

# 2012

**NATIONAL EARLY CHILDHOOD  
INTERVENTION COUNCIL**  
**Majlis Kebangsaan Intervensi  
Awal Kanak-kanak**  
全国儿童早期疗育执委会



## MEMORANDUM

### **INCLUSIVE EDUCATION AS NATIONAL POLICY FOR CHILDREN WITH SPECIAL NEEDS**

**Pendidikan Inklusif Sebagai Polisi Kebangsaan  
untuk Kanak-Kanak Berkeperluan Khas**

以融合教育为特殊需要儿童国家教育政策



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**A Memorandum submitted in conjunction  
with National Education Review 2012**

**May 2012**



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**Majlis Kebangsaan Intervensi Awal Kanak-kanak**

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# PREFACE

**T**he idea of a Memorandum arose as a result of a survey project on “Parents’ Perceptions and Expectations towards Inclusive Education”, conducted by Asia Community Service and Bold Association for Children with Special Needs, Penang in 2011.

The first draft was strengthened with feedback and valuable suggestions from many individuals, parents and practitioners. With the endorsement and support gained from a coalition of over 60 nationwide NGOs, this document was eventually submitted through the National Early Childhood Intervention Council (NECIC) to the Minister of Education Malaysia, in April as a Memorandum in conjunction with the National Education Review 2012.

It is hoped that the circulation of this booklet will shed some light on what is the current situation and how we can help improve the education of children with special needs. It is important to understand the issues so that we can prepare to meet the challenges. The possibilities of successful inclusion are evident in many developed nations.

This publication would not have been made possible without the hardwork of many people. We wish to acknowledge the diligence of the research and drafting team, as well as the Malay and Chinese translation teams. We are grateful for all their voluntary effort and time. We also want to acknowledge the NECIC for the funding assistance towards the printing of this booklet.

Last but not least, we wish to thank the Minister of Education for his time in reading this Memorandum and trust that we can work together to realise all the recommendations suggested in the Memorandum in due time.

*Khor Ai-Na*

CEO, Asia Community Service  
Vice President, NECIC

*Dr. Tan Liok Ee*

President, Bold Association for Children  
with Special Needs, Penang  
Council Committee, NECIC

May 2012



# MEMORANDUM TO THE MINISTER OF EDUCATION

## INCLUSIVE EDUCATION AS NATIONAL POLICY FOR CHILDREN WITH SPECIAL NEEDS

### The Principle of Inclusive Education

**M**alaysia has accepted and ratified the 1994 *UNESCO Salamanca Statement* which calls for *Education for All*. This means that children with special needs are recognised as having the same rights to education as their peers. More than that, the *Salamanca Statement* includes the call for *Inclusive Education* and the *Salamanca Framework for Action* specifies that educational policies from national to local levels should stipulate that children with special needs or disabilities attend their neighbourhood schools. In other words, children with or without special needs should learn together, and from each other, in the same classrooms.

The two strong beliefs underlying the principle of Inclusive Education are:

1. ALL children are educable although they may learn at different rates and levels, and
2. ALL children will benefit from an inclusive program regardless of their differences.

Research has shown that children with special needs improve in their communication and social skills when placed in mainstream school settings, in addition to improving in other academic skills. Equally important, research has also shown that children who have classmates with special needs in their classroom grow up to be more accepting of people with different needs. Children who mentor special needs friends are likely to master their academic work better and show improved self-esteem. In short, Inclusive Education benefits ALL students, not just those with special needs.

Malaysia has also ratified the UN-Convention on the Rights of Persons with Disabilities. Article 24 of the UN-Convention stipulates that “persons with disabilities shall not be excluded from the general education system on the basis of disabilities”. This has been enacted in Clause 28 of the Malaysian Persons with Disabilities Act 2008.

## **NKRA in Education**

Despite Malaysia’s endorsements of these International Instruments, the implementation of Inclusive Education and provision of quality educational services for children with disabilities here is far from satisfactory.

We are very concerned that the Government Transformation Program, set up to strengthen the efficiency of the government delivery system towards a fully developed nation by the year 2020, may have adverse effects on education of children with special needs.

One of the six national key result areas (NKRAs) in education is “widening access to quality and affordable education” with emphasis on early education, literacy, high performance schools and reward

incentives for school administrators. This and other NKRA's, are achievement orientated, intended to provide clear measurements for achieving high quality education. However, there are no explicit provisions for improvements in inclusive education for students with disabilities. In the nation's rush to attain higher student and school performances, we are concerned that the education rights of the special needs population will be sidelined or overlooked.

It is pertinent to point out that at least 6% and perhaps as much as 15% of school-going children are estimated to have some form of special needs or learning disabilities. But, it is important to note that approximately 85% of children with disabilities are in the mild category; 10% are considered moderate; about 3% – 4% are estimated to be severe, while only 1% – 2% are classified as profound.

Education for All means that it is the right of every child, regardless of their abilities or disabilities, to remain in school until primary education is completed. There must be provisions for ALL children, including those with special needs or disabilities, to continue secondary education, even if it means following a specialised stream, training them in a trade, vocational skills, self-employment and/or independent living.

# Recommendations

In response to the Minister of Education’s continuing emphasis on seeking views from the public, we wish to remind the Minister of our country’s international commitments on Inclusive Education. We offer, in this Memorandum, specific recommendations on the implementation of Inclusive Education as the way forward.

## 1) Clear and Committed Policy Directions

- ▶ **Inculcate an Inclusive Culture** – Our education system should focus on building an inclusive culture in ALL schools, where diversity is embraced, respected and valued. This commitment must first be clearly and firmly espoused by the policy makers themselves who must promote this policy to school stakeholders at all levels – namely heads of schools, teachers, as well as the school administrative staff, students and their family members.
- ▶ **Caring as an Index** – In line with this clear policy direction, the key performance index (KPI) for schools should include a “caring” index as a measure of the school’s efforts to embrace, respect and value differences among its students. The argument in support of this is that nurturing a caring attribute among students is an important component of the character building process in which the more able care for the less, working towards a truly caring and integrated society in which there is a natural co-existence of friendship and classmates rendering assistance without condescension. Such social integration nurtured within the school environment will have

positive long-term effects in adulthood and contribute to the building of a truly 1Malaysia.

- ▶ **Incentives** – Just as other KPIs/NKRAs are recognized with financial incentives and awards, “Caring Schools” which show increased enrolments of children with special needs in mainstream classes and/or make special efforts to be inclusive (e.g. with the provision of ramps, accessible toilets, etc.) should be given the same formal recognition and similar awards. In fact, we would argue that special financial assistance should be given to schools that practise inclusion as the extra money is necessary for employment of teacher aides, specialized allied health services professionals (eg speech therapists or occupational therapists), purchase of teaching resources and/or renovations to provide better access.
  
- ▶ **Class Size** – Reduce class size in primary schools to not more than 25 children in each class. This has been a long-term objective of our education system and should be implemented as an important KPI that will truly take our education system to a higher level of achievement and, in the same process, provide a better foundation for Inclusive Education practices.

## 2) Implementation Strategies in Key Areas

### a) PRE-SERVICE AND IN-SERVICE TEACHER TRAINING

- ▶ **Disability Awareness** – ALL teaching staff must be trained in disability awareness and the basic fundamentals of Special Needs Education. Teachers are the key persons in implementing Inclusive Education and must be dedicated advocates of equality in education. Pre-service and in-service training must prepare teachers to provide for, and handle,

the learning needs of a diverse classroom population and different learning styles.

- ▶ **Emphasis on Inclusion** – Training of all teachers should place strong emphasis on inclusion. Teachers must be trained on how to detect and meet the learning needs of students with special needs in mainstream classrooms.
- ▶ **Training Modules** – Training modules must include some simple screening measures to detect different kinds of special needs, designing of proper Individualised Education Plans (IEPs) and lesson modification within the scope of the regular school curriculum, collaboration between teachers and with other professionals involved in supporting the child with special needs, fostering peer relations and peer support for the child with special needs in the classroom.
- ▶ **Emphasis on Collaboration with Families** – Families, particularly parents of children with special needs, are vital partners. They can share crucial information on ‘what works’ for their child with teachers, as well as carry over teaching from school to home. As parents, their inputs are necessary for designing their child’s IEP. Training must equip teachers with the necessary interpersonal and consultation skills for collaborating with families as this can help make inclusion successful in schools.

## **b) PROVISION FOR ADDITIONAL RESOURCES**

- ▶ **SENCO** – Create the post of a Special Education Needs Coordinator (SENCO) for schools with student populations above 800. The SENCO’s function is to ensure that every child

with a special need in the school has an IEP and has access to other specialist resources he or she may need (such as occupational therapist, speech therapist, child psychologist). For smaller schools, one SENCO may serve a cluster of schools, performing the same function.

- ▶ **Teacher Aide** - Allow for the employment of teacher aides and/or student support, whether full-time or part-time, to assist in the implementation of IEPs in mainstream classes and to support the inclusion of children with special needs, especially in the initial stages of adjustment to mainstream classes.
  
- ▶ **Allied Health Professional Service Provision** – Allow for budgetary considerations for the employment of speech-language therapists, audiologists, physiotherapists, occupational therapists and / or other such professionals to provide screening measures, direct / indirect intervention and support services to teachers and students alike.
  
- ▶ **Budget** – Allocate sufficient budget for additional resources for the classroom and teachers as well as budget for schools to run awareness campaigns and training on disability issues and inclusion at the school or community level.

**c) FLEXIBILITY IN CURRICULUM AND CLASSROOM MANAGEMENT**

- ▶ **Flexibility** – Recognise the need for flexibility in including children with special needs and allow for it as part of the inclusive process – in particular in the use of teaching and learning aids and communication devices (e.g., the use of computers or visual aids).

- **Modifications** – Allow leeway to teachers to modify teaching methods to facilitate different learning styles as this will stimulate greater interest among other children in addition to helping those with special needs.
- **Child-centred** – Empower teachers to adapt general curriculum guidelines to suit children with different learning styles so that different children may learn in different ways even within the same classroom. All children, not just those with special needs, will benefit from this practice.
- **Assessments** – Wherever possible, allow for adaptations in assessments and examinations so that Special Needs children can be evaluated fairly and with due consideration of their needs. An ability achievement report, for example, is more useful than results in competitive examinations.
- **Reasonable Accommodation** – Permit the practice of reasonable accommodation, such as the use of adaptive devices or providing extra time during formal examinations for students with special needs.

#### **d) INTERIM STEPS TOWARD A TRULY INCLUSIVE EDUCATION SYSTEM**

Recognising that it will take some time to move towards a truly inclusive system, we further make the following suggestions as interim steps forward:

- **Acknowledge Model Schools** – Adopt and acknowledge schools that are already practising inclusion successfully on their own initiative. Make these schools role models for others to emulate by providing them with extra financial aid and awards and/or additional staff.



- ▶ **Encourage Innovative Ideas** – Have annual competitions for schools to come up with innovative ideas for mainstreaming children with special needs. Reward and give due recognition to school principals, teachers and students who create and successfully implement these innovative ideas.
- ▶ **Reduce Special Education Classes** – Reserve special education classes for children with severe learning difficulties and increase the inclusion of special needs children in mainstream classes, thereby reducing the need for more special education classes.
- ▶ **Review Teachers’ Roles** – Review the job descriptions of general education and special education teachers with the aim of training all teachers to work with some special needs children in mainstream classrooms.
- ▶ **Quality Assurance** – Upgrade and constantly monitor the skills of teachers especially those who are receiving the special education incentive allowance.
- ▶ **Specialisation** – Recognise that special education teachers have their area of specialisation and therefore administratively, teachers who are trained in educating a particular group of students (e.g., the hearing impaired) should not be assigned to students that they are not trained to teach (e.g., the visually impaired). Likewise, teachers who are trained in the education of gifted children will, understandably, be ill-prepared to teach children with learning difficulties.
- ▶ **Options for Choice** – As more schools move towards Inclusive Education, make the option for placing their child with special needs in mainstream classrooms available to all parents.

However, during the interim period, parents may still choose to place their child in special education classes if they so decide.

- ▶ **Consultation with Parents** – Input from parents is meaningful and contributory in the process of development of educational programs for children with special needs. Family members know best and are the most influential persons in the lives of children with special needs.
- ▶ **Inter-Agency Network** – Work with non-governmental organisations (NGOs) and other agencies (e.g., hospitals and their specialist staff) to provide the extra support, training, resources or rehabilitation specialists where possible.
- ▶ **Barrier-Free Environment** – Work with JKR to ensure that ALL schools comply with the Uniform Building By-Laws (UBBL) 34A, which has been gazetted by all states in Malaysia since the early 1990s, to remove all physical barriers in public schools.

With the above recommendations, and in line with our commitment to International Instruments on Education, we urge the Ministry of Education to make known the **Short Term** and **Long Term Action Plans** with specific time frames and goals (e.g., 2 Year Action Plan or 5 Year Action Plan) to achieve **100% Education for All** within the set time frame.

# **MEMORANDUM**

## **PENDIDIKAN INKLUSIF SEBAGAI POLISI KEBANGSAAN UNTUK KANAK-KANAK BERKEPERLUAN KHAS**

### **Majlis Kebangsaan Intervensi Awal Kanak-kanak**

Memorandum ini disediakan oleh sekumpulan NGO di seluruh negara untuk diserahkan kepada Menteri Pelajaran Malaysia, sempena Semakan Semula Sistem Pendidikan Kebangsaan 2012.

# MEMORANDUM KEPADA MENTERI PELAJARAN MALAYSIA

## PENDIDIKAN INKLUSIF SEBAGAI POLISI KEBANGSAAN UNTUK KANAK-KANAK BERKEPERLUAN KHAS

### Prinsip Pendidikan Inklusif

**M**alaysia telah menerima dan memperakukan 1994 *UNESCO Salamanca Statement* yang mendukung prinsip Pendidikan untuk Semua. Ini bermaksud semua kanak-kanak berkeperluan khas adalah dianggap mempunyai hak-hak pendidikan yang sama dengan rakan-rakan mereka. Harus ditambah di sini bahawa *Salamanca Statement* juga menetapkan amalan *Pendidikan Inklusif (Inclusive Education)* dan *Rangka Kerja Salamanca (Salamanca Framework for Action)* menegaskan bahawa polisi-polisi pendidikan, sam ada pada tahap kebangsaan ataupun tahap tempatan, mesti mensyaratkan bahawa kanak-kanak berkeperluan khas atau kanak-kanak yang mempunyai kekurangan upaya harus belajar di sekolah biasa di kawasan kejiranan. Dengan kata lain, semua kanak-kanak, sama ada mempunyai keperluan khas atau tidak, sepatutnya belajar bersama, dan dari satu sama lain, di dalam kelas-kelas yang sama.

Dua pegangan penting yang mendasari prinsip Pendidikan Inklusif ialah:

1. SEMUA kanak-kanak boleh dididik sungguhpun mereka mungkin belajar pada tahap dan kadar yang berbeza.
2. SEMUA kanak-kanak akan mendapat manfaat daripada program inklusif tanpa mengira perbezaan antara mereka.

Hasil penyelidikan telah menunjukkan bahawa kanak-kanak berkeperluan khas berjaya mempertingkatkan kemahiran komunikasi dan sosial mereka apabila ditempatkan di sekolah-sekolah aliran perdana. Ini berlaku setara dengan peningkatan kemahiran akademik. Pada masa yang sama, hasil penyelidikan juga menunjukkan bahawa kanak-kanak biasa yang pernah belajar dengan rakan-sebaya yang berkeperluan khas lebih bersedia untuk menerima orang yang kelainan keupayaan. Selain itu, kanak-kanak yang menjadi mentor kepada rakan-rakan yang berkeperluan khas juga didapati dapat menguasai kerja-kerja akademik mereka dengan lebih baik dan mempunyai keyakinan diri yang lebih tinggi. Rumusannya, Pendidikan Inklusif memanfaatkan SEMUA pelajar, bukan hanya golongan yang berkeperluan khas.

Malaysia juga telah memperakukan *UN-Convention on the Rights of Persons with Disabilities*. Artikel 24 Konvensi ini menetapkan syarat bahawa "orang yang kurang upaya tidak boleh dikecualikan daripada sistem pendidikan biasa berdasarkan kekurangan upaya yang dialami". Pegangan ini telah digubal sebagai Klausula 28 di dalam Akta OKU 2008 (*Malaysian Persons with Disabilities Act 2008*).

## **NKRA dalam Pendidikan**

Sungguhpun Malaysia telah memperakukan peraturan-peraturan antarabangsa tersebut di atas, pelaksanaan Pendidikan Inklusif dan penyediaan perkhidmatan pendidikan yang berkualiti untuk kanak-kanak kurang upaya masih amat kurang memuaskan.

Kami amat bimbang bahawa Program Transformasi Kerajaan untuk meningkatkan keberkesanan sistem pelaksanaan kerajaan dalam proses mencapai status negara maju pada Tahun 2020 mungkin mempunyai implikasi yang buruk ke atas pendidikan untuk kanak-kanak berkeperluan khas.

Salah satu daripada enam Bidang Keberhasilan Utama Negara (*National Key Result Areas, NKRA*s) dalam pendidikan ialah “meluaskan peluang untuk menerima pendidikan yang berkualiti dan berpatutan”. Penekanan telah diberi kepada pendidikan awal kanak-kanak, literasi, sekolah-sekolah cemerlang dan pemberian insentif kepada pentadbir-pentadbir sekolah. NKRA ini, bersama NKRA yang lain, adalah berorientasikan pencapaian sebagai pengukuran nyata untuk pendidikan yang bermutu tinggi. Namun, tidak ada pernyataan eksplisit mengenai Pendidikan Inklusif untuk kanak-kanak berkeperluan khas. Kami bimbang bahawa dalam usaha kerajaan untuk menghasilkan pelajar cemerlang dan prestasi sekolah yang cemerlang, hak-hak pendidikan golongan berkeperluan khas akan dipinggirkan atau diabaikan.

Amat penting untuk ditegaskan di sini bahawa sekurang-kurangnya 6% dan mungkin sebanyak 15% kanak-kanak di sekolah mempunyai keperluan khas atau masalah pembelajaran berbagai jenis. Di kalangan kanak-kanak ini, dianggarkan bahawa 85% adalah dalam kategori bersifat ringan, 10% dalam kategori sederhana; lebih kurang 3%-4% dalam kategori serius, dan hanya 1%-2% saja yang berada dalam kategori amat serius.

Pendidikan untuk Semua bermaksud bahawa semua kanak-kanak, tanpa mengira keupayaan mereka, berhak untuk menerima pendidikan sekolah sehingga tamat tahap pendidikan rendah. Selepas itu, pendidikan tahap menengah perlu disediakan untuk SEMUA kanak-kanak termasuk kanak-kanak berkeperluan khas. Program pendidikan di sekolah menengah boleh merangkumi program-program khas yang disediakan untuk melatih golongan berkeperluan khas dalam kemahiran spesifik, seperti kemahiran vokasional atau perniagaan, pekerjaan sendiri dan/atau pengurusan hidup secara berdikari.

# CADANGAN

Sebagai respon kepada pernyataan Menteri Pelajaran Malaysia bahawa beliau ingin mendapatkan pandangan rakyat umum mengenai dasar pendidikan, kami ingin mengambil peluang ini untuk mengingatkan Menteri mengenai komitmen negara kita terhadap deklaras-deklaras antarabangsa berkenaan dengan Pendidikan Inklusif. Dalam memorandum ini, kami mencadangkan langkah-langkah spesifik untuk melaksanakan Pendidikan Inklusif di Malaysia sebagai jejak langkah ke depan.

## 1) HALATUJU POLISI YANG JELAS DAN TEGAS

- ▶ **Memupuk Budaya Inklusif** – Sistem pendidikan kita perlu memupuk budaya inklusif di SEMUA sekolah supaya sekolah-sekolah kita merupakan tempat di mana kelainan dan perbezaan diterima, dihormati dan dihargai. Komitmen ini perlu ditegaskan secara jelas oleh para penggubal dasar kepada mereka yang terlibat dalam proses pendidikan di pelbagai tahap – pengetua sekolah, guru-guru, pihak pentadbir, murid-murid dan keluarga mereka.
- ▶ **Sifat Penyayang sebagai Satu Indeks** – Sealiran dengan halatuju polisi yang jelas, satu indeks “penyayang” perlu ditambahkan kepada Indeks Prestasi Utama (*key performance index [KPI]*) sebagai pengukur usaha sekolah untuk menerima, menghormati dan menghargai kelainan antara murid-murid. Usaha ini adalah penting kerana pembinaan sifat penyayang di kalangan murid sekolah adalah satu proses pembinaan sahsiah yang penting. Usaha ini akan menyumbang kepada pembinaan satu masyarakat

integrasi yang bersifat penyayang di mana persahabatan dan sifat tolong-menolong wujud secara semula jadi. Sifat integrasi sosial sebegini yang dipupuk sejak di sekolah akan mendatangkan kesan jangka panjang yang positif apabila murid dewasa dan akan menyumbang kepada pembinaan 1Malaysia yang asli.

- ▶ **Insentif** – Seperti mana KPI/NKRA dianggap sebagai garis panduan untuk bantuan kewangan dan anugerah, “Sekolah Penyayang” yang menyumbang ke arah inklusif dengan penambahan kehadiran murid berkeperluan khas di dalam kelas aliran perdana dan persediaan kemudahan membantu (seperti pemasangan tanjakan (ramp) atau tandas untuk orang kurang upaya dsbnya) perlu diberi pengiktirafan secara formal, atau anugerah yang setanding. Tambahan lagi, kami juga ingin menegaskan bahawa bantuan kewangan istimewa seharusnya diberi kepada sekolah-sekolah yang mengamalkan Pendidikan Inklusif kerana pembelanjaan tambahan adalah diperlukan untuk mendapatkan khidmat guru pembantu, pakar pemulihan kesihatan bersekutu (seperti terapis pertuturan-bahasa dan terapis cara kerja), pembelian alat bantuan mengajar dan pengubahsuaian persekitaran sekolah untuk memudahkan pergerakan golongan yang berkeperluan khas.
  
- ▶ **Saiz Kelas** – Usaha untuk mengurangkan saiz kelas di sekolah rendah kepada tidak lebih daripada 25 orang murid dalam satu kelas. Mengurangkan saiz kelas merupakan satu objektif jangka panjang dalam sistem pendidikan kita dan sepatutnya dilaksanakan sebagai satu KPI yang penting untuk membawa sistem pendidikan kita ke arah pencapaian taraf yang lebih tinggi dan, pada masa yang sama, menyediakan asas yang lebih baik untuk Pendidikan Inklusif.



## 2) STRATEGI PELAKSANAAN DALAM BIDANG UTAMA

### a) LATIHAN UNTUK GURU PRA-PERKHIDMATAN DAN DALAM PERKHIDMATAN

- ▶ **Kesedaran tentang Kurang Upaya** – Semua tenaga pengajar perlu dilengkapkan dengan kesedaran mengenai kurang upaya dan asas Pendidikan Khas. Guru-guru adalah orang utama dalam pelaksanaan Pendidikan Inklusif dan mereka perlu berdedikasi dalam membela kesamaan dalam pendidikan. Latihan pra-perkhidmatan dan dalam perkhidmatan perlu menyediakan guru-guru untuk mengendalikan keperluan pembelajaran serta gaya pembelajaran murid-murid yang berbeza.
- ▶ **Penekanan amalan Inklusif** – Latihan tenaga pengajar perlu menekankan prinsip dan amalan inklusif. Guru-guru perlu dilatih untuk mengesan dan memenuhi keperluan murid-murid berkeperluan khas di dalam kelas perdana.
- ▶ **Modul-modul Latihan** – Modul-modul latihan perlu merangkumi instrumen-instrumen saringan untuk mengesan keperluan khas yang pelbagai, pembinaan Rancangan Pendidikan Individu dan cara modifikasi pengajaran dan pembelajaran dalam kurikulum sekolah yang biasa, kerjasama antara guru-guru dan dengan profesional lain dalam proses membimbing kanak-kanak berkeperluan khas, strategi memupuk persahabatan dan sokongan rakan sebaya untuk kanak-kanak berkeperluan khas dalam kelas.
- ▶ **Kerjasama dengan Keluarga** – Keluarga, terutamanya ibu bapa kanak-kanak berkeperluan khas adalah rakan kongsi yang penting. Mereka boleh memberi maklumat

yang penting kepada guru-guru mengenai cara-cara yang paling berkesan untuk mengajar anak mereka, dan boleh meneruskan proses pengajaran murid-murid di rumah. Maklumat yang diberikan oleh ibu bapa adalah penting untuk membina Rancangan Pendidikan Individu kanak-kanak. Latihan perguruan perlu menyediakan bakal guru dengan kemahiran berkomunikasi yang membolehkan mereka bekerjasama dengan keluarga murid untuk melaksanakan Pendidikan Inklusif di sekolah.

## **b) PENYEDIAAN BANTUAN TAMBAHAN**

- ▶ **SENCO** – Mewujudkan satu jawatan *Special Education Needs Coordinator (SENCO)* di sekolah-sekolah yang mempunyai lebih daripada 800 orang murid. Tugas SENCO adalah memastikan semua kanak-kanak berkeperluan khas dalam kelas perdana mempunyai Rancangan Pendidikan Individu masing-masing serta menerima sokongan tambahan yang diperlukan (seperti terapis cara kerja, terapis pertuturan-bahasa, pakar psikologi kanak-kanak dan sebagainya). Untuk sekolah-sekolah yang lebih kecil, satu SENCO boleh memberi khidmat yang sama kepada satu kumpulan sekolah berjiranan.
  
- ▶ **Pembantu Guru** – Menyediakan khidmat pembantu guru atau pembantu sokongan murid, sama ada sepenuh atau separuh masa, yang membantu pelaksanaan Rancangan Pendidikan Individu di kelas-kelas perdana dan menyokong amalan inklusif kanak-kanak berkeperluan khas dalam kelas perdana, terutamanya pada masa awal kemasukan atau peralihan ke kelas perdana.

- D **Khidmat Pegawai Ikhtisas Kesihatan Bersekutu** – Menyediakan belanjawan untuk mendapat khidmat terapis pertuturan-bahasa, audiologis, fisioterapis, terapis cara kerja dan/atau pegawai ikhtisas yang berkenaan untuk menjalankan saringan, memberi khidmat intervensi secara langsung atau tidak langsung dan memberi khidmat sokongan kepada guru-guru dan murid-murid.
- D **Belanjawan** – Menyediakan belanjawan yang mencukupi untuk mendapatkan bantuan tambahan dalam kelas, untuk guru tambahan, dan untuk sekolah menjalankan kempen kesedaran serta latihan dalam isu-isu kurang upaya dan inklusif di peringkat sekolah dan komuniti.

c) **KELONGGARAN DALAM PERLAKSANAAN KURIKULUM DAN PENTADBIRAN KELAS**

- D **Fleksibiliti** – Mengakui keperluan untuk kelonggaran dalam pengajaran kanak-kanak berkeperluan khas dan menjadikannya sebagai satu aspek dalam proses inklusif – terutamanya dalam penggunaan alat pengajaran dan pembelajaran dan alat-alat komunikasi (seperti penggunaan komputer dan alat bantuan visual).
- D **Modifikasi** – Memberi peluang kepada guru-guru untuk mengubahsuai kaedah-kaedah pengajaran untuk memenuhi keperluan gaya pembelajaran yang berlainan kerana ini akan memupuk minat belajar di kalangan semua murid selain daripada membantu golongan yang berkeperluan khas.
- D **Bertumpukan Kanak-kanak (*Child-centred*)** – Memberi kuasa kepada guru-guru untuk mengubahsuai panduan kurikulum untuk memenuhi gaya pembelajaran yang

berlainan supaya kanak-kanak yang berbeza dapat belajar mengikut cara-cara yang berbeza di dalam satu kelas yang sama. Semua kanak-kanak, bukan sahaja kanak-kanak yang berkeperluan khas, akan mendapat manfaat daripada amalan ini.

- ▶ **Penilaian** – Seboleh-bolehnya membenarkan pengubahsuaian cara penilaian dan peperiksaan supaya kanak-kanak berkeperluan khas dapat dinilai secara adil dengan mengambil kira keperluan khas mereka. Sebagai contoh, satu laporan pencapaian keupayaan mungkin lebih berguna daripada keputusan dalam peperiksaan yang kompetitif.
- ▶ **Pengubahsuaian yang munasabah** – Membenarkan pengubahsuaian yang munasabah, seperti memberi masa tambahan, menggunakan alat pembantu dalam peperiksaan formal untuk murid-murid berkeperluan khas.

#### **d) LANGKAH-LANGKAH PERANTARAAN SEMENTARA MENUJU KE ARAH SISTEM PENDIDIKAN YANG BENAR-BENAR BERSIFAT INKLUSIF**

Pembinaan satu sistem Pendidikan Inklusif yang sebenar memerlukan satu jangka masa yang berpanjangan. Oleh yang demikian, kami mencadangkan langkah-langkah perantaraan seperti di bawah sebagai jejak langkah untuk menuju ke depan:

- ▶ **Mengiktirafkan Sekolah-sekolah Teladan** – Memberi pengiktirafan kepada sekolah-sekolah yang telah mengamalkan Pendidikan Inklusif secara berjayanya atas daya usaha mereka sendiri. Menjadikan sekolah-sekolah sebegini sebagai teladan kepada sekolah yang lain dengan

memberikan kepada mereka bantuan kewangan tambahan, anugerah-anugerah dan tenaga sumber manusia tambahan.

- ▶ **Menggalakkan Idea-idea Inovasi** – Menganjurkan pertandingan tahunan untuk sekolah yang berjaya menghasilkan idea-idea inovasi untuk melibatkan kanak-kanak berkeperluan khas dalam sistem pendidikan perdana. Anugerah dan pengiktirafan boleh diberikan kepada pengetua, guru-guru atau murid-murid yang berjaya melaksanakan idea-idea inovasi ini.
- ▶ **Mengurangkan Kelas-kelas Pendidikan Khas** – Menghadkan kelas pendidikan khas kepada murid bermasalah pembelajaran yang serius, dan pada masa yang sama meningkatkan penempatan murid berkeperluan khas yang lebih ringan ke kelas perdana. Dengan itu, keperluan kelas pendidikan khas dapat dikurangkan.
- ▶ **Menilai Semula Tanggungjawab Guru** – Meninjau semula garis panduan kerja guru-guru biasa dan guru-guru pendidikan khas dengan tujuan melatih semua guru supaya sedia menerima dan mendidik kanak-kanak berkeperluan khas dalam kelas-kelas perdana.
- ▶ **Jaminan Kualiti** – Naik taraf dan memantau kemahiran-kemahiran guru, terutamanya mereka yang mendapat elaun insentif pendidikan khas.
- ▶ **Pengkhususan** – Memperakukan guru-guru pendidikan khas sebagai golongan yang mempunyai pengkhususan bidang kerja. Dari segi pentadbiran, guru-guru yang dilatih untuk mendidik segolongan pelajar yang tertentu (seperti masalah

pendengaran) tidak seharusnya diagihkan untuk mengajar golongan pelajar yang lain (seperti masalah penglihatan). Begitu juga, guru yang dilatih untuk mendidik pelajar pintar cerdas akan menghadapi masalah kalau ditugaskan mengajar kanak-kanak bermasalah pembelajaran.

- ▶ **Kuasa Pemilihan** – Apabila semakin banyak sekolah menuju ke arah Pendidikan Inklusif, ibu bapa boleh memilih untuk menempatkan anak-anak mereka yang berkeperluan khas di kelas-kelas aliran perdana. Namun, dalam tempoh interim, ibu bapa masih boleh memilih untuk menempatkan anak mereka belajar di kelas pendidikan khas kalau itu adalah kehendak mereka.
- ▶ **Perundingan bersama Ibu bapa** – Pendapat ibu bapa amat bermakna dan berguna dalam proses pembinaan program-program pendidikan untuk kanak-kanak berkeperluan khas. Ahli keluarga paling memahami keadaan kanak-kanak berkeperluan khas dan mereka merupakan orang yang paling penting dalam kehidupan kanak-kanak ini.
- ▶ **Jaringan Inter-agensi** – Bekerjasama dengan non-governmental organisations (NGOs) dan agensi-agensi yang lain (seperti hospital dan pakar-pakar berkenaan) untuk memberi sokongan tambahan, latihan, bahan bantuan atau pemulihan sebaik boleh.
- ▶ **Persekitaran tanpa Halangan** – Bekerjasama dengan JKR untuk memastikan semua sekolah mematuhi *Uniform Building By-Laws (UBBL) 34A* yang dikuatkuasa di semua negeri di Malaysia sejak 1990an, untuk menghapuskan semua halangan fizikal di sekolah-sekolah.

Dengan cadangan-cadangan di atas, dan seiring dengan komitmen negara kita kepada persetujuan antarabangsa mengenai pendidikan, kami menyeru kepada YB Menteri Pelajaran Malaysia supaya menggubal suatu **Pelan Jangka Masa Pendek** dan **Pelan Jangka Masa Panjang** dengan tempoh pelaksanaan dan matlamat yang spesifik (seperti Pelan Tindakan 2 Tahun atau Pelan Tindakan 5 Tahun) supaya negara kita mencapai **Seratus Peratus Pendidikan untuk Semua** di dalam tempoh masa yang ditetapkan.

# 备忘录

以融合教育为特殊需要儿童国家教育政策

全国儿童早期疗育执委会

此备忘录由全国非营利组织联盟撰写，  
提交予马来西亚教育部长，  
以作为2012国家教育检讨议程中的一部分。



# 致教育部长的备忘录

## 以融合教育为特殊需要儿童国家 教育政策

### 融合教育教育的原则

马来西亚已经接受和签认了1994年联合国教科文组织的《萨拉曼卡宣言》(UNESCO Salamanca Statement)。该宣言呼吁全民教育。这表示认同了有特殊需要的儿童具有接受与其他同龄孩子同等教育的权利。更重要的是，《萨拉曼卡宣言》涵盖呼吁融合教育教育；而萨拉曼卡纲领也指定——从国家到地方性的教育政策都应该规定有特殊需要的儿童或残疾儿童在他们的邻里学校就学。换言之，不管有没有特殊需要，儿童们都应该在同一间课室内共同，并且互相学习。

融合教育教育中两项重要的理念：

1. 所有儿童都是可教育的，尽管他们的学习速度及程度会有差异；以及
2. 所有儿童都将在全纳教育中受惠，不论他们之间有多少差异距。

研究证明，将有特殊需要的儿童放在主流学校的框架里不仅可以改善他们的学术技能，还可以改善他们的沟通及社交能力。同样重要的，研究也证明了那些与特殊需要儿童同班的孩子长大后更容易接受人与人之间的差异。当特殊需要儿童“小导师”的孩子在学术成绩可能表现得更卓越，以及更有自信心。总而言之，在融合教育里，不只是有特殊需要的学童，所有学童都将受惠。

马来西亚同时签认了联合国残疾人权利公约。该联合国公约的第24条规定“残疾人士不得被排除在常规教育体系之外”。这也被制定在2008年马来西亚残疾人条例的条款28当中。

## 教育的关键成效领域 (NKRA)

尽管马来西亚认同这些国际公约，为残疾儿童推行融合教育及提供优质教育服务的实际行动却是差强人意的。

我们尤其对政府转型计划非常关注。此计划的实施是为了加强政府培训人才的效率，以便在2020年达成发达国家。然而，此计划可能对有特殊需要的儿童造成教育上的反效果。

在6个教育的关键成效领域(NKRA)当中，其中一项是“扩大获取优质及可承担的教育”，强调早期教育、读写能力、卓越学校及为学校行政人员提供奖励。这个以及其他关键成效领域都以效积为导向，为达到优质教育提供了明确指示。不过，当中却没有为残疾儿童的融合教育作出改善的明确条款。在国家急着培养优秀学生与学校的当而，我们不免担心，有特殊需要的儿童在教育上的权利将被忽视或边缘化。

我们有必要指出，估计至少有6%至15%的在籍学童拥有某种形式上的特殊需要或学习障碍。同时必须指出的，是他们之中的障碍程度有别：85%属于轻微，10%属于中等，3%–4%属于严重，只有1%–2%被归类为重度障碍。

全民教育的意思是每个儿童，无论他们是健全或残疾，皆有权利留在学校，直到完成小学教育为止。此外必须提供给所有学生，包括那些有特殊需要或残疾的学生，适当的支持，以让他们能继续中学教育，即使这意味着开辟专门技能课程、培训他们职业技能、自主创业、一技之长以及独立谋生的生活能力。

# 建议

在响应教育局持续积极寻求民意之下，我们希望提醒部长关于我国对融合教育的国际承诺。在此备忘录中，我们提供了实施融合教育的具体建议，作为前进的方法。

## 1) 明确以及坚定不移的政策方针

- ▶ **培养融合文化**——我们的教育系统应着重于在所有学校内建立融合文化。在那里当中，差异将被包容、尊敬及珍惜。决策者必须率先明确地拥护这个理念，继而将此政策推行到学校各个阶层的利益相关者当中，即校长、教师们、学校行政人员、学生以及他们的家庭成员们。
- ▶ **纳入关怀指数**——随着这个明确的政策方针，学校的关键指标 (KPI) 应该包括“关怀”指数，以测量学校在包容、尊敬及珍惜学生之间的差异中所做出的努力。因为，这是在学生品格塑造的过程中，其中一个重要部分；培养关怀的素质。在这种环境下，优势的照顾劣势的，同学们不分屈尊，互相帮忙，展现一种自然共存的友情，朝向真正的关怀与整合的社会。这种在学校环境中培养的融合多元化文化将在儿童成人后带来正面的长期效应，有助于建立一个马来西亚。
- ▶ **奖励**——就像其他获得经济奖励作为肯定的关键指标或关键成效领域一样，为融合作出努力的“关怀学校”（如：增加录取入主流教学的特殊需要学生名额、增设斜道、无障碍厕所等等），也应该受到正式的认同和同样的奖励。事实上，我们会认为实行融合教育的学校应该获得特别经济补助，因为聘请助理教师、专业医疗团队（如语言治疗

师、职业治疗师)、购买教材及改建无障碍设施都需要额外的花费。

- ▶ **班级人数**——将小学的班级人数减少至不超过25人。这一直是我国教育系统中的长远目标，应该被当做一项重要的关键指标来执行。这将真正把我们的教育系统提升到一个更高的层次，同时提供融合教育一个良好的基础。

## 2) 关键领域的实施策略

### a) 职前与在职时的师资培训

- ▶ **残疾意识**——所有教职员必须接受残疾意识及特殊教育的基础培训。教师是实施融合教育的核心人物，必须在教学上全力贯彻平等教育。职前及在职时的培训必须为教师提供学习机会，以针对课堂中各种学生的需要及各种学习方式做好准备。
- ▶ **强调融合教育**——教师的所有培训都应着重在融合教育的理念上。教师的培训必须包括如何在主流课堂中，察觉以及满足有特殊需要学生在学习上的需求。
- ▶ **培训单元**——培训单元必须涵盖如何使用一些简单的筛检工具来察觉不同特殊需要的孩童、设计适当的个别化教育方案(IEP)以及如何在正规主流活动内修改课程、让教师及其他与特殊需要学童相关的专业人员合作和在教室内促进同伴关系及加强同伴支持。
- ▶ **强调与家庭成员的合作**——家庭成员，尤其是有特殊需要儿童的家长，是至关重要的伙伴。他们可以与老师分享“什么对这孩子有作用”的关键消息，并将学校里的教

学展延到家中。父母的贡献对设计孩子的个别化教育方案(IEP)是必要的。培训课程需要让教师具备所需的人际关系处理及协商技巧，以便教师们可以和家庭成员们通力合作，以让学校达到融合教育的目的。

b) 提供额外资源

- ▶ Senco——为总数超过800名学生的学校设立“特殊教育协调员”(SENCO)的职位。此协调员的角色是确保每位有特殊需要的学生拥有个别化教育方案(IEP)，以及确保他们可以获取所需的专业资源(如职能治疗师、语言治疗师、儿童心理医师)。对于较小型的学校，一名“特殊教育协调员”SENCO可以为一群学校提供同样的服务。
- ▶ 助理教师——允许聘请全职或兼职的助理教师或学生支援员，以便在容纳有特殊需要儿童的主流教室内协助推行个别化教育方案(IEP)及为有特殊需要儿童提供援助，特别是在他们适应主流教室的初部阶段。
- ▶ 提供专业医疗服务——允许聘请语言治疗师、听力师、物理治疗师以及类似的专业人士，以评估、直接或间接地介入及援助老师或学生们。
- ▶ 预算——拨出足够的预算以为课室及教师添置额外的资源，包括让学校进行全校性和社区性的残障课题与融合教育、醒觉运动，以及相关培训。

c) 灵活性的课程及课堂管理

- ▶ 灵活性——认同纳入有特殊需要的学生需要更多的灵活性，并将之包涵在融合教育中，特别是在使用教学与学习辅助设备及沟通器材上(如使用电脑或视觉辅助设备)。

- ▶ **修改**——让教师有修改教学方法的空间，以配合各种学习方式。这在帮助有特殊需要的儿童之余，也可以促进其他儿童学习的意愿。
- ▶ **因材施教**——赋予教师们改编一般课程以迎合儿童们不同的学习方式的权力，好让不同的儿童即使在同样的教室内也能以不同的方法学习。不只是有特殊需要的儿童，所有儿童都将从这种做法中受益。
- ▶ **评估**——在可能的情况下，允许为有特殊需要的学生改编评估方式或考试，以便他们可以公平地依照他们的所需被评估。比方说一个能力成就报告会比竞争激烈的考试成绩来得有用。
- ▶ **提供适度的便利**——允许有特殊需要的学生享有适度的便利，比如允许使用代偿性辅具 (adaptive devices) 或在考试时提供额外的时间。

#### d) 迈向真实融合教育的权宜之计

理解到迈向真实融合教育系统需要一段时间，我们同时建议以下权宜之计：

- ▶ **表扬模范学校**——采用以及表扬那些已经主动实行融合教育的学校。将这些学校列为模范学校，提供他们额外的经济援助、奖励、以及增聘人手，让其他学校模仿。
- ▶ **鼓励创新的想法**——通过举办年度竞赛，让各学校针对主流化有特殊需要儿童提出创新的想法。对于成功实施这些创意点子的学校，应该给予校长、教师及学生们奖励及应有的肯定。

- ▶ 减少特殊教育班级——保留特殊教育班级给重度障碍儿童，与此同时，在主流学校增加特殊需要儿童的入学人数。这样，就可以逐步地减少特殊教育班
- ▶ 检讨教师的角色——检讨常规教育与特殊教育的教师工作范围，让所有教师都接受在主流教室内教导有特殊需要儿童的培训。
- ▶ 品质保证——提升及持续性监督教师的技能，尤其是那些获得特殊教育奖励津贴的教师们。
- ▶ 专业化——认同从事特殊教育的教师也有他们各自的专业领域，所以在行政上，受训教导专门组别学生的老师（如听觉障碍）不应该被分配去教导不在受训范围内的学生（如视觉障碍）。同样的原理，那些受训教导天才儿童的教师在教导有特殊需要的儿童时，将遇上可以理解的困难。
- ▶ 选择权——随着越来越多的学校朝向融合教育，所有家长都可以选择将有特殊需要的儿童送到主流班级。可是，在过渡期，家长可能仍然选择要将孩子送到特殊教育班级。
- ▶ 与家长协商——家长的建议在开发有特殊需要儿童的教育课程的过程中扮演着有意义及启发性的作用。家庭成员对特殊儿童的需要最了解，也对他们的生活具有最大的影响力。
- ▶ 跨机构网络——与非政府组织以及其他机构合作（如医院及其他专科人员），以便在可能的情况下提供额外的支助、培训、资源或康复专业咨询。

- ▶ **无障碍环境**——与公共工程局(JKR)合作，确保所有学校符合马来西亚所有州属在1990年早期公报的建筑物统一法令 (Uniform Building By-Law, UBBL) 34A，在公立学校废除所有建筑障碍。

跟据以上建议，以及响应我们在国际公约上对于教育的承诺，我们敦促教育部立下短期及长期的行动计划，并赋予时限及目标（例：2年行动计划或5年行动计划），以在预期时限内达到100%的全民教育。



# **LIST OF ORGANISATIONS ENDORSING THIS MEMORANDUM**

1. **Asia Community Service, Penang**  
C0-23-UP Kompleks Masyarakat Penyayang, Jalan Utama, 10450 Penang.  
acspenang@gmail.com
2. **Association for Children with Special Needs, Sibü**  
Agape Centre, Jalan Alan, 96000 Sibü, Sarawak.  
acsnsibü11@hotmail.com
3. **Association of the Network for the Needs of Children with Disabilities, Perak**  
148 Jalan R.C.M. Rayan, Ipoh Garden, 31400 Ipoh, Perak.  
networkchild@gmail.com
4. **Autism Asperger's Help Association (AAHA), Perak**  
164 Jalan Perajurit, Taman Ipoh Timur, 31400 Ipoh, Perak.  
aahaipoh@hotmail.com
5. **Beautiful Gate Foundation For The Disabled**  
29 Jalan SS2/59, Petaling Jaya, 47300 Selangor.  
info@beautifulgate.org.my
6. **Bethany Home, Teluk Intan, Perak**  
Simpang Empat, Hutan Melintang, 36400 Teluk Intan, Perak.  
bhome@streamyx.com
7. **Bethel Early Intervention Centre, Puchong, Selangor**  
5 Jalan Kenari 10, Bandar Puchong Jaya, 47100 Puchong Jaya, Selangor.  
stpaulsdtc@yahoo.com
8. **Bold Association for Children with Special Needs, Penang**  
C0-03-GF, Kompleks Masyarakat Penyayang, Jalan Utama, 10450 Penang.  
boldspecial@gmail.com
9. **Bridges Early Intervention Programme**  
916 Lorong Melur, Kampung Sg Kayu Ara, 47400, Petaling Jaya, Selangor.  
bridgeseip@hotmail.com

10. **CBM-SEAPRO**  
c/o 37 Lengkok Jesselton, 10450 Penang.  
billbrohier37@gmail.com
11. **Cerebral Palsy (Spastic) Children's Association of Penang**  
425 Jalan Mesjid Negeri, 11600 Penang.  
Jmn425@streamyx.com
12. **CHILD (Caring & Helping Individuals with Learning Difficulties) Society, Taiping, Perak**  
8 Jalan Taman Kamunting, Taman Kamunting, 34600 Kamunting, Perak.  
child.society@yahoo.com
13. **Dignity and Services, Kuala Lumpur**  
Perdana Shopping Centre, Lot PG25, 15 Jalan PJU 8/1 Damansara Perdana, 47820 Selangor.  
dignityandservices@yahoo.com
14. **Emmanuel Care Centre, Petaling Jaya, Selangor**  
Block D2, 11-5 Jalan PJU 1/39 Dataran Prima, 47301 Petaling Jaya, Selangor.  
eccemcpj@gmail.com
15. **Kiwanis Down Syndrome Foundation National Centre**  
Lot 13490 Jalan Jenjarum, off Jalan SS23/1, Taman SEA, 47400 Petaling Jaya, Selangor.  
info@kdsf.org.my
16. **Kuching Autistic Association, Sarawak**  
Banglo Lada, Jalan Bampfyld, 93000 Kuching, Sarawak.  
kaakch@streamyx.com
17. **Love & Shine Special Needs Children Development Centre, Penang**  
29, Jalan Bukit Tambun, Taman Tambun Jaya, 14100 Simpang Ampat, SPT, Penang.  
loveshine4ever@gmail.com
18. **Malaysian Association for the Blind (MAB)**  
Kompleks MAB, Jalan Tebing, off Jana Tun Sambanthan 4, Brickfields, 50470 Kuala Lumpur.  
mablind@po.jaring.my

19. **Malaysian Care, Kuala Lumpur**  
15 Jalan 3/146, Metro Centre, Bandar Tasik Selatan, 57000 Kuala Lumpur.  
psn@malaysiancare.org
20. **Malaysian National Council of Toy Libraries (MNCTL)**  
401C Ehsan Ria, Jalan Bukit (11/2), Petaling Jaya, 46200 Selangor.  
wongph55@gmail.com
21. **Malaysian Occupational Therapy Association**  
P.O. Box 11715, 50754 Kuala Lumpur.  
president@occupational-therapy.org.my
22. **Malaysian Paediatric Association**  
3<sup>rd</sup> Floor, Annexe Block, NCS Building, 66 Jalan Raja Muda Abdul Aziz,  
50300 Kuala Lumpur.  
mpaeds@gmail.com
23. **Malaysian Red Crescent Sunflower Centre, Miri, Sarawak**  
Lot 312 Lorong 1 Krokop, Jalan Bulan Sabit, 98007 Miri, Sarawak.  
mrcsfc@streamyx.com
24. **Malaysian Association of Speech-Language and Hearing (MASH)**  
P.O. Box 610, Jalan Sultan Post Office, 46770 Petaling Jaya, Selangor.  
thepresident@mash.org.my
25. **Malaysia Parent of Disabilities Association**  
A-04-23 Jalan Puteri 7/1, Sri Camelia Apartment, Bandar Puteri Puchong,  
47100 Selangor.  
mpda.2011@gmail.com
26. **Methodist Care Centre, Sibul, Sarawak**  
Agape Centre, Jalan Alan, 96000 Sibul, Sarawak.  
methodistcare@hotmail.com
27. **National Autism Society of Malaysia (NASOM)**  
4 Jalan Chan Chin Mooi, off Jalan Pahang, 53200 Kuala Lumpur.  
info@nasom.com.my
28. **National Council for the Blind, Malaysia**  
94-B Jalan Tun Sambanthan, Brickfields, 50470 Kuala Lumpur.  
ncftb@po.jaring.my

29. **National Early Childhood Intervention Council (NECIC)**  
26 Lorong Canning, Canning Garden, Ipoh, 31400 Perak  
enquiries.necic@gmail.com
30. **New Horizons Society for Services to Children with Disabilities, Ipoh, Perak.**  
3 Jalan Kuching, Taman Canning, 31400 Ipoh, Perak  
nhsociety@hotmail.com
31. **Nilam College of Nursing and Allied Health Science (Nilam Healthcare Education Centre)**  
Lot 43, KB 31, Batu 2, Jalan Malim Bacang, 75250 Melaka.  
joan.lim-choong@melakastraitmedical.com
32. **Paediatric Department, Hospital Raja Permaisuri Bainun, Ipoh, Perak.**  
Jalan Hospital, 30450 Ipoh, Perak.  
amarhss@gmail.com
33. **Penang Down Syndrome Association**  
10 Lebuhraya Rose, Pulau Tikus, 10350 Penang.  
dsapenang@gmail.com
34. **Persatuan bagi Kebajikan Kanak-Kanak Terencat Akal Sarawak (PERKATA).**  
Lot 1652 Block 10 Ridgeway, Jalan Ong Tiang Swee, 93200 Kuching, Sarawak.  
perkata@ymail.com
35. **Persatuan bagi Rakyat Prihatin dan Ibumama Kanak-Kanak Cacat Bintulu (PERPIKAT).**  
Lot 3805 Jalan Diwarta, 97000 Bintulu, Sarawak.  
perpikatbintulu@yahoo.com
36. **Persatuan CHILD Sabah**  
Lot 366 Jalan Saga, Kampung Likas, Kota Kinabalu, Sabah.  
childsabah@yahoo.com
37. **Persatuan Kanak-Kanak Istimewa Ampang, Selangor**  
386 Jalan 3, Taman Ampang Utama, 68000 Ampang, Selangor.  
enquiry.scsoa@gmail.com
38. **Persatuan Kanak-Kanak Istimewa Kajang, Selangor**  
17 Seksyen 2/14, Taman Kajang Utama, 43000 Kajang, Selangor.  
pkiksgor@gmail.com

39. **Persatuan Kanak-Kanak Istimewa Hulu Langat, Selangor**  
43-45 Jalan Koop Cuepacs 4, Taman Cuepacs, Batu 8, Cheras,  
43200 Cheras, Selangor.  
pkkihl@tm.net.my
40. **Persatuan Kanner Melaka**  
No.1, Jalan PJ 26, Taman Pertam Jaya, Padang Tamu, 75050 Melaka.  
mokthyemee@yahoo.com
41. **Persatuan Kebajikan Insan Istimewa Melaka**  
55 Jalan SP 4 Taman Semabok Perdana, 75050 Semabok, Melaka.  
joyworkshopmelaka@gmail.com
42. **Persatuan Kebajikan Seberang Perai, Penang**  
37 Lorong Sri Arowana 1, Taman Sri Arowana, Seberang Jaya,  
13700 Perai, Penang.  
gohbt37@yahoo.com
43. **Persatuan Pengasuh Kanak-kanak Berdaftar Sarawak**  
160 Jalan Tong Wai Tah, 93200 Kuching, Sarawak.  
ppbsarawak@yahoo.com
44. **Persatuan Perkhidmatan Komuniti Esda, Taiping, Perak**  
14 Jalan King Edward, 34000 Taiping, Perak.  
esda.ppkt@gmail.com
45. **Persatuan Sukan dan Rekreasi Orang Kurang Upaya Pulau Pinang (PESRON)**  
c/o Jabatan Belia dan Sukan Negeri Pulau Pinang,  
Tingkat 40, Komtar, 10570 Pulau Pinang.  
littiun@usm.my
46. **Persatuan Untuk Kanak-Kanak Terencat Akal, Seberang Perai Utara-  
Butterworth (PEKTAS)**  
7067 Jalan Mak Mandin, Mak Mandin, 13400 Butterworth, Penang.  
pektasbw@gmail.com
47. **Pertubuhan Keluarga Orang-Orang Bermasalah Pembelajaran (PERKOBP)**  
15 Jalan PUJ 3/12, Taman Puncak Jalil, 43300 Seri Kembangan, Selangor.  
perkobp@streamyx.com

48. **Pertubuhan Orang Cacat Sarawak (POCS)**  
No. 1, Jalan Tun Abang Haji Openg, 93300 Kuching, Sarawak.  
francisa@sarawak.gov.my
49. **Pertubuhan Orang-Orang Bermasalah Pembelajaran Dayspring, Selangor**  
4 Solok Limau, Taman Meru, 41050 Kelang, Selangor.  
dayspringselangor@gmail.com
50. **Pertubuhan Rangkaian Sokongan Keluarga Bagi Kanak-Kanak Cacat Penglihatan, Cacat Penglihatan-Pendengaran dan Kecacatan Pelbagai Pulau Pinang (Family Support Network).**  
609 Maklom, Sungai Dua, Butterworth, 13800 Penang.  
alvintyh@streamyx.com
51. **Pusat Harian Down Syndrome, Kuala Terengganu**  
Lot PT 2420 Taman Adis Indah, Blok 17 Jalan Tok Adis,  
21100 Kuala Trengganu, Trengganu.  
09-6309436
52. **Rajang Central Zone Community Service Association, Sarawak**  
Muhibbah Day Centre, Sungai Bawan, Kanowit, Sarawak.  
acsjap@po.jaring.my
53. **Sabah Society for the Blind**  
No 7, 3<sup>rd</sup> Floor, Jalan Sentosa, Kg. Air, P. O. Box 10720  
88807 Kota Kinabalu, Sabah.  
president@sabahsocietyfortheblind.com
54. **Salvation Army Hopehaven Centre For Special Children, Melaka**  
321 Jalan Parameswara, 75000 Melaka.  
hopehaven\_centre@smm.salvationarmy.org
55. **Sibu Autistic Association, Sarawak**  
Agape Centre, Jalan Alan, 96000 Sibu, Sarawak.  
sibuautisticassociation@gmail.com
56. **Society of Independent Living for the Disabled, Selangor**  
No. 96, Jalan 21/1, SEA Park, 46300 Petaling Jaya, Selangor.  
admin@ilselangor.org

57. **Spices Early Intervention Centre, Kuala Lumpur**  
B-0-10 Vista Wira 2, Jalan 4/27A, Section 2 Wangsa Maju,  
53300 Kuala Lumpur.  
spiceseip@gmail.com
58. **St. Paul's Day Training Centre, Petaling Jaya, Selangor**  
1 Lorong Utara Kecil, 46200 Petaling Jaya, Selangor.  
stpaulsdtc@yahoo.com
59. **St. Nicholas' Home, Penang**  
4 Jalan Bagan Jermal, 10250 Penang.  
info@snh.org.my
60. **United Voice Self-Advocacy Society for Persons with Learning Disabilities, Selangor & FT**  
603 Jalan 17/12, Petaling Jaya, 46400 Selangor.  
unitedvoiceinfo@gmail.com
61. **Wings Melaka Centre for Developmental Disabilities**  
Shellabear, 440-C Jalan Tengker, 75200 Melaka.  
wingsmk@streamyx.com

# Appendix A

## THE SALAMANCA STATEMENT

### on Principles, Policy and Practice in Special Needs Education

*Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences,*

*Recalling the several United Nations declarations culminating in the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, which urges States to ensure that the education of persons with disabilities is an integral part of the education system,*

*Noting with satisfaction the increased involvement of governments, advocacy groups, community and parent groups and in particular organizations of persons with disabilities, in seeking to improve access to education for the majority of those with special needs still unreached; and recognizing as evidence of this involvement the active participation of high-level representatives of numerous governments, specialized agencies and intergovernmental organizations in this World Conference,*

1. We, the delegates of the World Conference on Special Needs Education representing ninety-two governments and twenty-five international organizations, assembled here in Salamanca, Spain, from 7-10 June 1994, hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system, and further hereby endorse the Framework for Action on Special Needs Education, that governments and organizations may be guided by the spirit of its provisions and recommendations.



2. We believe and proclaim that:
  - every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
  - every child has unique characteristics, interests, abilities and learning needs,
  - education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
  - those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,
  - regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.
  
3. We call upon all governments and urge them to:
  - give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,
  - adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise,
  - develop demonstration projects and encourage exchanges with countries having experience with inclusive schools,
  - establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs,
  - encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision-making processes concerning provision for special educational needs,
  - invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,

- ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.
4. We also call upon the international community; in particular we call upon:
- governments with international cooperation programmes and international funding agencies, especially the sponsors of the World Conference on Education for All, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF), United Nations Development Programme (UNDP), and the World Bank:
    - to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes ;
    - the United Nations and its specialized agencies, in particular the International Labour Office (ILO), the World Health Organization (WHO), UNESCO and UNICEF:
    - to strengthen their inputs for technical cooperation, as well as to reinforce their cooperation and networking for more efficient support to the expanded and integrated provision of special needs education;
  - non-governmental organizations involved in country programming and service delivery:
    - to strengthen their collaboration with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special educational needs;
  - UNESCO, as the United Nations agency for education:
    - to ensure that special needs education forms part of every discussion dealing with education for all in various forums,
    - to mobilize the support of organizations of the teaching profession in matters related to enhancing teacher education as regards provision for special educational needs,

- ▶ to stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentation; also, to serve as a clearinghouse for such activities and for disseminating the specific results and progress achieved at country level in pursuance of this Statement,
  - ▶ to mobilize funds through the creation within its next Medium-Term Plan (1996-2002) of an expanded programme for inclusive schools and community support programmes, which would enable the launching of pilot projects that showcase new approaches for dissemination, and to develop indicators concerning the need for and provision of special needs education.
5. Finally, we express our warm appreciation to the Government of Spain and to UNESCO for the organization of the Conference, and we urge them to make every effort to bring this Statement and the accompanying Framework for Action to the attention of the world community, especially at such important forums as the World Summit for Social Development (Copenhagen, 1995) and the World Conference on Women (Beijing, 1995).

– Adopted by acclamation, in the city of Salamanca, Spain  
on this 10<sup>th</sup> of June, 1994

# Appendix B

## UN-CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

### Article 24 Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
  - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
  - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
  - c) Enabling persons with disabilities to participate effectively in a free society.
  
2. In realizing this right, States Parties shall ensure that:
  - a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
  - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
  - c) Reasonable accommodation of the individual's requirements is provided;
  - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
  - e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
  - a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
  - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
  - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

– Ratified by the Government of Malaysia  
on 19<sup>th</sup> July 2010

# Appendix C

## Laws of Malaysia Act 685 Persons with Disabilities Act 2008

### Part IV

#### PROMOTION AND DEVELOPMENT OF THE QUALITY OF LIFE AND WELLBEING OF PERSONS WITH DISABILITIES PROMOTION AND DEVELOPMENT OF THE QUALITY OF LIFE AND WELLBEING OF PERSONS WITH DISABILITIES

#### 28. Access to education

- 1) Persons with disabilities shall not be excluded from the general education system on the basis of disabilities, and children with disabilities shall not be excluded from pre-school, primary, secondary and higher education, on equal basis with persons or children without disabilities, including vocational training and lifelong learning.
- 2) The Government and private educational providers shall, in order to enable persons and children with disabilities to pursue education, provide reasonable accommodation suitable with the requirements of persons and children with disabilities in terms of, among others, infrastructure, equipment and teaching materials, teaching methods, curricula and other forms of support that meet the diverse needs of persons or children with disabilities.
- 3) The Government and private educational providers shall take appropriate steps and measures to enable persons and children with disabilities to learn life and social development skills in order to facilitate their full and equal participation in education including the following:
  - a) to facilitate the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
  - b) to facilitate the learning of Malaysia Sign Language and the promotion of the linguistics identity of the deaf community; and
  - c) to ensure that the education of persons, and in particular children, who are blind, deaf or deaf-blind is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.



**T**he document was initially drafted as a result of a survey project on “Parents’ Perceptions and Expectations towards Inclusive Education”, conducted by Asia Community Service and Bold Association for Children with Special Needs, Penang in 2011.

It was further strengthened with feedback and suggestions from many individuals and NGOs. With the endorsement and support gained from a coalition of nationwide NGOs, this document was eventually submitted through the National Early Childhood Intervention Council (NECIC) to the Minister of Education, Malaysia, as a Memorandum in conjunction with the National Education Review 2012.

*Draf asal dokumen ini adalah hasil daripada sebuah tinjauan mengenai ‘Persepsi and Harapan Ibu Bapa Terhadap Pendidikan Inklusif’ di bawah inisiatif Asia Community Service dan Bold Association for Children with Special Needs, Penang pada tahun 2011.*

*Berikutan maklumbalas dan sokongan yang diterima daripada sekumpulan NGO di seluruh Negara, dokumen ini telah diserahkan dalam bentuk Memorandum melalui Majlis Kebangsaan Intervensi Awal Kanak-Kanak kepada Menteri Pelajaran Malaysia, sempena Semakan Semula Sistem Pendidikan Kebangsaan 2012.*

**May 2012**

Contact information:

**ASIA COMMUNITY SERVICE**

C0-23-UP Kompleks Masyarakat Penyayang  
Jalan Utama, 10450 Penang, Malaysia

Tel: +604-658 5396

Fax: +604-659 3780

Email: [acspenang@gmail.com](mailto:acspenang@gmail.com)

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