

Asian Resource Center  
Asian Federation on Intellectual Disabilities

# Kaoru Star Raft Award 2021

## 星槎賞

### The winners

**Japan-Korea ID Sports Exchange Program**

ALL Nippon ID Sport Association, JAPAN

**Gift for an inclusive society; Empowering through school and  
community collaboration Singapore**

APSN Delta Senior School- Literacy Department

**"Kaibigan Ko Sila Movement" ("They Are My Friends Movement")  
An inclusion program spearheaded by St. Philomena School which aims  
to have the students with special needs advocate for themselves in and  
beyond their community.**

St. Philomena School: Kids' Comfort Zone Inc. Philippines

November, 2021



#### *What does "Seisa/ Star Raft"?*

*There is an old Chinese story. A young man in a period under strict national isolation dared to go out and see the world. When he returned he saved his country with the knowledge and experience he gained abroad. It is said that his raft arose from the sea and traveled across the sky. A raft of logs of different lengths tied together with a strong rope. The word "Seisa" is composed of two Chinese characters, "Sei" is the "Star" character. "Sa" is the "raft" character.*

*It is hope of Seisa Group to be your Raft with the spirit of "Living Together".*

## **Japan-Korea ID Sports Exchange Program**

ALL Nippon ID Sport Association, JAPAN

The purpose of this project is to promote international cooperation and exchange through sports by developing **ID sports**\* in cooperation between Japan and Korea. And this program emphasizes not only the improvement of skills but also the understanding of each other's countries and exchange in a broader sense.

Therefore, this program not only focuses on competition, but also on experiencing the culture of each other's country.

What we place particular importance on is the clear separation between sports and politics.

As a result, we have been able to hold three events so far through the efforts of both countries, despite some very difficult political times. Another feature is that we visit each other's countries every year for exchanges.

However, the 4th event could not be held due to Covid-19 (2020).

Therefore, both countries have promised to hold the 4th event when the threat of Covid-19 is gone.

There are five specific sports that are being conducted.

These are athletics, swimming, table tennis, basketball, and soccer. However, due to travel expenses, we are not always able to offer these five sports. Also, in both countries, we are not targeting top athletes, but rather young athletes who are expected to be active in the future. In the future, we are considering sending judo athletes in addition to these five sports.

We are also making efforts to train coaches. In each sport, we share information among coaches so that they can help each other improve.

At the third event held in 2019, we also interacted with junior high school students from Higashikurume City (track and field team) and the local table tennis federation (senior citizens). In addition, swimming was allowed to participate in a special official domestic competition and had a great race with Japanese athletes.

A total of 29 people from the Korean side (6 staff, 23 coaches and athletes (8 table tennis, 2 track and field, 13 swimming)) visited Japan and completed the entire 5-day program.

**\*ID Sports: intellectual disability Sports**

## **Gift for an inclusive society; Empowering through school and community collaboration Singapore**

APSN Delta Senior School- Literacy Department

There is an underlying gap between students in the mainstream schools and special education (SPED) schools. Most of the SPED students lack the opportunity to interact with their neurotypically developing peers in mainstream society. These opportunities and contact are important elements for the growth of a SPED student to provide socio-emotional development. APSN Delta Senior School (APSN DSS) saw the need to bridge the gap for our students, to ease their transition to the workforce by creating opportunities for them to interact with the mainstream society through meaningful collaborations.

There are many mainstream schools that are interested in raising awareness of social inclusion of SPED students so that it helps to increase mainstream students' empathy towards them. This helps our students to practice essential social communication skills which will assist them in their integration into the mainstream society.

The Literacy Department at APSN DSS strongly believe that interactions with mainstream students and the general public will create opportunity for SPED students to increase their confidence and exposure to the mainstream society. Such collaborations also encourage positive attitude towards individuals with special needs and could change the attitude of students from mainstream schools. Echoing the same sentiments, speaking during the motion on the future of Singapore's education system in Parliament, Nominated Member of Parliament (MP) Chia Yong Yong, was driving home the point that special education schools and mainstream schools should be encouraged to work together to allow children with disabilities or special needs a chance to “develop their potential, thrive in the same environment as their peers and participate effectively as members of our society”.

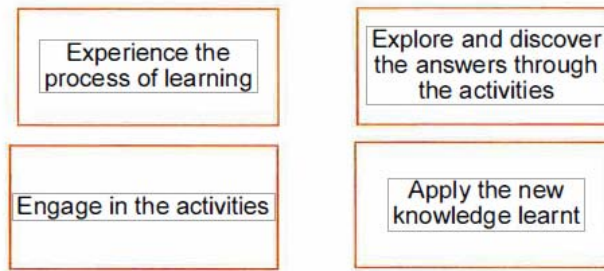
Wong, P.T (2018, July 12). MPs call for integration of special-needs and mainstream student. today. <https://www.todayonline.com/singapore/mps-call-integration-special-needs-and-mainstream-students>.

Literacy teachers at APSN DSS sought out schools and communities who are open and interested for their students to be exposed to students with special needs and who are willing to impart certain skills and knowledge. The team believed strongly in working with the community to nurture our students in various language programmes in order for our students to meet the demands of 21st century skills, and to promote inclusiveness. Several mainstream schools came on board working on various contributions and collaborative work on language arts and social skills.

The main and primary objectives in collaborating with mainstream schools and community were:

- Social and Interpersonal Skills: To provide opportunities for students from different backgrounds to interact and work together with a common goal
- Adaptability and Flexibility Skills: To encourage students to step out of their comfort zones to work with students with different learning needs and backgrounds
- Creative and Critical Thinking Skills: To provide opportunities for students to brainstorm more creative ways that could be used to express themselves

When SPED students are exposed to authentic collaborations with the community groups, it creates support for learning and accelerates the learning curve for personal growth for our students. Our students at APSN DSS benefitted through an integrated approach to learning. They make meaningful connections to learning when opportunities are created for them to:



The results were encouraging and the objectives were met through meaningful collaboration

with various education stakeholders in the areas of drama, monologue, sign language, reading programme, community library externship and even our students hosting guests from the mainstream society. The collaborations are ongoing and hopes to reach all-new heights with the continued innovative ideas for the benefit of SPED students.

**"Kaibigan Ko Sila Movement" ("They Are My Friends Movement")  
An inclusion program spearheaded by St. Philomena School which aims  
to have the students with special needs advocate for themselves in and  
beyond their community.**

St. Philomena School: Kids' Comfort Zone Inc. Philippines

When St. Philomena School was brought to conception, the founders were driven by a purpose to offer quality educational services to children with disabilities. Established in 2008, the school started as a "pro-bono" private SpEd center. Because of the lack of centers offering special education services, an application for permit to operate as a school was then tendered. Today, it is government recognized and thriving institute catering to students with diverse needs like autism, ADHD, DS and intellectual disability, as well as neurotypical students.

True to its core, St. Philomena School does not only provide educational services but also advocates for inclusion. Initiating the Kaibigan Ko Sila Movement (KKSM), the school together with its advocacy partners agreed to take the responsibility to create equitable opportunities for these children to be included in the community.

Translated, "Kaibigan Ko Sila" means "They are my friends". This is anchored on the vision, mission and core values of the school to develop self-determined students by creating opportunities for them to advocate for themselves.

This school initiative can be categorized into:

**1. SELF-ADVOCACY & COMMUNITY-BASED INSTRUCTION**

The school's advocacy is not confined within the four walls of the classroom or within the premises of its campus. Its cause extends to the outside world aiming for these children to become self-determined, and be part of the intentional and purposive cause of real INCLUSION.

Most often, when we meet and see a person with disability, we tend to overindulge, hover, and "overhelp" them, robbing them of the learning opportunity to use their acquired skills.

Awareness, acceptance and understanding are what most PWD organizations rally for and we are one with them all but we also chose to take it a step further by having our students use their own voice and become the very faces of the advocacies they stand for. We do not wait for invitation; we are the ones who invite others to collaborate. We do not only ask for acceptance, we make platforms for our students to showcase themselves not to be seen as "differently-abled that needs acceptance" but as "someone who has abilities, weaknesses and strengths just like everyone". Different, but certainly NOT less.

We cultivate compassion and kindness in our school and spread it like wildfire through the KKSM.

- Kaibigan Ko Sila Movement Projects
- o Inter-school Competitions and Programs
- o Public Commuting
- o Grocery and Dining in
- o Social gathering
- o University Fairs
- o Conferences
- o Motorcades
- o Guesting in events
- o Magazine Interviews
- o Community Drive Participation
- o Student Council Projects rich and empower our students to express confidently.

## 2. HIGHLY INDIVIDUALIZED EDUCATIONAL PROGRAM

→ iLEARN- Individualized Learning-Enriched and Academic Rearing and Nurturing Program

- o SpEd Program with accommodations, modifications and adaptations
- o General Education Program
- \*iSAID - Individualized Supplemental Academic Intervention Design
- \*iCLAP-Individualized Communication and Language Augmentative Program
- \*iRISE - Individualized Resource for Independent Skills Enhancement

\*Programs which aim to teach developmentally appropriate and evidence-based intervention strategies through achieving:

- o IEP goals and objectives
- o grade level expectations
- o targeted proficiency and mastery level