker : Mr. Mithun Kamath</b> CEO Arc Skills <b>DUBAI</b> <b>Moderator : Mr. Harry Tombas</b>
12.00 - 13.00	Lunch and Break

### Concurrent Session 1 (90 minutes)

13.00 - 14.30 ROOM 1 (BAHASA MELAYU)

- 1. Amalan Terbaik Berkolaborasi Ibu Bapa Di Sekolah Program Pendidikan Inklusif Dari Perspektif Pemimpin Sekolah Di Negeri Melaka**  
*Wong Jit Hoe and Wong Siew Fang*
- 2. Aspek Kekeluargaan Model Epstein Mempengaruhi Tahap Penglibatan Ibu Bapa Terhadap Pelaksanaan Rancangan Pendidikan Individu Murid Berkeperluan Khas**  
*Siti Hajar Ramly and Aliza Alias*
- 3. Transisi Kerjaya Dalam Mata Pelajaran Vokasional Khas Untuk Murid Bermasalah Pembelajaran Di Malaysia**  
*Noraini Abdullah and Noryani Md. Yusof*
- 4. Penggunaan Bahan 'Block Manipulation' Dalam Meningkatkan Kemahiran Menambah Nombor 0 Hingga 10 Murid Slow Learner**  
*Noranida Ropotoh and Khadijah Amat@Kamaruddin*

**Moderator : Mr. Muhaimi Suhaili**

ROOM 2 (BAHASA MELAYU)

- 1. Keberkesanan Penggunaan Peta Alir Bergambar I-Think Dalam Penghasilan Kek Coklat Oleh Murid-Murid Pendidikan Khas Bermasalah Pembelajaran**  
*Faranina Saleh*
- 2. Persepsi Pelajar Pendidikan Khas (Pendengaran) Terhadap Pengajaran Dan Pembelajaran (P&P) Teori Dan Amali Di Dalam Kelas Memasak**  
*Rohani Mohd Ali, Abu Hanifah Mohd Said and Rosmini Abdul Rahman*
- 3. Penguasaan Kemahiran Vokasional Murid Berkeperluan Khas Masalah Pembelajaran (MBKMP) Di Program Pendidikan Khas Integrasi (PPKI) Bagi Persediaan Sijil Kemahiran Malaysia**  
*Kama Shaffeei*
- 4. Persepsi Majikan Terhadap Pelajar Oku Pendengaran Di Politeknik Sultan Salahuddin Abdul Aziz Shah Yang Menjalani Latihan Industri**  
*Suaiza Khairi, Nurul Izza Redzuan and Nazratulhuda Hashim*

**Moderator : Dr. Ratna Wismawati Muhibah Yahya Sawek**

### **ROOM 3 (BAHASA MELAYU)**

- 1. Pelaksanaan Kemahiran Berfikir Aras Tinggi (KBAT) Dalam Pengajaran Prasekolah**  
*V. Rajasegara M. Veloo*
- 2. Competence 'Quality' Practices Among Special Needs Preschool Teacher : Parents and Guardians Perspectives**  
*Mohamed Ayob Sukani and Arfah Abd. Karim*
- 3. Mendidik Murid Pintar Cerdas: Bermotivasikah Guru Menghadapi Cabaran Ini?**  
*Nirwana Mohd Rashid and Zaharilah Abdul Kadir*
- 4. Pengaruh Teknologi Hijau Beta Terhadap Murid Bermasalah Pembelajaran Tahun Satu di Sekolah Rendah**  
*Yeap T. W. and Salleh Abd Rashid*

**Moderator : Mr. Ahap Awal**

### **ROOM 4 (BAHASA MELAYU)**

- 1. Pengetahuan Ibadah Remaja Pekak Di Malaysia**  
*Mohd Huzairi Awang@Husain, Rahimin Affandi Abdul Rahim and Hajarul Zakaria*
- 2. Sokongan Ibu Bapa Terhadap Pendidikan Anak Pendidikan Khas(PK)**  
*Zaiton Sharif and Gunasegaran Karuppattan*
- 3. Kesediaan Guru Dalam Pelaksanaan Program Transisi Kerjaya Bagi Murid Berkeperluan Khas**  
*Nuraisyah Adnie Abd Rahman and Aliza Alias*
- 4. Aplikasi 'Pictures Exchange Communication System' (PECS) Dalam Mengatasi Masalah Komunikasi Antara Guru Dan Murid Autisme**  
*Rabiatul Adawiyah Wahid, Zulkufli Mahayudin and Mior Ahmad Termizi Mior Idris*

**Moderator : Mr. Mohd Richard Neles Abdullah**

#### **ROOM 5 (ENGLISH)**

- 1. Promoting Inclusive Education Implementation In Indonesia Through Civil Power**  
*Paramtiha Pradina*
- 2. Career Path Of Persons With Disabilities**  
*Luningning B. De Castro and Liezel A. Vargas*
- 3. Creative Model Of Implementation Inclusive Education**  
*H. Sambari Halim Radiyahanto and Siti Jaiyaroh*
- 4. Working Together: Best Practices Towards Inclusive Education Of Pangasinan Division II, Philippines**  
*Tambogon, Ricardo S. and Tabuga, Marites M.*

**Moderator : Mrs. Juria Laing**

#### **ROOM 6 (ENGLISH)**

- 1. Attitude Towards Deaf People Among Malaysian Secondary School Students**  
*Lee Wan Ying, Tan Chee-Seng, Siah Poh Chua and Lee Mah Ngee*
- 2. A Proposition For An Inclusive Society For The Deaf**  
*Wong Woei Ling*
- 3. Primary Teachers' Challenges In Implementing Inclusive Education In Schools Of Maldives**  
*Fathmath Nishan, Koay Teng Leong, Rohani Matzin and Rozmawijah Jawawi*
- 4. Comparison Of Special Education And Mainstream Teachers' Efficacy Towards Inclusive Education Programme Classrooms In Malaysia**  
*Teng Kie Yin, Yeo Kee Jiar and Hadijah Jaffri*

**Moderator : Mrs. Chuah Kim Hwa**

## ROOM 7 (ENGLISH)

- 1. Acceptance And Rejection Of Students With Special Needs (SSN) In Secondary Inclusive Classroom**  
*Abdul Rahim Razalli, Mohamad Norhizar, Abdul Talib Hashim, Nordin Mamat and Noreha Yusof*
- 2. Preliminary Findings For The Implementation Of Bahasa Isyarat Malaysia And Bahasa Malaysia Kod Tangan Teaching Tool Into Android And Ipad/Iphone Applications**  
*Diyana Kamarudin and Yasmin Hussain*
- 3. Scoping Study Into Human Rights-Based Approaches To Education In Southeast Asia**  
*Educational Research Unit  
SEAMEO INNOTECH*
- 4. The Importance Of Transition Programme For Students With Learning Difficulties In Government Schools In Penang State**  
*R. Rajesvari, Hairul Nizam Ismail and Aznan Che Mat*

**Moderator : Mr. Nyolet Abun**

## ROOM 8 : WORKSHOP (ENGLISH)

**Mainstreaming Reproductive And Sexual Health, Disaster Risk Reduction In Special Education**

*Prof. Dr. Ma Sandra Tempongko  
SEAMEO TROPMED Bangkok*

**Moderator : Mr. Yusop Malie**

## ROOM 9 - WORKSHOP (ENGLISH)

**Special Parents Special Children**

*Mrs. Ursula Stephen Ness and Mrs. Kartini Rahmat Ariffin*

**Moderator : Dr. Tang Ming Tang**

## ROOM 10 - WORKSHOP (ENGLISH)

**Special Education Strategies: Concrete-Rational-Abstract (CRA) Approach For Learning Mathematics**

*Dr. Wahyudi and Mr. John Hohn  
SEAMEO QITEP In Mathematics*

**Moderator : Dr. Ho Theen Then**

15.00 - 17.00 **Opening Ceremony of the 2<sup>nd</sup> ICSE 2017**  
17.00 - 17.30 Afternoon tea break  
19.30 - 22.00 **2<sup>nd</sup> ICSE 2017 Welcoming Dinner hosted by the State Government of Sarawak**

**Day 2: 1<sup>st</sup> August 2017 (Tuesday)**

<b>Time</b>	<b>Program</b>
8.00 - 9.00	<b>Keynote 3 : Access and Engagement for people with Blind and Visual Impairment</b>  <b>Speaker : Dr. Frances Gentle</b> President International Council for Education of People with Visual Impairment <b>AUSTRALIA</b>  <b>Moderator : Mr. Harry Tombas</b>

**Plenary Session 2 : Access and Engagement for Persons with Disabilities**

9.00 - 10.00	<b>Speakers :</b>  <b>1. Assoc. Prof. Pham Minh Muc</b> Director of Special Education Center The Vietnam Institute of Educational Sciences, <b>VIETNAM</b>  <b>2. Dr. Naira Avetisyan</b> Program Specialist UNITED NATION'S CHILDREN FUND, Bangkok, <b>THAILAND</b>  <b>3. Ms. Limia Dewan</b> Program Manager BRAC, <b>BANGLADESH</b>  <b>4. Mr. Kann Puthy</b> Head of Administration Office Primary Education Department Ministry of Education, Youth and Sports of Cambodia <b>CAMBODIA</b>  <b>Moderator: Assoc. Prof. Dr. Teng Leong Koay</b>
10.00 - 10.30	Morning Tea Break

## Concurrent Session 2 (120 minutes)

### 10.30 - 12.30 ROOM 1 (BAHASA MELAYU)

- 1. Kemahiran Pedagogi Bagi Guru Pendidikan Islam (Pendidikan Khas) Dalam Pengajaran Al-Quran Braille**  
*Norhasnira Ibrahim*
- 2. Teknik Fuzzy Delphi: Reka Bentuk Modul Pembelajaran Webquest Pendidikan Kesihatan(Wqpk) Untuk Guru Pelatih Pendidikan Khas Masalah Pembelajaran**  
*Alijah Ujang and Syed Ismail Syed Noh*
- 3. Literasi Awal Al-Quran Dalam Kalangan Murid-Murid Pendidikan Khas Bermasalah Pembelajaran**  
*Aminuddin Khalit*
- 4. Penggunaan Permainan Blok Dalam Pengajaran Matematik Untuk Murid Bermasalah Pendengaran**  
*Lajiwini @ Jovina Kudun and Nancy Anthony*
- 5. Kolaborasi Guru Pendidikan Khas Dan Industri Dalam Menjalankan Program Transisi Kerjaya Murid Berkeperluan Khas**  
*Mohd Zulkarnain Abdul Wahab and Aliza Alias*

**Moderator : Mr. Muhaimi Suhaili**

### ROOM 2 (BAHASA MELAYU)

- 1. Inovasi Menulis Huruf Mengikut Arah Yang Betul Dengan Model Addie Bagi Murid Berkeperluan Khas**  
*Noraspalelawati Razali and Ros Eliana Ahmad Zuki*
- 2. Kesan Jenis Genggaman Pensil Murid Bermasalah Pembelajaran Terhadap Kemahiran Menulis**  
*Shamsiah Md Nasir*
- 3. Penggunaan Alat Bantu / Resos Dalam Pengajaran Dan Pembelajaran Pendidikan Khas Berasaskan Model UDL**  
*Nor 'Azah Ahmad Safran and Mustaffar Abd Majid*
- 4. Penglibatan Multiprofesional Melalui Projek Kolaborasi Berasaskan Aktiviti Seni Visual Untuk Kanak-Kanak Berkeperluan Khas: Autisme**  
*Nur Adibah Kamarus Zaman and Norshidah Mohd Salleh*

- 5. Pelaksanaan Pembelajaran Abad Ke 21 Dalam Kalangan Guru Pendidikan Khas Murid Cacat Pendengaran**  
*Norisah Ahmad*

**Moderator : Dr. Ratna Wismawati Muhibah Yahya Sawek**

#### **ROOM 3 (BAHASA MELAYU)**

- 1. Persekitaran Pembelajaran Tilawah Al-Quran Murid Masalah Penglihatan Di Malaysia**  
*Hajarul Bahti Zakaria, Ab. Halim Tamuri, Norshidah Mohd Salleh and Mohd Huzairi Awang@Husain*
- 2. Penggunaan Teknologi Bantu Dalam Pengajaran Dan Pembelajaran Pendidikan Khas**  
*Mustaffar Abd Majid and Nor 'Azah Ahmad Safran*
- 3. The Importance Of Physical Environment Accessibility For Semi-Ambulance Disabilities Inclusive Education In Perspective**  
*Dio Gitarama Subrata*
- 4. The Effect Of Using Qalamiy Towards Pencil Grip And Handwriting Quality Of Year 2 Special Remedial Pupils**  
*Mohd Fauzi Azraii and James Geoffrey W. Molijoh*
- 5. Penggunaan Pap Smile Untuk Mengatasi Masalah Pergigian Dalam Kalangan Murid-Murid Pendidikan Khas**  
*Suhaili Samsudin and Mat Yusof Mat Jelani*

**Moderator : Mr. Ahap Awal**

#### **ROOM 4 (ENGLISH)**

- 1. Inclusive Classrooms In Lopburi, Thailand: Through The Teachers' Lenses**  
*Sermsap Vorapanya and Apison Pachanavon*
- 2. Using Sensorimotor Activities Set For The Development Of Gross Motor Skills Of Children With Visual Impairment At Kindergarten Level**  
*Kesaraksha Wishita*
- 3. Career Transition Programme: Challenges Faced By Parents With Autistic Child**  
*Nazmin Abdullah*

**4. Enhancing Mathematics Knowledge And Process Skills Of Students With Learning Difficulties**

*Poon Cheng Yong, Yeo Kee Jiar and Noor Azlan Ahmad Zanzali*

**5. Hands-On, Heads-On, And Hearts-On In Teaching Mathematics To Children With Special Education Needs, Division Of Olongapo City, Philippines**

*Zandra Z. Paruginog and Jocelyn D.S. Fastidio*

**Moderator : Mr. Mohd Richard Neles Abdullah**

**ROOM 5 (ENGLISH)**

**1. The Pivotal Role Of Knowledge Structure And Instructional Design In The Development Of Teachers Teaching Mathematics To Students With Special Needs**

*Chun-Ip Fung and Dichen Wang*

**2. From Care To Education An Orphanage For Disabled Children**

*Tuti Hendrawati*

**3. The 1st Baby Camp For Babies With Visual Impairment In Bandung, Indonesia**

*Weningsih*

**4. Building Relationships Between School And Community Preparing Students With MDVI Into Their Adult Life**

*Weningsih and Sr. Marta Neka*

**5. School-Based Roadmap For UN 2030 Education Agenda Focused On Providing Inclusive, Equitable And Gender Equality Education For Children With Disabilities**

*Jupiter L. Petilla*

**Moderator : Mrs. Julia Laing**

**ROOM 6 (ENGLISH)**

**1. Supporting Autistic Children Reaching Their Full Potential Through ICT: The Use Of Courseware In English Language Learning In Malaysia**

*Mariam Mohamad and Farah Waheeda Ariffin*

**2. Effectively Educating Young People With Learning Barriers Through Technology**

*Dhruv Patel and Leah Freeman*

**3. E-Mentoring Experiences Of Adolescents With Special Needs: A Phenomenological Study**

*Loh Sau Cheong and Lim Yoke Kit*

**4. High Ability Students From Low Socio-Economic Backgrounds: Overcoming Challenges In An Affluent College**

*Myra Trinidad T. Tantengco*

**5. Fusion Lab As Model Of Community Therapy For Special Needs Students**

*Ezza Mad Baguri, Samsilah Roslan, Yoshihito Shirai and Chan Cheong Jan*

**Moderator : Mrs. Chuah Kim Hwa**

**ROOM 7 (ENGLISH)**

**1. The Usage Of 'Gap Pencil' Technique In Teaching Early Writing Skills Among The Pre-Schoolers**

*Jaslinah Makantal and Hillary Tay@Hillary Clement*

**2. Development Of Learning Kit 'Komputer Kami' And The Usage Impact Within Children With Special Needs**

*Halizah Ahmad and Siti Nabilah Kasdi*

**3. Sports-Based Interventions As A Tool For Social Inclusion?**

*Donnie Adams*

**4. Multi-Factored Assessment Tool MFAT: Bridge To Reach Out Learners With Educational Needs (LSEN)**

*Salvacion C. Olinares*

**Moderator : Mr. Nyolek Abun**

**ROOM 8 : WORKSHOP (ENGLISH)**

**Disaster Risk Reduction For Special Education**

*Mr. Tim Thomsen and Mr. Jonas Gutheil*

**Moderator : Ms. Mazmi Maarof**

## ROOM 9 – WORKSHOP (ENGLISH)

**Audio Description (Ad) As A Tool For Lively Education For People Who Are Blind Or Visually Impaired**

*Mr. Paul Gerarts*

**Moderator : Mr. Yusop Malie**

## ROOM 10 – WORKSHOP (ENGLISH)

**Committee On The Rights Of Persons With Disabilities  
General Comment No. 4 (2016) On The Right To  
Inclusive Education (IE)**

*Mr. Richard Reiser*

**Moderator : Dr. Ho Theen Theen**

## Main Hall

Workshop to Discuss 2<sup>nd</sup> Five Year Development Plan of  
SEAMEO SEN

**Moderator : Dr. Yasmin Hussain**

12.30 - 14.00 Lunch and Break

14.00 - 15.00 **Keynote 4 : Inclusive Education for the 21st Century**

**Speaker : Mr. Richard Rieser**  
Inclusive World  
**UNITED KINGDOM**

**Moderator : Mr. Harry Tombas**

## Concurrent Session 3 (120 minutes)

15.00 - 17.00 **ROOM 1 (ENGLISH)**

- 1. A Review On Inclusive Education Practices And Effectiveness In Malaysia**  
*Nor Aniza Ahmad and Anis Farahanim Abd Rahman*
- 2. Tevsaphil In The Philippines**  
*Bgen Alejandro T. Escano*
- 3. Universal Design For Learning: Developing A Strategy For Building Teachers' Capacity To Support All Children In Pesisir Gunung Kidul**  
*David Evans, Amitha Kumara, Elga Andriana and Puti Ayu Setian*

**4. Examining The Attitudes Of Students Without Disabilities: An International Comparison**

*Ritwika Laskar, Kanokporn Vibulpatanavong and David Evans*

**5. Mathematics Education For Blind: Current Scenario From The Blind Schools In Bangladesh**

*Lutfun Nahar, Azizah Jaafar and A. B. M. A. Kaish*

**Moderator : Mrs. Oh May Ling**

**ROOM 2 (ENGLISH)**

**1. Development And Evaluation Of Lessons In Adapted Physical Education For Hearing Impaired Children**

*Ma. Josella Velasco*

**2. The Impact Of School Environmental Factors To The Motor Development Of Students With Autism Spectrum Disorder (ASD) In Pinaglabanan Elementary School, San Juan City**

*Hannah Lois Y. Pancho*

**3. Research On Intervention For Students With Reading Disability**

*Hazel May M. Salvador*

**4. Development And Evaluation Of Supplementary Lessons In Teaching Science Integrating CAI Materials For High School Hearing-Impaired**

*Vilma Lozada Dimaisip*

**5. Distance Education: A Program To Accommodate Diverse Children With Disabilities**

*Jacinto C. Cabero, Jr.*

**Moderator : Ms. Ho Siew Ching**

### ROOM 3 (ENGLISH)

- 1. The Impact Of Reading Performance Of Students At-Risk In Selected Public Schools In Quezon City: A Basis For Proposed Instructional Intervention Model**  
*Chinette C. Penaflo*
- 2. The Comparison On Sport Specific Test Protocol And Procedures To Identify Talent In Blind Soccer Between Students With Blind And Visually-Impaired: A Preliminary Study**  
*Nagoor Meera Abdullah, Nurul Aynah Ismail and Mohamad Nizam Mohamed Shapie*
- 3. A Preliminary Study On Fitness Level Among The Wheelchair Tennis Players**  
*Nagoor Meera Abdullah, Nazerene Kurung, Mahenderan Appukutty and Mohamad Nizam Mohamed Shapie*
- 4. Module For Career Development For Students Who Are Blind Or With Visual Impairment**  
*Wong Yoon Loong*
- 5. Development Of Identification Instruments Of Children With Special Needs In Inclusive School**  
*Budiyanto, Prastiyono and Sri Sedyaningrum*

**Moderator : Dr. Marites M. Tabuga**

### ROOM 4 (ENGLISH)

- 1. Technical And Vocational Education Training (For Persons With Visual Impairment In The Philippines) By Onnet**  
*Marlo G. Lucas*
- 2. Applying Task Analysis To Develop The Necessary Skills Of Students With MDVI:Focusing On Cooking Rice Using The Adapted Rice Cooker**  
*Araya Chanaponchai*
- 3. Challenges Of Novice Special Education Teachers In The First Year Of Teaching**  
*Chua Lee Chuan*
- 4. Techniques In Teaching Reading And Writing Thai Braille To Visually Impaired Kindergarten 3 Students**  
*Sunee Hinviset*

**5. Engaging The Visually Impaired Students To Literacy Through Adapted Games**

*Jeraissa Grande Olivares*

**Moderator : Dr. Tang Ming Tan**

**ROOM 5 (ENGLISH)**

**1. The Imagery-Language Connection: Teaching All Children To Read And Comprehend**

*Andy Russell*

**2. Expectations Of Parents And Teachers On Language And Social Skills In Children With Down Syndrome**

*Kee Jiar-Yeo and Kah Yian-Chong*

**3. Sign To Speak For Effective Communication: Opportunity And Challenges**

*Milfadzhilah Mohd Jamil, Aida Nur Mohd Kodri, Noor Haty Nor Azam, Roziana Ahmed and Nashrah Talib*

**4. The Electronic Photographic Cueing Showering Sequence For Special Needs Children**

*Tracey Andrew, Mazlina Mamat, Rosalyn R. Porle and Norfarariyanti Parimon*

**5. The Inclusive Kindergarten In The Philippines: Access And Ample Opportunities For Early Learners With Special Needs**

*Adora P. Zerrudo*

**Moderator : Ms. Limia Dewan**

**ROOM 6 (ENGLISH)**

**1. Parents And Teachers View On Barriers For Children With Disabilities: Evidence From Mongolia**

*Yuriko Kameyama*

**2. Situation Of Out-Of-School Children With Disability In Asia: A Case Study Of Mongolia**

*Yuji Utsumi and Yuriko Kameyama*

**3. Factors Influencing Teachers' Perspective On Inclusive Education In Asia An Empirical Case Study Of Cambodia**

*Kazuo Kuroda, Diana Kartika and Yuto Kitamura*

4. **Teacher's Sense Of Self - Efficacy To Problem Behaviour And The Role Of Organization Climate In Referral And Removal**  
*Shyielathy Arumugam and Kway Eng Hock*
5. **The Usage Of A-J+3+6 Method In Braille Writing With Slate And Stylus**  
*Eng Hock Kway, Shahida Hassim and Bee Keow Chew*

**Moderator : Dr. Jupiter L. Petilla**

#### **ROOM 7 (ENGLISH)**

1. **Relationship Between Socioeconomic, Classroom Management Style and Teaching Style with Linus Achievement in Elementary Schools**  
*Hoe Sin Ling and Yeo Kee Jiar*
2. **Autism Students In Formal School**  
*Carol Reynaldo Siagian*
3. **Enhancing Vocabulary Development And Reading Comprehension Through Drilling And Consistent Exposure**  
*Farahdiba Md Said and Ainun Juhariah Hussin*
4. **Perkins International Academy: Education Of Learners With Multiple Disabilities And Deafblindness**  
*Deborah Gleason*

**Moderator : Dr. Diyana Kamarudin**

#### **ROOM 8 (BAHASA MELAYU)**

1. **Pendapat Pensyarah Dan Bakal Pensyarah Pendidikan Khas Kolej Komuniti Terhadap Keberkesanan Program Pensijilan Profesional Pengajaran Dan Pembelajaran Pelajar Berkeperluan Khas (Bermasalah Pembelajaran)**  
*Nurina Pillin Sibat, Khalid Sepawi and Nor Azreen Ayub*
2. **Punca Dan Ciri – Ciri Masalah Pembelajaran Dalam Kalangan Calon Pelajar Sijil Asas Jahitan Kreatif Di Kolej Komuniti Kuching**  
*Nurina Pillin Sibat, Valerie Lia Simon and Dylinda Andrew*
3. **Tahap Pengetahuan Guru Dalam Menggunakan Terapi Sensori Integrasi Untuk Murid Berkeperluan Khas**  
*Nur Solehah Ab Halim and Aliza Alias*

**Moderator : Assoc. Prof Dr. Mohd Hanafi Mohd Yasin**

**ROOM 9 WORKSHOP (ENGLISH)**

**Higher Education And Leadership Development**  
*Dr. Larry Campbell and Dr. M. N. G. Mani*

**Moderator : Ms. Weningsih**

**ROOM 10 WORKSHOP (ENGLISH)**

**Teaching Strategies in Permata Kurnia**  
Permata Kurnia

**Moderator : Dr. Shahrul Arba'iah Othman**

17.00 - 17.30    Afternoon Tea Break



**Day 3: 2<sup>nd</sup> August 2017 (Wednesday)**

<b>Time</b>	<b>Program</b>
8.00 - 9.00	<b>Keynote 5 : Psychological Services for Children</b>

**Speaker : Dr. Sharifah Mariam Al-Junied**  
Principal Psychologist  
Ministry of Education, Singapore  
**SINGAPORE**

**Moderator : Mr. Harry Tombas**

**Plenary Session 3 : *Special Needs Education in the 21st Century: Way Forward***

9.00 - 10.00 **Speakers :**

- 1. Ir. Sri Renani Pantjastuti**  
Ministry of Education and Culture, **INDONESIA**
- 2. Mr. Shazali Ahmad**  
Director of Special Education Division  
Ministry of Education, **MALAYSIA**  
(Represented by : Ms. Salmah Jopri)
- 3. Assoc. Prof Dr. Teng Leong Koay**  
Sultan Hassanah Bolkhiah Institute of Education  
University Brunei Darussalam, **BRUNEI DARUSSALAM**

**Moderator: Ms. Lina Mak Yun Fung**

10.00 - 10.30 Morning Tea Break

**Plenary Session 4 : *Community Empowering People with Disabilities***

10.30 - 11.30 **Speakers :**

- 1. Dr. Gerry Duwin A. Dela Zerna**  
President and Founder  
Guided Interaction and Unified Interaction for the  
Development of Children. Inc, **PHILLIPPINES**
- 2. Mr. Mohamad Sazali Shaari**  
Malaysian Federation for the Deaf, **MALAYSIA**
- 3. Dr. Toh Teck Hock**  
Vice President  
National Early Childhood Intervention Council, **MALAYSIA**

4. **Ms. Yasmin Abdeen**  
President  
Aide de Action Southeast Asia Board Member

5. **Ms. Liesbeth Roolvink**  
Disability Activist  
Cambodia

**MODERATOR: Dr. Salvacion C. Olinares**

11.30 - 13.00 **Closing Ceremony of 2<sup>nd</sup> ICSE 2017**

13.00 - 14.00 Lunch





## **Venue of 2nd International Conference on Special Education 2017 Borneo Convention Centre Kuching, Sarawak, Malaysia**

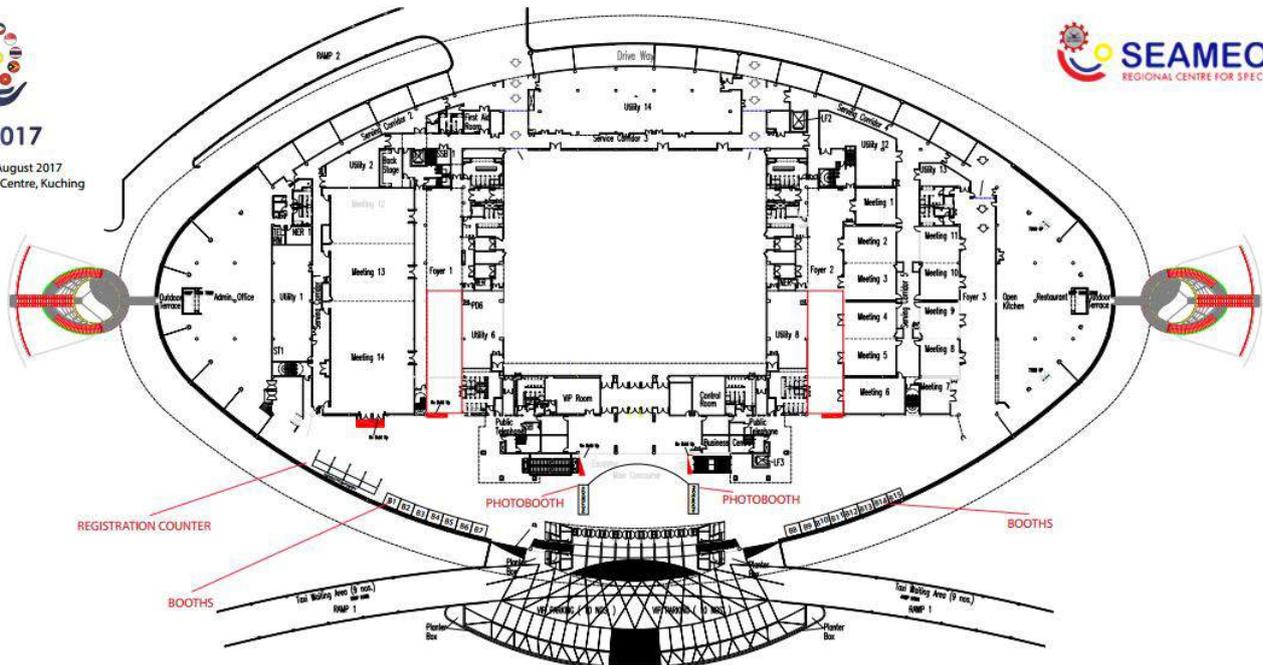
The Borneo Convention Centre Kuching (BCCK) chosen as the venue for 2nd ICSE 2017 is located in Kuching, Sarawak, Malaysia. It is the first dedicated convention and exhibition centre in Borneo. Located 8 km from the city centre, it aims to organise and attract local and international concerts, events, exhibitions and conventions to Sarawak. BCCK is managed by Borneo Isthmus Development Sdn Bhd, which is a Sarawak state-owned company that oversees all operational aspects of BCCK. BCCK is an ideal and unique venue for ICSE 2017 where minds serendipitously come together connect and produce great ideas. It is located in the tranquillity of the

tropical rainforest where any distractions that will take focus away from simply being innovative are kept at a distance but yet still easily accessible. The convention centre is equipped with the latest in communication technologies with wireless internet enveloping the whole area, cutting ledge LAN infrastructure and the latest in Audio/Visual technology to ensure any and all collaboration that happens inside, are widely visible outside



ICSE 2017

31st July - 2nd August 2017  
Borneo Convention Centre, Kuching





The city of Kuching is connected by convenient air links from Kuala Lumpur, Johor Bahru and Kota Kinabalu in Malaysia, as well as Singapore and Brunei. The recently renovated terminal complex is capable of handling 5 million passengers per annum and is the third largest airport in Malaysia after Kuala Lumpur International Airport and Kota Kinabalu International Airport.



## Number of Delegates by Countries

NO.	REGION	NATIONALITY		ORGANIZATION	
		SPEAKERS (PRESENTER)	DELEGATES (PARTICIPANTS)	SPEAKERS (PRESENTER)	DELEGATES (PARTICIPANTS)
1	ANTIGUA AND BARBUDA	-	1	-	1
2	AUSTRALIA	1	-	2	-
3	BANGLADESH	1	1	-	1
4	BELGIUM	1	-	-	-
5	BOTSWANA	-	2	-	2
6	BRUNEI	-	6	2	7
7	CAMBODIA	-	-	-	1
8	ECUADOR	1	-	1	-
9	FRANCE	-	1	-	-
10	HONG KONG	-	-	2	-
11	INDIA	1	-	1	-
12	INDONESIA	15	27	14	28
13	ISRAEL	-	2	-	2
14	JAPAN	4	-	6	-
15	LAO PDR	-	1	-	1
16	MALDIVES	1	1	-	-
17	MONGOLIA	-	1	-	1
18	MYANMAR	-	2	-	2
19	NEPAL	1	-	-	-
20	NETHERLANDS	1	-	1	-
21	NIGERIA	1	-	1	-
22	PAKISTAN	1	-	-	-
23	PALESTINE	1	-	1	-
24	PHILIPPINES	19	39	21	38
25	SINGAPORE	1	-	-	-
26	THAILAND	7	1	8	1
27	UNITED ARAB EMIRATES	-	-	1	-
28	UNITED KINGDOM	3	1	1	-
29	US	2	2	2	2
30	VIETNAM	4	3	4	4
31	PENINSULAR MALAYSIA	41	380	41	380
32	SABAH MALAYSIA	9	10	8	10
33	SARAWAK MALAYSIA	7	216	6	216
	<b>TOTAL</b>	<b>123</b>	<b>697</b>	<b>123</b>	<b>697</b>

Arrival of participants at the Kuching International Airport



# REGISTRATION



## Keynote Sessions



Keynote Sessions



Plenary Sessions



## Concurrent Sessions



Concurrent Sessions





# WORKSHOP



# WORKSHOP

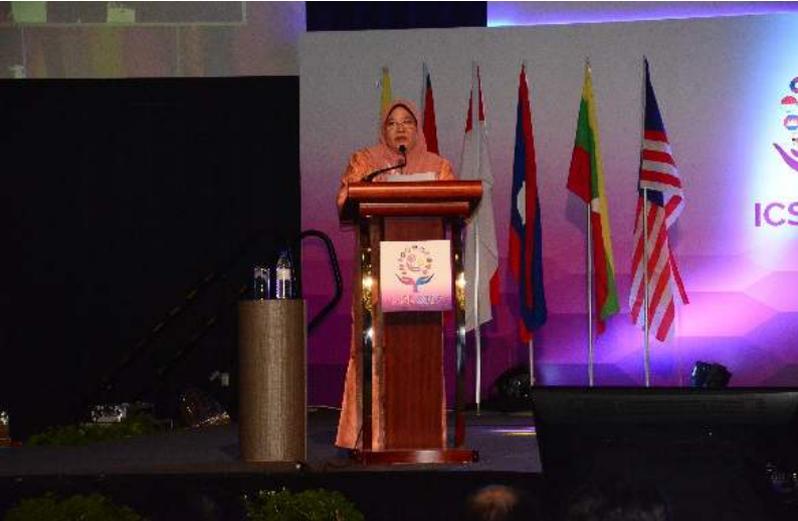


Workshop to develop 2nd Five Year Development Plan of SEAMEO SEN



Exhibitions booth





## 2nd ICSE 2017 Opening Ceremony





2nd ICSE 2017 Opening Ceremony



## MoU exchange ceremony





**MoU exchange ceremony**

## 2nd ICSE 2017 Resolution



### RESOLUTIONS OF THE 2<sup>nd</sup> CONFERENCE ON SPECIAL EDUCATION 2017

The 2<sup>nd</sup> ICSE 2017 held by SEAMEO Regional Centre for Special Education with support from the Ministry of Education Malaysia and its partners and hosted by the State Government of Sarawak was successfully held and attended by more than 820 participants of educators, administrators, field experts from 32 ASEAN countries and around the world;

101 papers presented

121 presenters

8 workshops

3 concurrent sessions

5 keynote sessions

4 plenary sessions

We, the participants in the 2<sup>nd</sup> International Conference on Special Education assembled in Sarawak, Malaysia from the 31<sup>st</sup> July to the 2<sup>nd</sup> of August 2017 resolute that:

1. Inclusive Education is the key to growth, respect and acceptance of diversity and differing abilities of all children.
2. The SEAMEO 7 priorities areas, the article 24 of the United Nation's Convention of the Rights of Persons with Disabilities and the Education Agenda of 2030 Sustainable Development Goals 4 must be adhered and implemented by stakeholders to ensure that education access and engagement of children with disabilities are prioritized and implemented for the betterment of lives of children with disabilities.
3. Parental advocacy and community awareness efforts must be intensified to reduce discrimination and prejudices to pave ways and positive acceptance of persons with disabilities in the society.
4. Technical vocational education and training, innovations and ICT applications are important means for empowering the lives of people with disabilities and these means must be made available for them.
5. Disability awareness is important for everyone and thus must be seen as an integral part of knowledge building and understanding therefore must be disseminated at all levels of societies and by all stakeholders.

These are the RESOLUTIONS of ICSE 2017 and we are determined to realise these resolutions within our abilities, power and efforts for the enhancement of the lives of people with disabilities.

TOGETHER WE STRIVE FOR EXCELLENCE

2nd ICSE 2017 Closing Ceremony



Passing of baton to MOEC Indonesia to organize 3rd ICSE 2019 in Indonesia

Presentation of memento to 2nd ICSE 2017 Speakers





Presentation of souvenirs from the State Government of Sarawak to International delegates



## 2nd ICSE 2017 Welcoming Dinner hosted by the State Government of Sarawak



# WEBSITE AND PUBLICATION OF ICSE 2017



Website of ICSE 2017

**REGISTRATION FORM**

International Conference on Special Education  
31<sup>st</sup> July – 2<sup>nd</sup> August 2017  
Borneo Convention Centre Kuching, Sarawak, Malaysia

Please fill in the form with **CAPITAL LETTERS** and return by post, fax or email to:

**SEAMEO Regional Centre for Special Education (SEAMEO SEN)**  
Level 2, Anjung Hikmah Complex,  
IPG Kampus Perempuan Melayu,  
Jalan Durian Daun,  
75400 Melaka, MALAYSIA.  
Tel: +606-2818242 Fax: +606-2820187

For further information, online registration and payment, please visit:-  
<http://www.seameosen.org/icse2017>

Please  where applicable:  Presenter  Participant

International  Malaysia  Alumni (Malaysia)  Alumni (International)

Prof  Dr  Mr  Mrs  Ms  Other (Please Specify) .....

Full Name: .....

Sex:  Male  Female  Others Nationality: .....

Title of Position: .....

Institution/Organization/Agency: .....

Contact Address: .....

Postcode: ..... Country: .....

Telephone, Office: ..... Mobile: .....  
(Please include Country and Area Code)

Fax: ..... Email: .....

Oral Presentation  Poster Presentation

Paper Title (for presenter): .....

(Presenters are required to email your abstract to [icse2017@seameosen.org](mailto:icse2017@seameosen.org))

**Key Organizers:**

**Co-Organizers:**

## ICSE 2017

The International Conference on Special Education  
*'Access and Engagement'*  
31<sup>st</sup> July – 2<sup>nd</sup> August 2017  
Borneo Convention Centre Kuching  
Sarawak, Malaysia

Providing access and engagement for children with Special Educational Needs must be given priority and emphasis by addressing opportunities and barriers such as diverse learners' needs, designing and implementing accommodative curriculum suited to the needs of children and responsive curriculum strategies in teaching and learning. The SEAMEO 7 Priority Areas; 1) Early Childhood Care and Education, 2) Addressing Barriers to Inclusion, 3) Resiliency in the Face of Emergencies, 4) Promoting Technical and Vocational Education and Training (TVET), 5) Revitalising Teacher Education, 6) Promoting Harmonisation and Higher Education and Research and 7) Adopting the 21<sup>st</sup> Century Curriculum form the basis for this conference. These areas necessitate the urgent needs to provide and engage children with special educational needs in educational settings that are meaningful and inclusive. Quality education and support services would ensure children with special educational needs engage in educational settings that stimulate their holistic growth and give them the necessary skills to live independently and contribute to the betterment their lives.

Brochure of ICSE 2017

## OBJECTIVES

- ✓ Enhance knowledge and skills of participants to deliver effective educational services and support services for children with special educational needs by updating and enriching knowledge and skills of those who take part in the educational process.
- ✓ Provide the platform and opportunities for exchange of best practices in teaching and learning of children with special educational needs in providing access and engaging these children in educational settings to prepare them for independent life.
- ✓ Provide information in recent trends in Special Education and Inclusive Education through exchange of best practices and current approaches that are tangible and responsive to the 21<sup>st</sup> century challenges and needs.
- ✓ To establish networking and smart collaboration among Ministries, related agencies and educators in education especially in Special Education at national, regional and international levels.
- ✓ Increase awareness and acceptance of individuals with disabilities in the society and accommodating their needs in the community in terms of access, engagement and equity.

## TARGET PARTICIPANTS

Teachers, Educators, Stakeholders, NGOs, Persons with Disabilities, Parents, Students, Researchers, Special Education Providers, Policy Makers, Officials and officers of Ministries of Education, Ministries of Health, Ministries of Social Welfare and interested individuals.

### Sub themes:-

- > Inclusive Education
- > Networking in Special Education
- > Building and Sustaining Inclusive Society
- > Deafblind Education
- > Technical and Vocational Education Training for Children with SEN
- > Legislative and Policy Related to Special Educational Provision and Implementation
- > Learning Difficulties / Hearing Impairment / Vision Impairment / Gifted and Talented
- > Legal Issues (Legislative and Policy)
- > Science, Technology, Engineering and Mathematics (STEM) for SEN
- > Early Childhood Care Education (ECCE)
- > Mobile Accessibility
- > Web Authoring Guidelines and Tools
- > Educational Multimedia for Special Educational Needs
- > Teacher Training and Capacity Building
- > Innovation in Special Education
- > 21<sup>st</sup> Century Curriculum for Special Education
- > Disaster Risk Reduction Education for Children with SEN
- > Sexuality Education for SEN
- > Sports and Co-curricular Activities for SEN
- > Nutrition and Food for Children with SEN
- > Cultural and Arts Appreciation for Children with SEN
- > ICT and Assistive Technology for Children with SEN

## IMPORTANT DEADLINE

- ✓ Abstract Submission : 31<sup>st</sup> January 2017 (extended to 28<sup>th</sup> February 2017)
- ✓ Abstract Acceptance Notification : 28<sup>th</sup> February 2017
- ✓ Full Paper Submission : 30<sup>th</sup> April 2017
- ✓ Registration for Presenters : 30<sup>th</sup> April 2017
- ✓ Registration for Participant : 30<sup>th</sup> May 2017 (extended to 30<sup>th</sup> June 2017)
- ✓ Conference Date : 31<sup>st</sup> July – 2<sup>nd</sup> August 2017

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# **SCHOOL-BASED ROADMAP FOR UN 2030 EDUCATION AGENDA FOCUSED ON PROVIDING INCLUSIVE, EQUITABLE AND GENDER EQUALITY EDUCATION FOR CHILDREN WITH DISABILITIES**

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**ABSTRACT :** *The UN 2030 Education Agenda is a global platform directed towards creating opportunities for children with disabilities for their holistic development and eventual mainstreaming in the society. The school being the catalyst of societal transformation is the focal point for provision of instruction and intervention that emphasize inclusion, equity and gender equality among learners. School policies, programs and activities must be crafted to address mainstreaming of children with disabilities that will prepare them for self-independence and enhancement while ensuring that gender bias and bullying is eliminated, thus creating a wholesome school-wide environment. The objectives of this paper stressed on the level of awareness of the goals of UN 2030 Education Agenda, degree of effectiveness of initiatives and activities for implementation, degree of seriousness of the problems that hinder implementation and the plan of action reflected as a school-based roadmap to achieve sustainable development. Descriptive-analytical method of research was employed with survey-questinnaire as its data-gathering instrument. Respondents were teachers and stakeholders of the school. From the data gathered, it was concluded that respondents have very high awareness of the goals of UN 2030 education agenda, the initiatives and activities to be undertaken were perceived very much effective while the problems to be encountered are moderately serious. The findings indicated that the principal should keep track of the activities being implemented to ensure alignment with the goals, stakeholders must work collaboratively to intensify implementation of the school-based initiatives and activities and that doable and effective solutions must be thought of to address and minimize the problems encountered. Thus, the principal in unison with the teachers and stakeholders must religiously implement the plan of action to ascertain fulfillment of the goals set of providing inclusive, equitable and gender equality education for children with disabilities at Mangaldan Integrated School Special Education Center.*

**Keywords:** Inclusive Education, Equitable Education, Gender Equality and Children with Disabilities

## **INTRODUCTION**

The United Nations 2030 Agenda for Sustainable Development is a plan of action for people, planet and prosperity. It came into force during the UN Summit in New York on September 25-27, 2015. It was adopted by UN member countries as stakeholders that seeks to build on the gains of Millennium Development Goals and complete what has not been attained. There are 17 sustainable development goals and 169 targets which are deemed critically important and indispensable requirements in the attainment of

sustainable development where no one be left behind (UN 2015).

For its education agenda, it was succinctly spelled out in goals 4 and 5 that inclusive and equitable education that promote lifelong learning opportunities for all and achievement of equality and empowerment of all women and girls, respectively are of primordial concern (UN 2015). It is a global platform directed towards creating opportunities for all including children with disabilities for their holistic development and eventual mainstreaming in the

society (Dizon et al., 2012). The school being the catalyst of societal transformation is the focal point for provision of instruction and intervention that emphasizes inclusion, equity and gender equality among learners. School policies, programs and activities must be crafted to address mainstreaming of special needs children that will prepare them for self-independence and enhancement while ensuring that gender bias and bullying is eliminated, thus creating a wholesome school-wide environment.

Inclusive education is concerned with all learners with a focus on those who have traditionally been excluded from educational opportunities such as learners with special needs and disabilities, children from ethnic and linguistic communities (UNESCO 2001). It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together (Inclusion BC 2012). It usually impinges on human rights, dignity, and equalization of opportunities. It is the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Through this process, the school builds capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils (Handbook on Inclusive Education DECS 1998).

Equitable Education is the means to achieving equality. It intends to provide the best opportunities for all students to achieve their full potential and act to address instances of disadvantage which restrict educational achievement. It involves special treatment/action taken to reverse the historical and social disadvantages that prevent learners from accessing and benefiting from education on equal grounds (UNESCO 2015).

Gender equality is a global priority and inextricably linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals, in particular SDG 4 and SDG 5 through the Education 2030 Framework for Action. Gender inequality in education affects both girls and boys, and women and men, but girls and women are still more often disadvantaged (UNESCO 2015).

Children with disabilities are one of the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realizing their rights to healthcare, education, and even survival. They are less likely to attend school, access medical services, or have their voices heard in society. Their disabilities also place them at a higher risk of physical abuse, and often exclude them from receiving proper nutrition or humanitarian assistance in emergencies (UNICEF 1989).

Mangaldan Integrated School Special Education Center located in Barangay (village) Bantayan, Municipality (town) of Mangaldan in the Province of

Pangasinan, Philippines implements inclusive education. It caters educational needs of both regular and special children. Children with disabilities are first provided with relevant instruction in self-contained classes in order to prepare them for mainstreaming in regular classes. Through appropriate instructional strategies and devices and implementation of various programs, cognitive, affective and physical attributes of children were being developed. They learn together in an inclusive classroom and school environments where discrimination is not allowed. It is in the context of having all children to learn together wherever possible regardless of any difficulties or differences they may have (UNESCO 1994) and the principles of EFA (education for all) that the school has derived its vision and mission to provide quality basic education for all children, youth and adults and bring out equal opportunities for all learners.

The concept of mobilizing efforts to realize a worldwide transformation of creating a culture of inclusive and equitable education and achievement of gender equality is an inspiring agendum that the school has to undertake being at the forefront of the educative process. As a paraphrase to the famous statement of Neil Armstrong during the historic landing on the moon that this initiative is a small step for a school, a giant leap for the world. The school, which is at the grassroots level lays down the foundation of a good future for all children. The formative years are delegated for the development of concepts, skills and competencies inside a battlefield which is called - classroom.

This research paper is conceptualized for the purpose of coming up with a proposal, a plan of action for implementation geared towards the attainment of a school where children with disabilities are educated alongside with the regular students for life-long learning, accorded equal treatment, provided activities suited to their capabilities and more importantly, establish a welcoming environment for all types of learners. It focused on determining factors contributory to the school-based implementation of UN 2030 Education Agenda focused on inclusive, equitable and gender equality education for children with disabilities. In particular, it dealt on the following specific problems;

- i. level of awareness of teachers and stakeholders of the goals of UN 2030 Education Agenda on inclusive, equitable and gender equality education;
- ii. degree of effectiveness of school initiatives and activities to implement inclusive, equitable and gender equality education in the school;
- iii. degree of seriousness of the problems that will hinder implementation of inclusive,

- equitable and gender equality education; and
- iv. plan of action to implement inclusive, equitable and gender equality education for children with disabilities.

**Content:**

The proponent believes that in order to develop a plan of action that will serve as roadmap in the school-based implementation of UN 2030 Education Agenda focused on providing inclusive, equitable and gender equality education for children with disabilities, conduct of a research is necessary. Generation of data as to the level of awareness of teachers on the goals of education agenda, degree of effectiveness of school initiatives and activities to be implemented and degree of seriousness of the problems that will be encountered will be beneficial in conceptualizing measures to implement programs to actualize an

inclusive, equitable and gender equality education for children with disabilities.

**METHOD:** Descriptive-analytical method of research is employed in this paper. It determined extensively the awareness of inclusive, equitable and gender equality education among teachers and stakeholders, effectiveness of school initiatives and activities to be undertaken, seriousness of problems that hinder implementation and the plans of action to implement the UN 2030 Education Agenda.

The researcher developed and utilized a survey-questionnaire as a data-gathering instrument. It was floated/ administered to the target participants which is composed of selected teachers and some stakeholders. Validation of survey questionnaire was likewise carried out.

The following relative values were used to determine the level of awareness of the objective of inclusive, equitable and gender equality education

Statistical Limit	Relative Value	Descriptive Equivalent	Symbol
4.21 – 5.00	5	Very High Awareness	VHA
3.41 – 4.20	4	High Awareness	HA
2.61 – 3.40	3	Moderate Awareness	MoA
1.81 – 2.60	2	Slight Awareness	SA
1.00 – 1.80	1	No Awareness	NA

The following relative values were used to determine the degree of effectiveness of school initiatives and activities to implement inclusive, equitable and gender equality education in the school.

Statistical Limit	Relative Value	Descriptive Equivalent	Symbol
4.21 – 5.00	5	Very Much Effective	VME
3.41 – 4.20	4	Much Effective	ME
2.61 – 3.40	3	Moderately Effective	MoE
1.81 – 2.60	2	Slightly Effective	SE
1.00 – 1.80	1	Not Effective	NE

The following relative values were used to determine the degree of seriousness of the problems that will hinder implementation of inclusive, equitable and gender equality education.

Statistical Limit	Relative Value	Descriptive Equivalent	Symbol
4.21 – 5.00	5	Very Much Serious	VME
3.41 – 4.20	4	Much Serious	MS
2.61 – 3.40	3	Moderately Serious	ME
1.81 – 2.60	2	Slightly Serious	SE
1.00 – 1.80	1	Not Serious	NS

Statistical Limit	Relative Value	Descriptive Equivalent	Symbol
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2.61 – 3.40	3	Moderately Serious	ME
1.81 – 2.60	2	Slightly Serious	SE
1.00 – 1.80	1	Not Serious	NS

After the floating of survey-questionnaire to the respondents, retrieval and tabulation of responses followed. Analyses and interpretation processed data were undertaken by the proponent which led to the drawing of conclusions that included significant findings and recommendations on the research completed. A plan of action that will serve as a roadmap for the eventual implementation of school initiatives and activities was also indicated herein.

### Significant Findings:

The following data which were presented in tabular form are the salient findings of this research initiative paper;

#### Question 1: What is the level of awareness of teachers and stakeholders of the goals of UN 2030 Education Agenda on inclusive, equitable and gender equality education ?

There was very high awareness of the goals of UN Education Agenda among teachers and stakeholders of Mangaldan Integrated School SPED Center as indicated by the average weighted mean of 4.421. Table 1 presents the facts and details relative to this analysis.

Specifically, the goal on ensuring that all learners acquire knowledge and skills needed to promote sustainable development (x=6.64) elicited very high awareness among respondents while that of ensuring that all girls and boys complete free, equitable and equality primary and secondary education leading to relevant and effective learning outcomes (x=4.58) yielded very high awareness. Similarly, the goal of eliminating all forms of violence (x=4.54) and eliminating harmful

practices (x=4.54) had both very high awareness results among teachers and stakeholders.

When it comes to ending all forms of discrimination against all women and girls everywhere (x=4.52) provided very high awareness.

The table further proves that the goals to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education (x=4.33), substantial increase of number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship (x=4.29), build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all (x=4.28), eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities and indigenous people and children in vulnerable situations (x=4.26) and ensure that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy (x=4.23) all had very high awareness perception of the respondents.

The findings indicated was a reflection that majority of the combined responses of the participants, the teachers of Mangaldan Integrated School SPED Center and their stakeholders had very high awareness on the various goals of UN 2030 Education Agenda.

*Table 1 - Level of Awareness of the Goals of UN 2030 Education Agenda on inclusive, equitable and Gender Equality Education*

Goals of UN 2030 Education Agenda		MEAN	DE
1.	Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.58	VHA
2.	Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	4.33	VHA
3.	Substantial increase of number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and	4.29	VHA

	entrepreneurship.		
4.	Eliminate gender disparities in education and ensure equal access to all level of education and vocational training for the vulnerable, including persons with disabilities and indigenous people and children in vulnerable situations.	4.26	VHA
5.	Ensure that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy.	4.23	VHA
6.	Ensure that all learners acquire knowledge and skills needed to promote sustainable development.	4.64	VHA
7.	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	4.28	VHA
8.	End all forms of discrimination against all women and girls everywhere.	4.52	VHA
9.	Eliminate all forms of violence.	4.54	VHA
10.	Eliminate all harmful practices.	4.54	VHA
<b>Average Weighted Mean</b>		<b>4.42</b>	<b>VHA</b>

This is attributed to the fact that the school is a recognized special education center and that inclusive education is being implemented. Concepts on inclusion, equitable education and gender equality have been well disseminated to the teachers in in-service training, school learning action cell (LAC) sessions and in the different staff conferences that they attended.

Ditto on the part of stakeholders whose awareness on disabilities and the need to fulfill the rights of special children to be educated were given through information dissemination campaigns and orientations conducted since 2011. Further, the observance of different celebrations that dwell on the abilities of children rather than their disabilities were undertaken on a school-wide setting. Gone are the days when celebrations were confined to the children with disabilities, they have become inclusive in nature so that disability awareness campaigns is continuously upheld. Teachers and parents or guardians are effective partners in the planning and execution of various activities that ensure successful staging and attainment of intended goals and objectives.

**Question 2: What is the degree of effectiveness of school initiatives and activities to implement inclusive, equitable and gender equality education in the school?**

The degree of effectiveness of school initiatives and activities to implement inclusive, equitable and gender equality education for children with disabilities was very much effective (VME) as revealed by the average weighted mean of 4.41. Table 2 shows the analysis of the data gathered.

It can be gleaned from the tabular presentation that the perception of respondents on the initiative to recognize milestones and innate abilities of all children with disabilities during school year-end recognition rites was very much effective ( $x=4.67$ ). With similar descriptive equivalent of very much

effective were; accept and enroll all types of learners ( $x=4.62$ ), School-wide observance of various celebrations on disability and various exceptionalities ( $x=4.59$ ), tap generous stakeholders for the sustainable school feeding program for children with disabilities ( $x=4.52$ ), Conduct assessment of all children for appropriate educational placement and development of intervention activities ( $x=4.51$ ).

While participation of children with disabilities in regular school activities and projects for a more varied exposure and experiences for eventual mainstreaming in the society, create conditions for mainstreaming gender and development in school policies, programs and activities and develop, adopt and implement school child protection policy to eliminate discrimination and incidence of bullying have similar mean of 4.45. The initiative on implementation of technical and vocational education (TVET)-centered transition program ( $x=4.43$ ) was very much effective. On a similar note, conduct disability awareness through advocacy and information dissemination campaigns ( $x=4.41$ ) was very much effective.

On a different angle, the school initiative on implementing early intervention programs for children with disabilities to prepare them for full primary and secondary education mainstreaming ( $x=4.13$ ), implement child-search-and-find activities in the community ( $x=4.06$ ) and regular medical/ dental check up of all children in the school have descriptive equivalent of much effective.

The findings connote that teachers and stakeholders perceived that the school initiatives and activities to be implemented were very much effective. The foregoing contention was arrived at because the respondents have already been exposed to and in fact implementing such programs since the school was first recognized as a special education center. However, there is a need to intensify

implementation to fully realize the goals of this endeavor.

*Table 2 - Degree of Effectiveness of School Initiatives and Activities to Implement Inclusive, Equitable and Gender Equality Education*

<b>School Initiatives/ Activities</b>		<b>MEAN</b>	<b>DE</b>
1.	Conduct disability awareness through advocacy and information dissemination campaigns.	4.41	<b>VME</b>
2.	Implement child-search-and-find activities in the community.	4.06	<b>ME</b>
3.	Accept and enroll all types of learners.	4.62	<b>VME</b>
4.	Conduct assessment of all children for appropriate educational placement and development of intervention activities.	4.51	<b>VME</b>
5.	Implement early intervention programs for children with disabilities to prepare them for full primary and secondary education mainstreaming.	4.13	<b>ME</b>
6.	Implementation of technical and vocational education (TVET)-centered transition program.	4.43	<b>VME</b>
7.	School-wide observance of various celebrations on disability and various exceptionalities.	4.59	<b>VME</b>
8.	Develop, adopt and implement school child protection policy to eliminate discrimination and incidence of bullying.	4.45	<b>VME</b>
9.	Create conditions for mainstreaming gender and development in school policies, programs and activities.	4.45	<b>VME</b>
10.	Tap generous stakeholders for the sustainable school feeding program for children with disabilities.	4.52	<b>VME</b>
11.	Regular medical/ dental check up of all children in the school.	3.99	<b>ME</b>
12.	Participation of children with disabilities in regular school activities and projects for a more varied exposure and experiences for eventual mainstreaming in the society.	4.45	<b>VME</b>
13.	Recognize milestones and innate abilities of all children with disabilities during school year-end recognition rites.	4.67	<b>VME</b>
<b>Average Weighted Mean</b>		<b>4.41</b>	<b>VME</b>

**Question 3: What is the degree of seriousness of the problems that will hinder implementation of inclusive, equitable and gender equality education?**

The average weighted mean of the degree of seriousness of the problems that will hinder implementation of initiatives is moderately serious (x=2.82). Table 3 presents the data collected and details of this analysis.

The table elucidates that among the enumerated problems that may hinder implementation of the program, irregular attendance of children in school

(x=3.14) garnered the highest perception. It was followed by inadequate appropriate instructional and assistive materials and equipment in teaching children with disabilities (x=2.94), insufficient funding to finance the conduct of assessment to children with disabilities (x=2.90), sustainability in implementing programs and projects on inclusion, equitable and gender equality education (x=2.80) and lack interest and enthusiasm of parents/ guardians to send their children with disabilities to school (x=2.78).

*Table 3 - Degree of Seriousness of the Problems that will Hinder Implementation of Inclusive, Equitable and Gender Equality Education*

<b>Problems to Hinder Implementation</b>		<b>MEAN</b>	<b>DE</b>
1.	Inadequate appropriate instructional and assistive materials and equipment i		

	teaching children with disabilities.	2.94	MoS
2.	Irregular attendance of children in school.	3.14	MoS
3.	Financial constraints in the implementation of transition program.	2.74	MoS
4.	Lack of training and academic preparation of teachers in handling inclusive classes.	2.74	MoS
5.	Lack interest and enthusiasm of parents/ guardians to send their children with disabilities to school.	2.78	MoS
6.	Insufficient funding to finance the conduct of assessment to children with disabilities.	2.90	MoS
7.	Fear of discrimination, sex and gender biases and bullying inside the school.	2.72	MoS
8.	Negative attitude of teachers to cater inclusive education.	2.62	MoS
9.	Lack of support from stakeholders and benefactors.	2.78	MoS
10.	Sustainability in implementing programs and projects on inclusion, equitable and gender equality education.	2.80	MoS
<b>Average Weighted Mean</b>		<b>2.82</b>	<b>MoS</b>

Similarly is the problem on lack of support from stakeholders and benefactors ( $x=2.78$ ). Other problems that were pronounced moderately serious were lack of training and academic preparation of teachers in handling inclusive classes and financial constraints in the implementation of transition program both have a mean of 2.74. Fear of discrimination, sex and gender biases and bullying inside the school ( $x=2.72$ ) and negative attitude of teachers to cater inclusive education ( $x=2.62$ ) were also labeled moderately serious. It is heartening to note that the problems were perceived moderately serious which means that there would no major threats, concerns or challenges that may hamper smooth

implementation of the school-based initiatives and activities to institute an inclusive, equitable and gender equality education at Mangaldan Integrated School SPED Center.

**Question 4: What is the plan of action to implement inclusive, equitable and gender equality education for children with disabilities?**

The following matrix presents the school-based plan of action envisioned as a roadmap to effectively accomplish the goals of UN 2030 Education Agenda focused on providing inclusive, equitable and gender equality education at Mangaldan Integrated School SPED Center.

Initiatives	Strategy/ Activity	Timeline	Persons Involved	Expected Outcome
<b>Phase 1 – Pre-School Initiatives</b>				
<b>1. Disability Awareness Campaign</b>	- conduct of information dissemination campaigns - hanging of posters/ tarpaulin - intensive implementation of National Early Registration - conduct of Disability Awareness Summit - conduct of Special Education Needs Children's Festival	Year-Round	Principal Head Teacher Teachers PTA Parents/ Guardians	- Awareness that children with disabilities have equal rights to education - Reduce stigmatization - Prepare children for schooling
<b>2. Child Search &amp; Find Activities</b>	- conduct of SPED Caravan - community visits - home visitations - community mapping - mapping - coordination with social welfare office - establish linkages with	January- February 2 weeks before opening o classes (Oplan Balik	Principal Head Teacher Teachers PTA	- Bring all children with disabilities to school - Encourage parents to entrust their children to

	with officials, health workers - set-up assistance/ help desk for enrollment of children with disabilities	<i>Eskwela</i>		school for their education
<b>Phase 2 – In-School Initiatives</b>				
<b>1. Acceptance &amp; Enrollment of Children with Disabilities</b>	- information dissemination on enrollment schedule and procedures - special enrollment lane for children with disabilities - issuance of school ID and disability ID from social welfare office - school/ teacher acclimatization	2 weeks before opening of classes	Principal Head Teacher Teachers PTA	- enrollment of all children with disabilities
<b>2. Assessment &amp; Placement of Learners</b>	- profiling of school children - conduct of disability assessment/ diagnosis - placement of learners a. Self-contained classes b. Partial/ Full mainstreaming - enrollment in the Government's PPP Program	1 week after the opening of classes	Assessment Team Principal Head Teacher Teachers PTA	- all children with disabilities must have been assessed for proper educational placement
<b>3. Transition Program</b>	- Functional Academic Classes - Technical Vocational Training - Job Training	School Year Round	Principal Head Teacher Teachers PTA	- all children with disabilities age 14 and above receive training and instruction
<b>4. Inclusive Education Programs</b>	- School-wide observance of celebrations & special days - Child Protection Policy - GAD implementation - Guidance and counselling Services - Sustainable feeding program - Medical/ dental Check-up - Pro-Active participation of children with disabilities in curricular and co-curricular - Recognize milestones/ abilities in school year-end rites	School Year Round	Principal Head Teacher Teachers PTA Stakeholders	- holistic development of children with disabilities - no incidents of bullying, discrimination, and gender bias in the school - continuous disability awareness
<b>Phase 3 – Exit Points</b>				
<b>1. Higher Academic Studies</b>	- graduation ceremonies - issuance of credentials - administration of career assessment	End of Every School Year	Principal Head Teacher Teachers PTA	- transition from Grade 6-Grade 7, Grade 10-11 and Grade 12- to College
<b>2. Job Placement/ Entrepreneurship</b>	- completion/ moving-up rites - release of TVT assessment - assistance for job placement with partner industries/ work places - Financial assistance from cooperatives/ local finance/ LGU/ social welfare office	End of Every School Year/	Principal Head Teacher Teachers PTA Stakeholders Partner Industries	- mainstreaming in the society - productive living of children with disabilities - well rounded personality - bully-free, gender equality community - developed meaningful

*Matrix - School-Based Plan of Action for the Implementation of UN 2030 Education Agenda Focused on Providing Inclusive, Equitable and Gender Equality Education*

**CONCLUSION**

The following conclusions were drawn based on the significant findings of this research paper.

- i. The teachers and stakeholders of Mangaldan Integrated School SPED Center have very high awareness of the goals of UN 2030 Education Agenda focused on inclusive, equitable and gender equality education.
- ii. The school-based initiatives and activities to be implemented are earmarked to achieve an inclusive, equitable and gender equality education have very much effective perception among the respondents.
- iii. The problems that may hinder implementation of initiatives and activities for an inclusive, equitable and gender equality education at Mangaldan Integrated School SPED Center are moderately serious.
- iv. The plan of action is envisioned to be the roadmap for the successful implementation of school-based initiatives and activities in the attainment of an inclusive, equitable and gender equality education at Mangaldan Integrated School SPED Center.

**Recommendations:**

The following recommendations are offered:

- i. The principal should regularly keep track of achievements and practices being implemented in the school to ensure that activities are aligned to the goals and plan of action in providing an inclusive, equitable and gender equality education to children with disabilities.
- ii. The principal together with the teachers and stakeholders must work collaboratively to intensify implementation of the school-based initiatives and activities in order to realize the goals and benefits of an inclusive, equitable and gender equality education.
- iii. The principal, in coordination with the teachers and stakeholders should use applicable, doable and effective solutions to address and minimize the problems that may hinder in the seamless implementation of initiatives and programs.
- iv. The principal in unison with the teachers and stakeholders must religiously implement the plan of action anticipating challenges and modifying strategies and activities to ascertain fulfillment of the goals set in the provision of inclusive, equitable and gender equality education to children with

disabilities at Mangaldan Integrated School SPED Center.

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# Preliminary Findings for The Implementation of Bahasa Isyarat Malaysia and Bahasa Malaysia Kod Tangan Teaching Tool into Android and iPad/iPhone Applications.

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***Abstract:** Hearing-impairment is one of the topics within special education. This disability is one of the factors contributing to difficulty in learning. Unable to effectively communicate is one of the reasons why employment continues to be an elusive goal for people with disabilities. Not understanding sign language could lead to problems as all teachings and communication are conducted in sign language. In Malaysia, the Bahasa Melayu subject is compulsory and utilizes Bahasa Melayu Kod Tangan (BMKT), which deaf children have a harder time grasping. They're used to the informal communication, using Bahasa Isyarat Malaysia (BIM). As a result of this, deaf children in Malaysia do not perform as well due to not fully understanding the uses of nouns and pronouns in the formal sign language, BMKT. Creating a teaching-aid to translate and back translate between BMKT and BIM would help deaf children adapt better in class, thus improve their communication and learning ability. This research was a preliminary study on getting information from subject matter experts on what they need and what should be implemented into the teaching tool. Two themes were derived from this study, which are students not being able to grasp Bahasa Melayu and technology as a teaching aid. Two subtheme were found for students not being able to grasp Bahasa Melayu are short attention span and BIM as support. A subtheme was found under technology as a teaching aid which is used materials from other sources.*

## INTRODUCTION

Hearing impairment is one of the topics within special education. This disability is one of the factors contributing to the difficulty of learning in school, which could result in these students being left behind, which could also lead to societal problems later on. Understanding the hand signals or codes is extremely important as this is the main way of communication in class. Not understanding of the sign language could lead to problems for the students as all the teachings would be conducted in sign language (Wilbur, 2013). Studies have also shown that deaf children who were not provided with sign language early on in their development are at risk for linguistic deprivation (Humphries, Kushalnagar, Mathur, Padden, Rathman, Smith, 2016).

To the hearing impaired, sign language is one way of communicating with others that are used within their community. Signing has been said is the most effective form of communication for the hearing impaired, compared to other modes of

communication. Signing could be used by people who have hearing problems, those who cannot talk, and those who have problems with talking (Wilbur, 2013).

Bahasa Isyarat Orang Pekak (BIOP) or Bahasa Isyarat Malaysia is the informal way of communication between teachers and students. Bahasa Melayu Kod Tangan or BMKT is the code used by teachers to construct sentences using formal Malay language (Yusoff & Mohamed, 2004). In order to fully utilize this code, teachers need to have a good understanding of the topics and subjects.

### Problem Statement

There has been very little studies (Abdullah & Eng, 2012) conducted on hearing impaired students and their achievement in Malaysia. According to the Labour Department of Malaysia, there are 31,377 people with hearing impairment that have registered under them for 2016 (Labour Department of Malaysia, 2017). The number of people with hearing impaired being employed is also significantly lower than those

who have completed school, which shows that not many people with hearing impaired are recruited into the workforce (Yusof, Yasin, Hashim & Itam, 2012). A study by Abdullah and Eng (2012) have also found that there is a correlation between those employed and those who have a higher understanding of both BMKT and BIM sign language usage.

In Malaysia, the Bahasa Melayu subject is a compulsory subject for students. This is because in order for them to obtain their Sijil Pelajaran Malaysia (SPM) or General Certificate of Examination, they would need to get a passing grade in the Bahasa Melayu paper in order for them to pass the SPM (Yusoff & Mohamed, 2004). Deaf or hearing impaired children in Malaysia not only have to master the other subjects, but would also need to master the codes for Bahasa Melayu subject as well. Linguistically, deaf children have a harder time grasping Bahasa Melayu which uses Kod Tangan Bahasa Melayu (BMKT) as they are used to the informal way of communicating, using Bahasa Isyarat Malaysia (BIM) (Yusoff & Mohamed, 2004). As a result of this, deaf children in Malaysia do not perform as well in their subjects due to not fully understanding the uses of nouns and pronouns found in BMKT compared to the BIM, where there is no noun or pronouns.

Teachers teaching the Bahasa Melayu subject using Kod Tangan Bahasa Melayu (BMKT), sometimes would have a harder time explaining to students what certain words are if students do not understand affix words. Teachers would then need to explain to students what certain words mean in order for them to transition from Bahasa Isyarat Malaysia (BIM) to BMKT as it is a new body of language and the combination of both languages is a new product, where teachers would need to spend a huge chunk of their time. This fundamental study would take into account the problems students have in transitioning between the two sign language to develop a theory of linguistic transition for deaf/hearing impaired children.

This study is the first phase from a three face design. It looks for problems that teachers and students face before creating a teaching tool that has functions to explain meanings of BMKT words into BIM, and vice versa. It also looks at what teachers and students (end users) need in the application.

The tool can help teachers by saving them time as students would be able to use this teaching aid themselves, giving teachers more time to focus on student learning in the classroom and also giving students the confidence to interact socially as they would be able to communicate on their own (Abdullah & Eng, 2012).

#### Purpose and Significance of the Study

The purpose of this study is to explore the problems that teachers and students are facing now within the world of hearing impairment in classrooms and examine the features that would be required of the product development in the form of an android and ipad application for Kod Tangan Bahasa Melayu and Bahasa Isyarat Malaysia.

The significance of this study is that by creating an interactive teaching tool, hearing impaired children would be able to adapt better to the classes, making them feel more comfortable and confident in what they are doing, thus improving their ability not only in terms of the Bahasa Melayu examination, but also in their communication skills.

#### Literature Review

Hearing impairment is one of the topics within special education. This disability is one of the factors contributing to the difficulty of learning in school, which could result in these students being left behind, which could also lead to societal problems later on. Understanding the hand signals or codes is extremely important as this is the main way of communication in class. Not understanding of the sign language could lead to problems for the students as all the teachings would be conducted in sign language (Wilbur, 2013).

To the hearing impaired, sign language is one way of communicating with others that are used within their community. Signing has been said to be the most effective form of communication for the hearing impaired, compared to other modes of communication. Signing could be used by people who have hearing problems, those who cannot talk, and those who have problems with talking (Wilbur, 2013).

#### The importance of Sign Language (SL) for Deaf people

In our everyday lives, we use our hands to express our feelings through gestures. Deaf people use their hands to communicate and express their feelings through sign language. Sign language helps to bridge the

gap between the deaf people and those who can hear. Using a collection of hand gestures and symbols, sign language is an effective means of communication that provides the deaf and those hard of hearing a way interact with the world around them. According to statistics, over 120, 000 deaf adults and about 20,000 children in the United Kingdom use sign language to communicate with other people. Additionally, Gallaudet University (2017) conducted research on the number of deaf people in the United States and found that out of every 1,000 people in the United States, 37 to 140 people would have some form of hearing loss. Therefore, sign language is needed for deaf people to be able to effectively communicate with people surrounding them, and enables deaf people to communicate with hearing people who are not familiar with sign language. Sign language, thus, is also used by their families and relatives as well as sign interpreters.

Sign language is a combination of movements and gestures which are used in place of the spoken word to convey meaning. Sign language combines hand, arm, body and facial expression to express the deaf people's ideas just as spoken language expresses the speaker's thoughts. Sign language is most commonly used by a deaf person or a person who cannot speak, and it is the main way for individuals in the deaf community to communicate with each other. Simply put, ear is to hearing people as eye is to deaf people where they need it to access to their own languages, and develop literacy skills via different means (by eye or by ear). Each sign language has its own distinct vocabulary and grammar, where the deaf community of a particular country and region use it to express their own unique culture (Debbie, 2014).

In America, sign language is referred to as American Sign Language (ASL), but it goes by different names in other countries. For example, in Britain, it is Britain's Sign Language (BSL). Every word has its own unique sign in each country, similar to other languages around the world. ASL is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language and the visual language used by many North Americans and Canadians who are deaf or hard-of-hearing. To note, the National Association of the Deaf

(NAD) calls ASL as the "backbone of the American deaf culture". Furthermore, ASL is built upon a wide ranging vocabulary of signs that represent specific concepts, and it enable people to express themselves visually opens up many opportunities for deeper meaning and emotional expression in their statements. Every sentence looks like art. It also opens up the opportunity to be introduced to deaf culture, which is such a beautiful culture with a rich history and vibrant present. Additionally, approximately less than 10% of Deaf children born are born into a culturally deaf home, thus sign language plays a major role in developing deaf identity. Deaf community is the "home" for deaf people, so when sign language is removed unjustly from a deaf people, it's the community that suffers and the deaf people undergoes double oppression.

Although the United Kingdom and the United States share English as the predominant oral language, BSL is quite distinct from ASL. BSL is a complete language that has a unique vocabulary, its own construction and grammar, which is different from English. To note that many children will be fitted with hearing aids or cochlear implants soon after they are identified as deaf, giving them the opportunity to develop spoken language. However, using BSL can help deaf children in understanding speech and can also be particularly useful at times when a deaf child is not using hearing aids or cochlear implants, such as before their hearing aids or cochlear implants are fitted; whilst establishing consistent use of hearing aids in the early years; at bedtime, bath time and when swimming. For some deaf children, it may be natural to stop using sign language as their spoken language develops. However, for many deaf children, sign language remains their primary means of communicating, or retains an important role in their lives (Word Federation of the Deaf, 2016).

Deaf people are just like everybody else, except that they have a hearing impairment (Word Federation of the Deaf, 2016). The use of sign language technology such as voice recognition module, which relates to conversion of sentence to fit the grammar of sign language, and sign recognition, which refers to the automatic machine translation system to create spoken language translation, can greatly help deaf people in interactions and learning. Moreover,

applications including video chat software, online dictionaries, speech-signal translators, automated sign language generation system, and smart phone applications, can help the Deaf as well. For example, popular video chat apps such as Facetime and Skype are useful for communicating via sign language and lip reading. Another application example is Transcense, an app currently in development, where it will transcribe conversations with multiple participants in real time. Group conversations are especially difficult for deaf and hard of hearing people, who have a much easier time one-on-one using sign language or lip reading. The Transcense app, when installed on several mobile devices, essentially turns them into a distributed microphone system. It transcribes multiple voices simultaneously and assigns each speaker a different colour bubble in a single scrolling readout (Meadow, 2005).

However, the major barrier in using ICT for deaf people is the assumption that English/Hindi/State language is their first language, and their capabilities are often measured against understanding the written word. In fact, the most effective ICT for the deaf is visual rather than based on the written word or sound. This is because text message are limiting since it does not convey emotions, voice inflections or body language. For example, the smart phones with front-facing cameras for videoconferencing can be used for video chat but are too much of a bandwidth hog. Suggestions for future directions in helping the Deaf such as development of the sign language sign set; development of software for converting Hindi/regional language words to sign language through online dictionary; interactive learning software using the NBT book series for shapes, measures, colours, time, money for 2-3 year olds; newspaper and adult education for Deaf adults; video transmission over both 3G and Wi-Fi networks at a very low bit rate; optimisation of compressed video signals by increasing image quality around the face and hands to bring data rate down (Meadow, 2005).

To sum it up, there is no doubt that if deaf people are to communicate effectively with hearing the world, he/she must acquire facility in speech, speech reading and writing. Moreover, if the people is to communicate effectively within the Deaf community, he/she

must acquire both receptive and expressive facility in fingerspelling and sign language (Meadow, 2005). The use of technology can greatly help both the deaf community as well as the hearing people. Today, smartphones, tablet computers and various apps let deaf people and hard of hearing people do almost everything the hearing community does, from ordering pizzas to calling uber drivers.

#### Signing in Malaysia

Sign language used by deaf people have their own grammatical structures unlike those to the spoken ones (Grove & Woll, 2017), which shows why students have a harder time processing the formal sign language in class, which utilizes Bahasa Melayu Kod Tangan or BMKT, as they are used to Bahasa Isyarat Malaysia. Bahasa Isyarat Orang Pekak (BIOP) or Bahasa Isyarat Malaysia is the informal way of communication between teachers and students. Bahasa Melayu Kod Tangan or BMKT is the code used by teachers to construct sentences using formal Malay language (Yusoff & Mohamed, 2004). In order to fully utilize this code, teachers and students need to have a good understanding of the topics and subjects. BMKT is the formal language of use in school because it conforms to the nouns and pronouns found in regular sentence structure, which also conforms to reading text. Nowadays understanding of written text is extremely important and crucial ability that children would need to acquire. This is because deficits in reading comprehension would have negative consequences in their future (Potocki, Sanchez, Ecalle, & Magnan, 2015). Studies by Potocki et al. (2015) have also found that one of the main reasons why students have a hard time understanding written text is because they are unable to decode those texts.

Researchers have found that there is a huge difference in the way deaf and hearing students process information (Marschark, Leigh, Sapere, Burnham, Stinson, Knoors, Vervloed & Noble, 2006). It is important for teachers to know what type of method is suitable to teach students with hearing impairment or deaf children as this affects their future, but there little known on the best method to use in teaching these students (Marschark et al., 2006). Being able to communicate through reading and writing is challenging, especially to those with sensory impairment (Abdullah & Eng, 2012). It is not

easy for hearing impaired students to read as these require certain skills along with them, such as being able to recode certain written symbols into correct sounds or the proper signing (Holmer et al., 2016). These skills are especially crucial when it comes to employment (Abdullah & Eng, 2012). Not being able to effectively communicate is one of the main reasons why employment continues to be an elusive goal for people with disabilities. A study conducted by Abdullah and Eng, 2012 also found that there is a higher number of unemployed compared to the employed, where the unemployed have rated their reading skills as very weak. This could be due to the fact that there are different hand signals that they need to master, such as the American Sign Language, Bahasa Melayu Kod Tangan, and Bahasa Isyarat Malaysia (Abdullah & Eng, 2012). Deaf/ hearing impaired students also have a harder time grasping abstract concepts, and have limited cognitive ability to understand what was taught (Zainuddin, Zaman & Ahmad, 2010).

Abdullah and Eng's (2012) study found that those who were employed had a higher rate in reading, writing and communicating. This is due to the fact that people with hearing impairment depends on their other skills as there are no or very little auditory information that could be processed. When people with hearing impaired have better writing skills, they are better equipped at communicating with others such as through social network. The study also found that better communication skills would benefit the hearing impaired by connecting them to other successful people with the same condition and learn to better themselves (Abdullah & Eng, 2012).

Sign language were found to be an extremely important communication tool for people with hearing impairment, as they prefer to sign over writing. In Malaysia the main signing used in schools is the Bahasa Melayu Kod Tangan (BMKT), which is similar to Sign Exact English when it comes to learning the English language (Zainuddin et al., 2010). Outside of the classroom though, students with hearing impaired very rarely use BMKT, as there are a lot of nouns and pronouns. These students prefer using the Bahasa Isyarat Malaysia (BIM), where everything is simplified (Zainuddin et al., 2010). This creates a conflict in understanding for these

children, as nouns and pronouns are not present in BIM.

Studies have found that deaf students learn significantly less than those of hearing children. This is because deaf students do not comprehend as much from lectures (Marschark et al., 2006). Marschark et al., 2006 argued that lectures and class structure are more in tune with hearing children compared to deaf children, as the learning styles of deaf children are quite different to those of hearing children. Trussel and Easterbrooks (2017) also mentioned that deaf students constantly need to struggle to attain grade equivalent grades and that interventions are almost always needed to help these students. Now, more and more technology has emerged to help deaf children in learning, as more deaf children has been integrated into the mainstream classrooms. Students have reported that there is more understanding in real time captioning compared to interpretations. Students have also reported that it is quite hard for them to process things that are quite fast, compared to if they were able to control it themselves (Marschark et al., 2006). A study by Francisco, Groen and McQueen (2017) found that there is a relationship in audiovisual processing to reading in an intervention program, showing that an application utilizing visual could help improve deaf student's understanding and help with their reading abilities.

## **METHODOLOGY**

There will be three phases to this study, where phase one involves utilizing qualitative methodology to understand what is lacking and how building a teaching tool can help teachers, students and parents of the hearing impaired. Phase two will involve the creating the teaching tool, based on the findings from phase one. Phase three will be the implementation phase where data would be collected from six different schools to see whether or not there is a significant difference in student's Bahasa Melayu achievement.

### **Design**

This is a qualitative research, utilizing the grounded theory approach where it looks to understand the process of what is needed for deaf children to succeed in school, and it also looks at the overarching theme, where the researchers would like to create an application

to help deaf children in school. Utilizing grounded theory approach, the researcher is able to see what components could be inserted and utilized into the application from collecting data from subject matter experts (Kamarudin, 2017).

### **Research Questions**

The research question that guided this study were:

RQ1. What components should be implemented into creating the application?

RQ 2. What are the problems that teachers, parents and hearing impaired students face with Kod Tangan Bahasa Melayu and Bahasa Isyarat Malaysia?

RQ 2a. What sort of functions for the teaching tool would be useful for teachers, parents and hearing impaired students?

### **Sampling**

As this research utilizes qualitative research, purposive sampling was chosen as the sampling method of choice. This is because purposive sampling allows the researcher to select the participant based on those who are able to yield relevant information to the researcher, such as the teachers of special educational needs, the subject matter experts of special educational needs such as lecturers of special education, and the South East Asian Ministers of Education Organization Regional Centre for Special Educational Needs (SEAMEO SEN) and the Malaysian Federation of the Deaf (MFD).

### **Data Collection Method**

Semi structured interviews, focus group interviews and market research workshop were conducted for the participants. Some teachers were more comfortable with one on one interviews, whereas others were more comfortable being interviewed as a group. There was also a focus group interview with the lecturers of special education, teachers of special education, SEAMEO SEN and the MFD. Existing data were also examined such as the existing tools available today and how it was used and perceived. Existing books and other relevant materials for the deaf were also examined.

### **Analysis**

Manual thematic coding were conducted on the transcriptions of the interview sessions along with the market research workshop. Two themes were derived from this study. In descending order the two themes are *students not being able to grasp Bahasa Melayu* and *technology as a teaching aid*. Two subtheme were found for *students not being able to grasp Bahasa Melayu* are *short attention span* and *BIM as support*. A subtheme was found under *technology as a teaching aid* which is *used materials from other sources*.

From the data, a majority (90%) of the teachers describe their students as not being able to understand what they are trying to teach. Some teachers attributes this to the non standardize usage of language that students use at the initial stage of study. They also relate this to students having a short attention span where they would remember certain things when being taught, and forget it the day after. Most of the teachers who attended the interviews collectively agreed that they use BIM as a support language to help explain certain concepts.

All of the participants agreed that having technology as a teaching aid would help them tremendously. Four teachers described how they sometimes switched on the computer and this would help gain student's attention more. Students are also more likely to remember what they see on the computer to what the teachers have taught or the books they were asked to read. Five teachers talked about how they looked for materials online to help them teach the class and the one that they liked to use was a website from Brunei, which is insufficient as it is not proper Bahasa Melayu. The teachers talked about how having technology could not only help them with lessons in class, but could also encourage parents to utilize the technology at home with their children.

In the workshop conducted, a majority of the participants agreed that an application for the special education children is needed, but the functions needs to be specified and that it should suit the purpose. One of the findings were to have communication sentences integrated into the application where students would be able to structure sentences and not just understand what one word meant.

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# New Sarawak Tribune

THURSDAY AUGUST 3, 2017 SARAWAK AND SEREMBAN EDITIONS • 978 276 7100 (SARAWAK)

## 78,310 STUDENTS WITH SPECIAL NEEDS IN M'SIA

BY HARUN JAU

**KUCHING:** Malaysia has a total of 78,310 pupils or students with special needs, Minister of Education Malaysia Datuk Seri Mahdzir Khalid disclosed.

To sale the out of this figure, a total of 4,326 are students of special education schools (Sekolah Pendidikan Khas).

He said Malaysia also has Special Integration Education Programme with a total of 60,070 pupils.

Malaysia, he said, also has Inclusive Education Programme which has a total of 15,117 students.

"So in Malaysia we have 78,310 students that are called pupils or students with special needs," the minister disclosed at a press conference after officiating at the closing of the 2nd International Conference on Special Education (ICSE 2017) at Borneo Convention Centre (BCCC) here yesterday.

Mahdzir also informed that at the Technical Vocational Education and Training (TVET) level, at the moment, there are four vocational schools for special education.

He didn't have the figure on the number of students at these special educational schools. However, in Sarawak, there are roughly around 1,000 students



MINISTER of Education Malaysia Datuk Seri Mahdzir Khalid (third from left) in a group photo with state's Minister of Education, Science and Technological Research Datuk Seri Michael Muzni (second from left) and Director of SEAMEO Regional Centre for Special Education Datu Yusmin Hussain (fourth from left) together with the participants of 2nd International Conference on Special Education (ICSE 2017) at BCCC, Kuching yesterday. (PHOTO HARUN JAU)

with special needs at the various train centres.

In view of the high number of special need students and the need to increase the number of teachers, Mahdzir pointed out that they had taken steps to contain the problem.

"We have the Teachers Education Institute (ITE) that produce specialist teachers to teach students with special needs namely those with problems such as being blind or visually impaired, the deaf, those with learning difficulties or slow

learners as well as those with physical problems."

On the need to set up one special IPG in Sarawak, Mahdzir said there is a need to have a study on the manpower needs. Mahdzir said Malaysia is sharing its experience with other

countries and other countries are also sharing their experience and methods with Malaysia.

The two-day ICSE 2017 was attended by 92 delegates including the presiders and experts in the field of education from 11 countries.

Countdown 9 DAYS TO KUCHING MARATHON 10 AUGUST 2017 Padang Merdeka Kuching www.marathonkuching.com

**INSIDE STORIES**  
Lawas firemen help man to remove bangle, ring > P2  
Eight foreign women held for offering sex services > P3

**Salesman held for smoking in plane toilet**  
BY CONNIE CHENG

**KUCHING:** A salesman landed himself in hot water after he was caught smoking in an airplane's toilet mid-flight last Tuesday.

The 33-year-old from Selangor was flying to Kuching from Kuala Lumpur when he lit a cigarette in the toilet and triggered a smoke alarm about 30 minutes before landing at Kuching International Airport.



Abang Johari shows a portrait of himself to Malays. Also seen from second left are Muzni, De Anwar, Yovanis and Fatinah.



Abang Johari starts a special check into the ICSE 2017 platform to open the conference. From front left are Adia, Fatinah, Priscilla and Yovanis. Muzni is behind Abang Johari. — Photos by Chinwee Upton

## 'State committed to persons with disabilities'

**By Lim Hwee Poo**  
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**KUCHING:** Sarawak remains committed to supporting all genders and activities on the development of persons with disabilities (PWD).

Chief Minister Datuk Amar Abang Johari Tun Opang said the state is actively involved in creating awareness of their needs and rights.

"They create awareness of the needs and rights of PWD in order to be able to live a normal life and be successful in their areas of interest," he said when opening the second International Conference on

Special Education (ICSE) 2017 yesterday.

Abang Johari said ICSE 2017 offered an opportunity for education experts and specialists in the field of Special Education to get together and exchange information.

"I am sure your discussion and deliberation during the conference will add to the much needed knowledge and to contribute to the enhancement of skills, especially for teachers and those involved in Special Education all around Southeast Asia, especially in Sarawak."

"Meaningful and directed discussion on Special Education

I must record my appreciation to the teachers and educators of Special Needs Children for their hard work in providing education to this special group of people among us.

2016-17 by Abang Johari Tun Opang, Chief Minister

should breed innovative ideas and also create opportunities for networking and synergies of inter-collaboration between organisations as well as countries," he said.

Abang Johari said the success of the conference is vital "as it will contribute to the growing global awareness to provide opportunities of access and engagement for PWD."

He hoped the proposed education agenda would be met and well implemented in the Southeast Asian region in the near future.

"For a nation as a whole, I must record my appreciation to the teachers and educators of Special Needs Children for their hard work in providing education to this special group of people among us."

"It is not an easy task, but someone has to do it, and now I am standing in front of those people who are dedicating their life and time to educate the group of people who needs special care in our society. Thank you for your passion and dedication to be of service to the special people of our societies," he added.

Some 660 delegates from 32 countries are taking part in the three-day conference themed 'Access and Engagement' jointly organised by the Southeast Asian Minister of Education Organisation Special Education (SeA-MEO SEW) and Ministry of Education Malaysia.

Among those present were State Legislative Assembly Speaker Datuk Amar Mohd Azlan Aris, Minister of Education, Science and Technological Research Datu Sri Michael Muzni, Assistant Minister of Welfare, Community Well Being, Women, Family and Childhood Development Datuk Fatinah Abdullah, Assistant Minister of Industries and Investment Malcolm Muzni, Lamoh, Assistant Minister of Education and Technological Research Dr Annuar Ramez, SeA-MEO SEW secretariat deputy director Priscilla Teputant and SeA-MEO BRN director Datu Dr. Yusmin Hussain.

# SeaMeo SEN gives priority to early childhood care, education

**KUCHING:** The Southeast Asian Minister of Education Organisation Special Education (SeaMeo SEN) is working through integration, networking and partnership to ensure its priorities are addressed and implemented in various programmes.

Its director Datin Dr Yasmin Hussain said priorities were given to early childhood care and education, addressing barriers to inclusion and ensuring resiliency in the face of emergencies.

"We are also promoting technical and vocational education and training, harmonisation in higher education and research, revitalising teacher education and adopting a 21st century curriculum," she said at the launch of the Second International Conference on Special Education (ICSE) at Borneo Convention Centre Kuching (BCCC) here yesterday.

Yasmin said SeaMeo SEN had been conducting community-based events to increase awareness and

acceptance of individuals with disability in the society.

She added that those events were also meant to accommodate their needs in the community in terms of access, engagement and equity.

"We in SeaMeo SEN are working through integration, networking and partnership to ensure that the priorities are well addressed and implemented in our programmes."

"The organising of ICSE 2017 in Bangkok, Thailand and ICSE 2017 is one of the initiatives to provide the platform and opportunities for exchange of best practices in teaching and learning of children with special educational needs and to provide information in recent trends in Special Education," she pointed out.

Yasmin said institution leaders, communities and educators must work together to ensure that special children would be included in all aspects.

She stressed that it was pivotal

for special children to be given the rights to live, to learn, to grow and to have equal opportunities to lead their lives.

"I do hope the line of speakers, experts and presenters in this conference will give you insights, ideas and aspire all of us to work with dedication and passion for our children with special needs," she added.

Chief Minister Datuk Amar Abang Johari Tun Openg declared open the three-day conference themed 'Access and Engagement'.

Among those present were State Legislative Assembly Speaker Datuk Amar Mohamad Asfia Awang Nassar; Minister of Education, Science and Technological Research Dato Sri Michael Manjin Jawang; Minister of Welfare, Community Wellbeing, Women, Family and Childhood Development Dato Fatimah Abdullah; and SeaMeo SEN secretariat deputy director Prasert Tejanart.



Yasmin (right) briefly goes through what is displayed along the way to the conference hall. Seen from second right are Abang Johari and Manjin. Fatimah is behind Yasmin. — Photo by Chaimon Upon

# 'Inclusive education for all children'

By Karina Bong  
karina.bong@thebornedpost.com

**KUCHING:** The education of children with disabilities must be geared towards providing them with skills and knowledge that will empower them to lead independent lives and able to contribute to the communities.

Minister of Education Dato Sri Michael Manjin assured yesterday that Malaysia is very committed to provide an inclusive education for all children regardless of their abilities.

These are a total of 78,810 students with special needs in Malaysia whereby 2,320 of them are in special schools while 80,490 are in the Special Education Inclusive Programme and 15,117 in the Special Education Inclusive Programme.

"It is both a vision and work in progress in Malaysia to ensure education delivery for children with disabilities is given utmost care and consideration," he said at the closing ceremony of the 2nd International Conference on Special Education (ICSE 2017) at Borneo Convention Centre Kuching (BCCC) here.

The three-day conference was attended by more than 800 participants consisting of educators, administrators and field experts from Asian countries and around the world.

The education agenda today, Manjin added, was full of challenges that must be handled with effective strategies and methods so that it can be realistically implemented.

Every country, he said, has its very own programme, agenda as well as financing and implementation for special education.

As such, he said the conference was an important platform for discussions and knowledge-sharing by the participants to develop new ideas and practices that could be adopted for children with disabilities.



Manjin (left) presents a memento to one of the partners and co-organisers of the 2nd ICSE. Also seen are Dr Sim (second right), Manja (left) and Yasmin (third left) and Robert (left). — Photo by Hana Rah-Sana



Participants consisting of educators and field experts from around the world at the conference.

"The Malaysian Education Blueprint 2013-2025 has addressed the aspects of aspirations for Malaysian Education System that encompasses on access, quality, equity, unity and efficiency."

"These aspirations must be translated into actions and strategies that require a

shift in actions, policies and implementation of our education system," he added.

He reiterated that education for children with disabilities must be given emphasis and must be supported by the building of knowledge, skills and professionalisation for Special

Education teachers.

The 1st ICSE, SEAMBO Regional Centre for Special Education director Dr Yasmin Hussain, meanwhile, said that inclusive education was the key to growth, respect and acceptance of all children.

It is both a vision and work in progress in Malaysia to ensure education delivery for children with disabilities is given utmost care and consideration.

Dato Sri Michael Manjin, Minister of Education

"Secondly, stakeholders must ensure their education access and engagement of children with disabilities are prioritised and implemented for the betterment of the lives of children with disabilities."

"Thirdly, parental advocacy and community awareness efforts must be intensified to reduce stigma and prejudice to new ways and positive acceptance of parents with disabilities in the society," she said.

The fourth focus, Yasmin said, was that technical education and training, innovation and IT applications were important means for empowering the lives of people with disabilities and these means must be made available for them.

The fifth focus is to enhance the awareness of disability at all levels of societies which is also an integral part of knowledge-building and understanding.

Yasmin said, stakeholders of the 2nd ICSE were determined to define these resolutions within their abilities, power and efforts for the enhancement of the lives of people with disabilities.

Minister of Education, Science and Technological Research Dato Sri Michael Manjin, in his opening remarks, said that the 2nd ICSE was an integral part of knowledge-building and understanding.

Yasmin said, stakeholders of the 2nd ICSE were determined to define these resolutions within their abilities, power and efforts for the enhancement of the lives of people with disabilities.

Manjin said, stakeholders of the 2nd ICSE were determined to define these resolutions within their abilities, power and efforts for the enhancement of the lives of people with disabilities.

# Parents not forced to transfer children after merger of schools

**KUCHING:** Parents will not be forced to transfer their children to other schools following the government's decision to merge under-enrolled schools in the state.

According to Education Minister Dato Sri Michael Manjin, the Ministry of Education, Science and Technological Research and the State Education Department have held a laboratory to identify under-enrolled schools in the state.

The first step is to organise the lab. The second step, as informed by Minister of Education, Science and Technological Research Dato Sri Michael Manjin earlier, is that they will be holding roadshows to meet parent-teacher associations, non-governmental organisations and community leaders to obtain feedback.

From the feedback, it will be decided whether the students remain at their old schools or that their schools will be merged.

"The parents must come to a consensus first," he said in a press conference after concluding at the closing ceremony of the 2nd International Conference on Special Education (ICSE 2017) at Borneo Convention Centre Kuching (BCCC) here yesterday.

In a separate press conference earlier, Manjin said closing schools and merging them was not an easy feat because many parents would not agree to it.

However, he hopes that parents would understand that the decision is meant for the future of their children because under-enrolled schools contribute not only to the physical aspect but also to the social aspect of their children, he added.

Manjin said that the ministry had identified these schools to be merged, and the next step was to conduct roadshows from now until September.



## Conclusion

The 2nd ICSE 2017 was a much awaited event as it was the only international conference to be held in the region this year. SEAMEO SEN wished to express its deepest appreciation and gratitude to all its supporting partners especially to the Ministry of Education Malaysia and the State Government of Sarawak and our partners. The 2nd International Conference on Special Education was indeed a huge achievement for SEAMEO SEN to deliver its role as the centre of excellence in the Southeast Asia region. The conference presented a platform of opportunity for all its delegates and participants to converge ideas and best practices in Special Education and also a chance for collaboration and networking. SEAMEO SEN would continue to conduct events such as this contention to ensure that educators and practitioners would be able to gain insights, renewed perspectives in the field of Special Education. The 2nd ICSE 2017 Secretariat is indeed appreciative of the commitment given by the 2nd ICSE working committee who have shown their undivided support of time and energy to ensure the conference went as planned. We hope that this cooperation will continue in years to come.

The 2nd ICSE 2017 is also an evident based practice on synchronised resources and financial support that are successful in the context of global Education Agenda 2030 and in line with the SEAMEO 7 Priority Areas. The 2nd ICSE 2017 also set a more focussed and structured planning regarding the education of people with disabilities. It is hoped that the impact of 2nd ICSE 2017 would prepare a foundation for the building of outcomes for a more resilient, innovative, inclusive and doable actions that provides wider access and ensure meaningful engagement for children with disabilities in this region. We hope that the 3rd ICSE 2019 hosted in Indonesia would also a success and continue to echo the achievements of the 1st ICSE 2015 and the 2nd ICSE 2017.

 **Thank you.** 