SEAMEO SEN
REGIONAL CENTRE FOR SPECIAL EDUCATION

2nd International Conference
On Special Education
ICSE 2017
SARAWAK MALAYSIA

Key Organizers:

With Support from:

Co - Organizers:

ICSE 2017
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**Credits**

**SPECIAL BULLETIN ICSE 2017**

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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 stakeholders 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 focused 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:

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

With Support from:

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)
Alt 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 carters 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 benefits 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 attendances 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)
Remarks by Chief Minister of 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)
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 opportunite 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

[Signature]

Dr. Gatot Hari Priowirjanto
Director, SEAMEO Secretariat
Dear distinguished speakers and participants of ICSE 2017

Alhamdullilah 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. Hjh. Yasmin Hussain  
Director  
SEAMEO Regional Center For Special Education (SEAMEO SEN)
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.

Report of 2nd ICSE 2017
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 Hassanal Bolkiah 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 TROPMED 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. 492016) on the Right to Inclusive Education
   Richard Rieser of Inclusive World, UNITED KINGDOM

6. Higher Education and Leadership Development

7. Teaching Strategies in Permata Kurnia
   PERMATA KURNIA
## 2nd International Conference on Special Education 2017 Schedule

### Day 1: 31st July 2017 (Monday)

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<td><strong>Speaker</strong>: YBhg. Tan Sri Dr. Khair Mohamad Yusof</td>
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<td>Director General Of Education</td>
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<td>Ministry of Education Malaysia</td>
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<td><strong>MALAYSIA</strong></td>
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<td><strong>(Presented by</strong>: YBhg. Dato’ Sulaiman bin Wak)</td>
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<td><strong>Moderator</strong>: Mr. Harry Tombas</td>
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### Plenary Session 1: Sustainable and Inclusive Development for Persons with Disabilities

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<td><strong>Speakers</strong> :</td>
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<td>1. <strong>Mr. Silatul Rahim Dahman</strong></td>
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<td>CEO, Malaysian Foundation for the Blind, MALAYSIA</td>
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<td>2. <strong>Dr. Kamal Lamichhane</strong></td>
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<td>Associate Professor CRICED</td>
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<td>University of Tsukuba, JAPAN</td>
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<td>3. <strong>Mr. Jose Monteiro</strong></td>
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<td>Director of Inclusive Education</td>
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<td>Ministry of Education of Timor Leste, TIMOR LESTE</td>
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<td>4. <strong>Ms. Lina Mak Yun Fung</strong></td>
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<td></td>
<td>Head of Research and Development Section</td>
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<td>Special Education Unit, BRUNEI DARUSSALAM</td>
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<td><strong>Moderator</strong>: Dr. Kway Eng Hock</td>
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<td>11.00 - 12.00</td>
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<td><strong>Speaker</strong>: Mr. Mithun Kamath</td>
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<td>CEO Arc Skills, DUBAI</td>
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<td><strong>Moderator</strong>: Mr. Harry Tombas</td>
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<tr>
<td>12.00 - 13.00</td>
<td>Lunch and Break</td>
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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 Hajarat 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 Zahirahln 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 Karuppannan

3. Kesediaan Guru Dalam Pelaksanaan Program Transisi Kerjaya Bagi Murid Berkeperluan Khas
   Nuraisyah Adnie Abd Rahman and Aliza Alias

   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 Radiyanto and Siti Jaiyaroh

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

Day 2: 1st August 2017 (Tuesday)

<table>
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<tr>
<td>8.00 - 9.00</td>
<td>Keynote 3: Access and Engagement for people with Blind and Visual Impairment</td>
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<tr>
<td>Speaker</td>
<td>Dr. Frances Gentle</td>
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<td>Moderator: Mr. Harry Tombas</td>
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Plenary Session 2: Access and Engagement for Persons with Disabilities

9.00 - 10.00 Speakers:

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

2. Dr. Naira Avetisyan
   Program Specialist
   UNITED NATION’S CHILDREN FUND, Bangkok, THAILAND

3. Ms. Limia Dewan
   Program Manager
   BRAC, BANGLADESH

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

Moderator: Assoc. Prof. Dr. Teng Leong Koay

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(Wqpkes) 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**  
   Lajiwin @ Jovinia 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
   Hajariul 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 2nd 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, Kanokpom 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. Penaflor

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 Amynah 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, Prastiyo 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 Solehat 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: 2nd August 2017 (Wednesday)

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| 8.00 - 9.00 | **Keynote 5:** Psychological Services for Children | Speaker: Dr. Sharifah Mariam Al-Junied  
Principal Psychologist  
Ministry of Education, Singapore  
SINGAPORE  
Moderator: Mr. Harry Tombas |
| 9.00 - 10.00 | **Plenary Session 3:** Special Needs Education in the 21st Century: Way Forward | Speakers:  
1. Ir. Sri Renani Pantjastutti  
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 Hassanal Bolkiah Institute of Education  
University Brunei Darussalam, BRUNEI DARISSALAM  
Moderator: Ms. Lina Mak Yun Fung |
| 10.00 - 10.30 | **Morning Tea Break**   |         |
| 10.30 - 11.30 | **Plenary Session 4:** Community Empowering People with Disabilities | 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 2nd 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 edge LAN infrastructure and the latest in Audio/Visual technology to ensure any and all collaboration that happens inside, are widely visible outside.
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

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Arrival of participants at the Kuching International Airport
REGISTRATION

Keynote Sessions
Highlights of ICSE 2017

Keynote Sessions

Plenary Sessions
Highlights of ICSE 2017

Concurrent Sessions
Highlights of ICSE 2017

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
Highlights of ICSE 2017

MoU exchange ceremony

2nd ICSE 2017 Resolution
RESOLUTIONS OF THE 2nd CONFERENCE ON SPECIAL EDUCATION 2017

The 2nd 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 2nd International Conference on Special Education assembled in Sarawak, Malaysia from the 31st July to the 2nd 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
Highlights of ICSE 2017

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
Highlights of ICSE 2017

2nd ICSE 2017 Welcoming Dinner hosted by the State Government of Sarawak
WEBSITE AND PUBLICATION OF ICSE 2017

Website of ICSE 2017

REGISTRATION FORM

ICSE 2017

The International Conference on Special Education
‘Access and Engagement’
31st July – 2nd 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 21st Century Curriculum form the basis for this conference. These areas necessitate the urgent need 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 of their lives.
Website and Publication of ICSE 2017

Proceedings

'ACCESS AND ENGAGEMENT'
31ST JULY - 2ND AUGUST 2017

Borneo Convention Centre Kuching,
Sarawak, Malaysia

ICSE 2017

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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 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 are 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-questionnaire 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 where ever 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 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 agenda 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

<table>
<thead>
<tr>
<th>Statistical Limit</th>
<th>Relative Value</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21 – 5.00</td>
<td>5</td>
<td>Very High Awareness</td>
<td>VHA</td>
</tr>
<tr>
<td>3.41 – 4.20</td>
<td>4</td>
<td>High Awareness</td>
<td>HA</td>
</tr>
<tr>
<td>2.61 – 3.40</td>
<td>3</td>
<td>Moderate Awareness</td>
<td>MoA</td>
</tr>
<tr>
<td>1.81 – 2.60</td>
<td>2</td>
<td>Slight Awareness</td>
<td>SA</td>
</tr>
<tr>
<td>1.00 – 1.80</td>
<td>1</td>
<td>No Awareness</td>
<td>NA</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Statistical Limit</th>
<th>Relative Value</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21 – 5.00</td>
<td>5</td>
<td>Very Much Effective</td>
<td>VME</td>
</tr>
<tr>
<td>3.41 – 4.20</td>
<td>4</td>
<td>Much Effective</td>
<td>ME</td>
</tr>
<tr>
<td>2.61 – 3.40</td>
<td>3</td>
<td>Moderately Effective</td>
<td>MoE</td>
</tr>
<tr>
<td>1.81 – 2.60</td>
<td>2</td>
<td>Slightly Effective</td>
<td>SE</td>
</tr>
<tr>
<td>1.00 – 1.80</td>
<td>1</td>
<td>Not Effective</td>
<td>NE</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Statistical Limit</th>
<th>Relative Value</th>
<th>Descriptive Equivalent</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21 – 5.00</td>
<td>5</td>
<td>Very Much Serious</td>
<td>VME</td>
</tr>
<tr>
<td>3.41 – 4.20</td>
<td>4</td>
<td>Much Serious</td>
<td>MS</td>
</tr>
<tr>
<td>2.61 – 3.40</td>
<td>3</td>
<td>Moderately Serious</td>
<td>ME</td>
</tr>
<tr>
<td>1.81 – 2.60</td>
<td>2</td>
<td>Slightly Serious</td>
<td>SE</td>
</tr>
<tr>
<td>1.00 – 1.80</td>
<td>1</td>
<td>Not Serious</td>
<td>NS</td>
</tr>
</tbody>
</table>
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 quality 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.

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

<table>
<thead>
<tr>
<th>Goals of UN 2030 Education Agenda</th>
<th>MEAN</th>
<th>DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</td>
<td>4.58</td>
<td>VHA</td>
</tr>
<tr>
<td>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.</td>
<td>4.33</td>
<td>VHA</td>
</tr>
<tr>
<td>3. Substantial increase of number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and</td>
<td>4.29</td>
<td>VHA</td>
</tr>
</tbody>
</table>
4. 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.

5. Ensure that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy.

6. Ensure that all learners acquire knowledge and skills needed to promote sustainable development.

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.

8. End all forms of discrimination against all women and girls everywhere.

9. Eliminate all forms of violence.

10. Eliminate all harmful practices.

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

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

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

<table>
<thead>
<tr>
<th>Problems to Hinder Implementation</th>
<th>MEAN</th>
<th>DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inadequate appropriate instructional and assistive materials and equipment in teaching children with disabilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teaching children with disabilities.

2. Irregular attendance of children in school.

3. Financial constraints in the implementation of transition program.

4. Lack of training and academic preparation of teachers in handling inclusive classes.

5. Lack interest and enthusiasm of parents/guardians to send their children with disabilities to school.

6. Insufficient funding to finance the conduct of assessment to children with disabilities.

7. Fear of discrimination, sex and gender biases and bullying inside the school.

8. Negative attitude of teachers to cater inclusive education.

9. Lack of support from stakeholders and benefactors.

10. Sustainability in implementing programs and projects on inclusion, equitable and gender equality education.

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.

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Strategy/ Activity</th>
<th>Timeline</th>
<th>Persons Involved</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1 – Pre-School Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Disability Awareness Campaign</td>
<td>- conduct of information dissemination campaigns</td>
<td>Year-Round</td>
<td>Principal</td>
<td>- Awareness that children with disabilities have equal rights to education</td>
</tr>
<tr>
<td></td>
<td>- hanging of posters/ tarpaulin</td>
<td></td>
<td>Head Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- intensive implementation of National Early Registration</td>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- conduct of Disability Awareness Summit</td>
<td></td>
<td>PTA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- conduct of Special Education Needs Children’s Festival</td>
<td></td>
<td>Parents/ Guardians</td>
<td></td>
</tr>
<tr>
<td>2. Child Search &amp; Find Activities</td>
<td>- conduct of SPED Caravan</td>
<td>January-February</td>
<td>Principal</td>
<td>- Bring all children with disabilities to school</td>
</tr>
<tr>
<td></td>
<td>- community visits</td>
<td>2 weeks before opening o</td>
<td>Head Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- home visitations</td>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- community mapping</td>
<td></td>
<td>PTA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- mapping</td>
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<td></td>
<td>- coordination with social welfare office</td>
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<td>(Oplan Balik)</td>
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<td></td>
<td>- establish linkages with</td>
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Average Weighted Mean 2.82 MoS
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<thead>
<tr>
<th>Phase 2 – In-School Initiatives</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Acceptance &amp; Enrollment of Children with Disabilities</strong></td>
<td><strong>2 weeks before opening of classes</strong></td>
</tr>
<tr>
<td>- information dissemination on enrollment schedule and procedures</td>
<td>2 weeks before opening of classes.</td>
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<tr>
<td>- special enrollment lane for children with disabilities</td>
<td>2 weeks before opening of classes.</td>
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<tr>
<td>- issuance of school ID and disability ID from social welfare office</td>
<td>2 weeks before opening of classes.</td>
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<tr>
<td>- school/teacher acclimatization</td>
<td>2 weeks before opening of classes.</td>
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<tr>
<td><strong>2. Assessment &amp; Placement of Learners</strong></td>
<td><strong>1 week after the opening of classes</strong></td>
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<tr>
<td>- profiling of school children</td>
<td>1 week after the opening of classes.</td>
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<tr>
<td>- conduct of disability assessment/diagnosis</td>
<td>1 week after the opening of classes.</td>
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<tr>
<td>- placement of learners</td>
<td>1 week after the opening of classes.</td>
</tr>
<tr>
<td>a. Self-contained classes</td>
<td>1 week after the opening of classes.</td>
</tr>
<tr>
<td>b. Partial/Full mainstreaming</td>
<td>1 week after the opening of classes.</td>
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<tr>
<td>- enrollment in the Government’s PPP Program</td>
<td>1 week after the opening of classes.</td>
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<tr>
<td><strong>3. Transition Program</strong></td>
<td><strong>School Year Round</strong></td>
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<tr>
<td>- Functional Academic Classes</td>
<td>School Year Round.</td>
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<tr>
<td>- Technical Vocational Training</td>
<td>School Year Round.</td>
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<tr>
<td>- Job Training</td>
<td>School Year Round.</td>
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<tr>
<th>Phase 3 – Exit Points</th>
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<tbody>
<tr>
<td><strong>1. Higher Academic Studies</strong></td>
<td><strong>End of Every School Year</strong></td>
</tr>
<tr>
<td>- graduation ceremonies</td>
<td>End of Every School Year.</td>
</tr>
<tr>
<td>- issuance of credentials</td>
<td>End of Every School Year.</td>
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<tr>
<td>- administration of career assessment</td>
<td>End of Every School Year.</td>
</tr>
<tr>
<td><strong>2. Job Placement/Entrepreneurship</strong></td>
<td><strong>End of Every School Year</strong></td>
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<tr>
<td>- completion/moving-up rites</td>
<td>End of Every School Year.</td>
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<tr>
<td>- release of TVT assessment</td>
<td>End of Every School Year.</td>
</tr>
<tr>
<td>- assistance for job placement with partner industries/work places</td>
<td>End of Every School Year.</td>
</tr>
<tr>
<td>- Financial assistance from cooperatives/local finance/LGU/social welfare office</td>
<td>End of Every School Year.</td>
</tr>
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</table>

*Eskwela* school for their education.

- enrollment of all children with disabilities.
- all children with disabilities must have been assessed for proper educational placement.
- all children with disabilities age 14 and above receive training and instruction.
- holistic development of children with disabilities.
- no incidents of bullying, discrimination, and gender bias in the school.
- continuous disability awareness.
- transition from Grade 6-Grade 7, Grade 10-11 and Grade 12 to College.
- mainstreaming in the society.
- productive living of children with disabilities.
- well rounded personality.
- bully-free, gender equality community.
- developed meaningful.
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.

REFERENCE


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

Diyana Kamarudin
Yasmin Hussain
Universiti Malaysia Pahang
Southeast Asian Ministers of Education Organization Centre for Special Educational Needs

Abstract: Hearing-impaired 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 diffulty 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 to 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 Transcence 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 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, Ecallé, & 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 depend on their other skills as there is 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 tuned 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.
REFERENCE


http://libguides.gallaudet.edu/content.php?pid=119476&sid=1061104 retrieved on 25th January 2017
78,310 STUDENTS WITH SPECIAL NEEDS IN M’SIA

Media Coverage
SeaMeo SEN gives priority to early childhood care, education

KUCHING: The Southeast Asian Minister of Education Organisation Special Education Network (SEN) working through integration, networking and partnership embraces inclusive education, addressing barriers to participation and increasing awareness of individuals with disabilities.

The network, working through integration, networking and partnership, embraces inclusive education, addressing barriers to participation and increasing awareness of individuals with disabilities.

The network is working through integration, networking and partnership to embrace inclusive education, addressing barriers to participation and increasing awareness of individuals with disabilities.

"We in SeaMeo SEN are working through integration, networking and partnership to embrace inclusive education, addressing barriers to participation and increasing awareness of individuals with disabilities," she said at the launch of theicitecnique Regional Conference on Special Education (KERCE) in Kuching Community Centre, Kuching.

Yamala said SeaMeo SEN has been conducting community-based events to increase awareness and acceptance of individuals with disabilities.

She added that these events were also meant to encourage individuals with disabilities to participate in the community in terms of volunteerism, engagement and sports.

"The special needs of children with disabilities can be addressed through integration, networking and partnership. In the education sector, we can work together to improve the quality of education for all children, including those with special needs," she said.

"It is important that we work together to ensure that all children have the opportunity to learn and develop to their full potential. This can be achieved through collaboration and partnership between institutions and communities. By working together, we can create a more inclusive society where everyone has equal opportunities," she added.

"We should strive to create an environment where children with disabilities are valued and accepted. This can be achieved through increased awareness and understanding of the needs and abilities of children with disabilities. By working together, we can create a more inclusive society where everyone has equal opportunities," she said.

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馬英：別只說說
撥款扶助特殊生

教長：落實融合教育
保障殘疾人教育權益
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.