



Platform for Future Co-Creation of UNESCO activities
Promoting Inclusive Communities for
Sustainable Development
Reginal Meeting in Japan

December 26 to 28, 2024

Kanagawa, JAPAN

Meeting Proceedings

Asia-Pacific Cultural Centre for UNESCO

1. Background

FY2024 marks the third year of the project titled Promoting Inclusive Communities for Sustainable Development. This project, administered by the Asia-Pacific Cultural Centre for UNESCO (ACCU), is funded by Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT) as part of the Platform for Future Co-Creation of UNESCO activities initiative. Closely aligned with the universal values propagated by the United Nations 2030 Agenda for Sustainable Development, particularly the notion of 'leaving no one behind', the project is also underpinned by the concept of Community Based Inclusive Development (CBID) formerly known as Community Based Rehabilitation (CBR). Said concept has been recognised by other international organizations, including UNESCO, WHO, and ILO, as being integral to achieving equity, and enhancing the quality of life of all, including people belonging to vulnerable groups, through multi-stakeholder collaborations.

In accordance with the above, this project endeavours to promote and facilitate the creation of inclusive communities by encouraging collaborative efforts between actors and stakeholders within the community. These stakeholders encompass schools, the government, the private sector, NGOs, and civil society. To this end, a resource pack on building inclusive communities will be produced as a key output of the project. This pack comprises a verified framework and supportive materials useful in understanding and promoting inclusive communities in different contexts.

This regional meeting aims to create comprehensive, practical educational materials by consolidating domestic and international knowledge on promoting inclusive communities and facilitating discussions among stakeholders. Through networking and collaboration among diverse organizations, the project seeks to drive social transformation toward sustainable, inclusive communities.

This meeting was held in Kanagawa, Japan in close collaboration with one of the key participating organizations of the Project called AIKAWA Project, implemented by Kanagawa Prefectural Board of Education and Aikawa Town Board of Education, It started from 26 October 2024 until 28 October, for three days. International Symposium was held on the first day of the meeting to share and discuss about international trends and practice at national and prefectural level, and cases of studies of the projects for promoting inclusive community. Referring to the presentation and discussion at symposium, the draft of resource pack was reconsidered on second day. The last day included observation to the Aikawa Project to explore examples of inclusive community development in Japan and to gather insights into school education and community collaboration within a multicultural society.

2. Overview of Regional Meeting

Objective of the meeting is as below;

- Observe a case study of inclusive community development in Japan, specifically the Aikawa Project, to gain insights into Japan's initiatives for inclusive community projects.
- Discuss on the second draft of the "Resource Pack" and reach a consensus on its finalization.
- Share domestic and international examples of inclusive community development involving diverse stakeholders— such as schools, government agencies, private companies, and NGOs— and engage in discussions on how these stakeholders can cooperate to achieve sustainable and inclusive communities.

3. Meeting Proceedings

◆ October 26: International Symposium "Towards Inclusive

Community Development”

- **Moderator:** Tomohiro Fukuo, Program Specialist, Education Cooperation Department, ACCU
- **Venue:** Kanagawa Prefectural Integrated Education Center
- **On-site Participants:** 35
- **Online Participants:** 20 (including groups/ multiple participants)

Under the sponsorship of the Kanagawa Prefectural Board of Education, the international symposium was held in a hybrid format, both on-site at the Kanagawa Prefectural General Education Center and online. The event brought together participants from various sectors, including representatives from the Kanagawa Prefectural Board of Education, principals and teachers from schools, University, NGOs, and education development consulting firms.

During the first half of the symposium, two keynote speeches were delivered. The first was by Dr. Anupam Ahuja from India, who discussed global trends in inclusive education and shared examples of practices in India. The second keynote was presented by Ms. Furushima, Director of the Support Division at the Kanagawa Prefectural Board of Education, who introduced practices of inclusive education in Kanagawa Prefecture.

In the second half, case studies were presented by representatives from three countries that have participated in the project since its first year. For Japan, the Aikawa Town Board of Education shared their initiatives. For Cambodia, the AAR Japan Cambodia Office (Association for Aid and Relief, Japan) presented their work. For the Philippines, the People’s Initiative for Learning and Community Development (PILCD) introduced their project.

Keynote Speech 1: Summary of Dr. Anupam Ahuja's Presentation

Inclusive education is based on the principle of supporting and welcoming the diversity of all learners. Its primary goal is to eliminate exclusion stemming from attitudes and practices that fail to accommodate diversity and to create an environment where all children can access education equally. Achieving this requires not adapting children to fit the education system but rather making the education system itself flexible enough to meet the diverse needs of children.

Research has shown that practicing inclusive education not only enhances academic outcomes for all children but also improves teachers' teaching skills. Children raised in inclusive environments are more likely to grow into adults who respect diversity. Such individuals play a crucial role in spreading inclusive values in society, contributing to the development of a more inclusive social structure.

To effectively implement inclusive education policies, four key aspects must be thoroughly analyzed and their vulnerabilities addressed: **concept, policy advocacy, organization and systems, and practice.**

- **Concept:** For widespread dissemination of the concept of inclusive education, understanding should not be limited to central government officials but extended to local government officers, especially those at the district and village levels.
- **Policy Advocacy:** In multilingual regions, rather than crafting separate curricula for each language group, it is more effective to develop a curriculum that supports bilingual or multilingual education, fostering both linguistic and cultural inclusivity.

- **Organization and Systems:** Building structures where teachers and parents can maintain long-term communication is essential for accurately understanding children's needs.
- **Practice:** Beyond developing teaching methods, materials, and curricula, it is critical that educators and facilitators fully understand the intent and significance of inclusive education.

Dr. Ahuja highlighted that comprehensive analysis and improvement of these four aspects are vital for the successful realization of high-quality inclusive education policies. Drawing on examples from Latin America, Africa, and Europe, she emphasized how these approaches can lead to meaningful systemic change and societal inclusion.

Keynote Speech 2: Summary of Ms. Sonoe Furushima's Presentation

The Kanagawa Prefectural Board of Education is advancing inclusive education to realize an inclusive society under the vision of "learning and growing together." This initiative is founded on the principle of "supportive education," aiming to appropriately address the educational needs of every child.

For children with disabilities, the board has established a flexible system that provides diverse learning environments tailored to each child's educational needs. This includes options such as local schools, special needs education schools, and special needs classes, which can be adapted as children grow and their needs evolve.

Regarding children who do not attend school, the number of students absent for more than 30 days annually reached a record high of 29,000 in FY2023. To support their social independence, the board collaborates with education support centers and free schools to provide learning opportunities outside schools. Additionally, psychological and welfare specialists are involved in strengthening educational counseling systems.

For adults beyond school age, "night schools" have been established to offer learning opportunities to those who could not regularly attend or complete compulsory education due to various reasons, including non-attendance during their school years or lacking compulsory education in their home countries. Currently, three such schools exist in Kanagawa Prefecture—in Yokohama, Kawasaki, and Sagami-hara.

For children with international backgrounds, the number of foreign students has increased from approximately 6,000 to 10,000 over the past decade, with those needing Japanese language instruction rising from about 4,000 to 7,000. To address this, the board has introduced "international classrooms" with dedicated teachers and has conducted training programs to enhance the skills of teaching staff. However, challenges remain in securing adequate personnel, improving training programs, and fostering understanding among stakeholders to keep pace with the growing number of foreign students.

In response to these issues, the Kanagawa Prefectural Board of Education launched the "Aikawa Project" in 2022 in collaboration with JICA Yokohama. This initiative focuses on creating support systems for children with international backgrounds, aiming to establish schools where all children can feel safe and supported. The insights gained from this pilot project will be shared across the prefecture.

Through these efforts, the Kanagawa Prefectural Board of Education aspires to create an environment where children with diverse educational needs can learn and support one another, fostering an inclusive society when they grow into adults.

Discussion Following the Keynote Speeches

During the discussion following the keynote speeches, participants shared various perspectives:

- It seems that understandings of inclusion still differ slightly among stakeholders. Achieving inclusion requires all stakeholders involving development of inclusive community and society have a same understanding about inclusion.
- We have come to recognize that approaches to addressing absenteeism and out-of-school children vary across countries, involving public education, school systems, governments, and private sectors.
- For inclusion to be effective, it is not about “transforming children” but rather about “transforming society and/or systems”.

<Case Study 1: Kanagawa Prefectural Board of Education / Aikawa Town Board of Education / JICA Yokohama: The Aikawa Project>

Presenter: Mori Keisuke, Supervisor, Aikawa Town Board of Education

Aikawa Town in Kanagawa Prefecture stands out for its unique environment, where approximately 10% of the population are foreign nationals. At Nakatsu Elementary School, the project’s target school, one in four students has a connection to a foreign country. With the rapid transition toward a multicultural and inclusive society, the educational system and structures have struggled to keep pace with the growing diversity. To address this challenge, the Aikawa Project was launched as a pilot initiative to explore approaches to support children with foreign backgrounds.

The project aims to create an inclusive school environment from a global perspective, benefiting all students, including those with foreign connections. Specifically, through in-school research, the project explores ways to make schools places where every child feels safe, comfortable, and enjoys learning. This research has led to a noticeable shift in teachers’ attitudes toward diversity and inclusion, recognizing it as an asset to be reflected in educational practices.

One significant initiative has been the introduction of an International Education Coordinator. This role has strengthened support systems by enhancing Japanese language instruction, improving communication with both parents and students, and facilitating collaboration with external organizations, including JICA.

Furthermore, the School Management Council works toward building schools in partnership with the local community, fostering discussions among diverse stakeholders.

Through these efforts, the Aikawa Project seeks to establish a model for inclusive schools that support children with diverse backgrounds. The goal is to share these outcomes across the prefecture, laying a foundation for the realization of an inclusive society.

<Case Study 2 AAR Japan Phnom Penh Office in Cambodia : Inclusive Education project>

Presenter: Em Rina, Project Officer, NPO Association for Aid and Relief (AAR), Phnom Penh Office

Since 2013, AAR has been promoting inclusive education in Cambodia. In this country, many children with disabilities are unable to attend school, particularly in rural areas, where the lack of

special education schools and the challenges of commuting contribute to low enrollment rates. AAR supports the establishment of systems to accommodate children with disabilities in public schools and has introduced Special Education (SE) teams (a team of educators primarily responsible for teaching children with disabilities in classrooms similar to Japan’s special needs classes) to promote school attendance.

Recently, an action research project was conducted at Prey Thom Primary School, one of the target schools, to examine its transformation into an inclusive school. Although it was anticipated that the establishment of the SE team would accelerate the school’s inclusivity through proactive efforts, in reality, the SE team struggled with internal information sharing and lacked collaboration with other teachers. This was attributed to the SE team’s limited understanding of the importance of inclusive education. They primarily perceived children with disabilities as “different” from their peers and did not recognize the need to share information about these children with regular classroom teachers.

In response, AAR proposed increasing opportunities for interaction between the SE team and other teachers, creating meeting opportunities to discuss all children, including those with disabilities, to foster active communication and deepen understanding of children with disabilities. Additionally, instead of offering direct technical support for individual educational needs, AAR focused on providing resources to address issues, enabling teachers to take the initiative in responding to individual needs.

Furthermore, workshops were conducted with experts from Japan and Cambodia to enhance the SE team’s expertise in educating children with disabilities and inclusive education practices. This effort strengthened the SE team’s capacity, leading them to collaborate with local government officials and provide advisory support to nearby schools on implementing inclusive education. This development positioned the SE team as a central player in promoting inclusivity in the region.

These initiatives not only prevented isolation among teachers and SE teams but also fostered collaboration and ownership, paving the way toward sustainable inclusive education.

However, challenges remain, particularly in supporting children with severe disabilities and addressing traditional values held by some families. Moving forward, AAR emphasized strengthening the leadership of SE teams, advancing collaboration with nearby schools and community organizations, and maintaining the role of external NGOs as facilitators connecting practitioners and beneficiaries while avoiding excessive intervention.

<Case Study 3 PILCD—People Initiative for Learning and Community Development: Inclusive Sustainable Communities: Strengthening Resilience in Barangay Bagongon, Catbalogan, Samar>

Presenter: Ramon G. Mapa, Representative of PILCD

The Philippines, as an archipelago, has many isolated island communities. Samar Island, the focus of this project, consists of seven small islands that are highly vulnerable to disasters like typhoons due to limited infrastructure and logistics. With marine resources as the main livelihood, these disasters significantly impact on the community’s economic stability.

One of the project’s primary activities is disaster risk reduction. Vulnerable groups, such as persons with disabilities and the elderly, are often the most affected during disasters. To support these groups, the project involves creating community maps that identify their locations and specific needs during emergencies. Hazard maps and disaster response plans are also developed

with their participation, ensuring a community-wide support system that includes the voices of those most at risk.

Another key focus is the diversification and improvement of livelihoods. Overreliance on fishing as the sole source of income increases vulnerability to disasters. To mitigate this, the project promotes alternative livelihoods, such as aquaculture, marine-based processing, and other income-generating activities. Technical guidance is provided to help the community establish diverse economic opportunities. Additionally, mangrove reforestation efforts contribute to protecting marine ecosystems, reducing the impact of typhoons, and raising environmental awareness among residents. These efforts have resulted in improved disaster preparedness, increased livelihood diversity, and stronger environmental conservation, leading to greater community resilience. Vulnerable groups are now active participants in community initiatives, fostering inclusivity, while robust stakeholder networks have amplified the project's impact.

The project also emphasizes community capacity building and collaboration. It works to strengthen organizational and management skills within the community while empowering women's groups to create new industries. By fostering connections between governments, universities, civil society organizations, and international NGOs, the project builds robust networks that enhance its effectiveness and sustainability.

As a result of these efforts, disaster risk reduction plans have been established and are regularly updated, significantly reducing vulnerabilities. Environmental conservation activities have not only strengthened local ecosystems but also raised awareness among residents. Livelihood diversification has created new income sources for fisherfolk and women's groups, increasing economic resilience. Vulnerable groups, including women, persons with disabilities, and the elderly, have become active participants in community initiatives, fostering inclusivity. Additionally, strengthened stakeholder networks have enhanced the project's impact and long-term viability.

By involving socially vulnerable groups in disaster preparedness and livelihood development, the project has not only strengthened these communities but also advanced the goal of creating a more inclusive society. This comprehensive approach addresses environmental vulnerabilities while promoting long-term resilience and sustainability.

Discussion

The discussion centered on the leading question, "What is necessary for creating inclusive community development?" based on the case presentations. Participants shared insights such as:

- Achieving social inclusion requires education that fosters autonomy and independence.
- Building an inclusive society requires not only systemic transformation and resource enhancement but also the transformation of individuals.
- The cultivation of ownership leads to behavioral change. However, it is equally important to have systems and policies that support this ownership.
- Aligning policies with ownership is a crucial key to realizing these initiatives

Participant Feedback Summary

In the feedback gathered from participants, the presentations and discussions were highly appreciated, with participants noting that they heard valuable and meaningful insights and examples. As of November 1, all respondents to the survey provided positive feedback. Seven

participants rated the event as "Excellent," while six rated it as "Good," indicating a high level of satisfaction with the symposium.

Scenes from the International Symposium: Speakers and Venue

		
<p>Mr. Kichi Oyasu, ACCU Opening address</p>	<p>Ms. Yoko Kasahara, Kanagawa Prefectural Board of Education</p>	<p>Dr Anupam Ahuja</p>
		
<p>Ms. Sonoe Furushima Prefectural Board of Education</p>	<p>Mr. Mori Keisuke, Supervisor, Aikawa Town Board of Education</p>	<p>Ms. Em Rina, Project Officer, AAR Phnom Penh Office</p>
		
<p>Ramon G. Mapa, Representative of PILCD</p>	<p>Group Discussion presentation from a participant</p>	<p>Symposium venue</p>

◆ October 27: Feedback & Resource Pack Development

Workshop

- **Moderator:** Tomohiro Fukuo, Program Specialist, Education Cooperation Department, ACCU
- **Guest Instructor:** Miki Konishi, Programme Coordinator, Innovation and Education

Programme (IVE) , Institute for the Advanced Study of Sustainability, United Nations University

- **Guest Instructor:** Dr. Anupam Ahuja, Senior Consultant in Education
- **Venue:** Kanagawa Prefectural Integrated Education Center
- **Participants:** 10 individuals (details in the attached document)

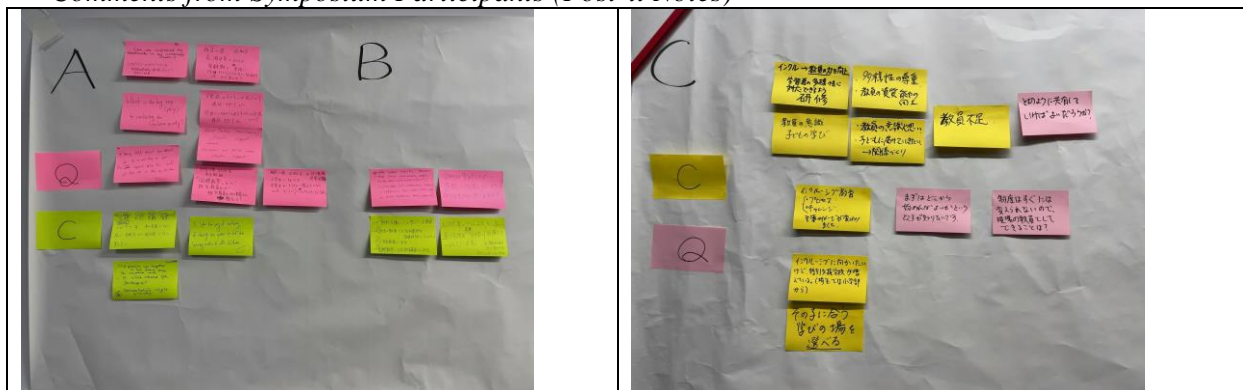
Feedback: Reflection on the International Symposium

In the morning session, participants reflected on the International Symposium, revisiting participant comments and discussing opinions that could serve as valuable insights for their respective projects.

A key topic from the previous day's symposium was the importance of "transforming systems rather than children." However, the discussion highlighted challenges such as the lack of understanding and insufficient awareness among teachers and administrative officials about inclusive education and building inclusive communities. Participants reiterated that achieving inclusion is difficult without a sense of ownership among practitioners. How to instill this sense of ownership and motivate practitioners to actively create inclusive environments emerged as a critical factor for project success.

On the other hand, regarding the cultivation of an inclusive perspective among children, there was a shared understanding among participants that such perspectives naturally develop within an inclusive environment. When children with and without disabilities grow together, no barriers rooted in disability arise; instead, inclusive relationships form naturally. The creation of barriers often stems from adults categorizing disabilities, thereby building walls. Therefore, fostering "inclusive societies" demands a profound understanding and behavioral change among adults, emphasizing the need for greater awareness and action. This was recognized as a top priority in the discussions.

Comments from Symposium Participants (Post-it Notes)





Resource Pack Development Workshop: Role-Play Practice

In the afternoon session, a workshop was conducted using the draft version of the "Role-Play" chapter, the second section of the resource pack currently under development. Dr. Anupam Ahuja and Ms. Miki Konishi from the United Nations University served as advisors. The purpose of this session was to test and evaluate the practicality of the draft materials.

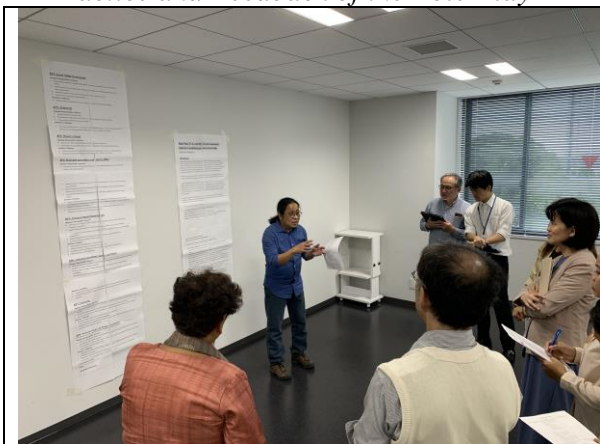
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Regarding the method of using "Role-Play," participants confirmed that it enables a better understanding of situations through a participatory approach, making it a potentially effective teaching material. Additionally, the Kanagawa Prefectural Board of Education announced plans to conduct training using role-play, further verifying the practicality of the method.

However, the following issues were identified in the current draft version:

Challenge	Improvement Suggestions
<p>Lack of basic information to participate in discussions as an assigned role.</p>	<ul style="list-style-type: none"> - Enhancing Background Information in Scenarios - Strengthening the Linkage Between “Case Studies” and “Scenarios”
<p>The role of facilitating a “multi-stakeholder meeting” is highly challenging. Without prior information, it is difficult to understand the situation, set the meeting agenda, and consider potential outcomes.</p>	<ul style="list-style-type: none"> - Clearly specify the expected outcomes of the meeting to reduce the number of items that need to be considered for facilitator of the meeting. - Assign a dedicated facilitator for the meeting to streamline the overall process and ensure smoother progression.
<p>If the role-play setup is too complex, it takes time for participants to understand how to carry out the role-play itself. In order to have a discussion after everyone fully understands, a complicated structure makes it difficult.</p>	<ul style="list-style-type: none"> - Simplify the workshop process by keeping the setup and steps as straightforward as possible. - Instead of complicating the background setting, enhance the role descriptions to encourage more engaging and focused discussions.

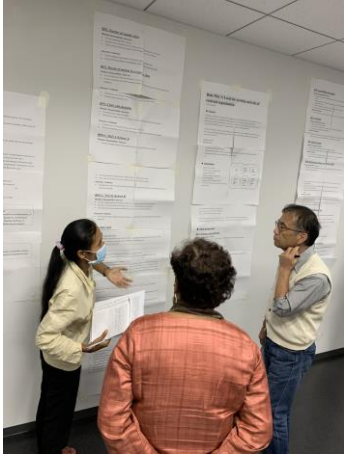

Practice and Feedback of the Role Play



Practice of Role Play
Explaining the scenario by facilitator



Practice of Role Play
Multi-Stakeholder Meeting

	
<p>Practice of Role Play Feedback for the workshop</p>	<p>Participants for the workshop</p>

◆ October 28: Observation of Aikawa Project

- **Coordination:** Aikawa Town Board of Education
- **Participants:** 10 individuals (details in the attached document)
- **Project Site:** Nakatsu Elementary School, Aikawa Higashi Junior High School

In the morning, we visited Nakatsu Elementary School, and in the afternoon, we toured Aikawa Higashi Junior High School to observe the practice of the Aikawa Project.

Aikawa Town has a notably high number of children with foreign background, many of whom require special support. However, the Ministry of Education, Culture, Sports, Science, and Technology's "Inclusive Education System for Realizing an Inclusive Society" primarily focuses on children with disabilities. As a result, there are challenges in establishing support measures for children with foreign background in school education. Therefore, the Kanagawa Prefectural Board of Education, in cooperation with JICA Yokohama, launched the Aikawa Project to establish support measures aimed at realizing inclusive education where all children, including those with foreign background, can learn and grow together. The project also aims to widely disseminate its outcomes both within and outside the prefecture.

<Nakatsu Elementary School>

Observations:

- Overview of Nakatsu Elementary School by the principal, vice-principal, and international education coordinator
- Observation of classes and initiatives
- Q&A session

The school is conducting internal research on support for children with foreign background to develop more suitable measures. Particularly, initiatives such as curriculum management related to Japanese language education and the deployment of international education coordinators were highlighted during the visit. It was observed that the international education coordinator identifies

needs through dialogue with parents and children, discusses with teachers and related organizations, and arranges necessary materials and support staff. Based on these discussions, curricula are designed to facilitate smoother Japanese language instruction and lessons in the class his/her belongs to.

A significant challenge explained was securing learning time for conducting Japanese language instruction alongside the original curriculum. On the other hand, measures such as utilizing after-school time and receiving support from community members for supplementary learning opportunities were noted to address delays in classroom learning caused by taking long period for Japanese language instruction. Although not directly observed during the visit, it was evident that efforts were being made in the community to ensure educational opportunities necessary during school age outside formal school education, such as kominkan activities and/or NGO initiatives supported by volunteers.

The school was also seen engaging community residents as support staff, addressing the shortage of school personnel amidst a high number of children requiring special support. This involvement illustrated how the community participates in school education and how alternative educational opportunities outside formal schooling are utilized to realize inclusive education.



<Aikawa Higashi Junior High School>

Observations:

- Overview of Aikawa Higashi Junior High School by the principal
- On-site school visit
- Q&A session

An explanation was provided regarding the increasing difficulty of learning Japanese language as students advance in age and the significantly higher number of non-attending students compared to elementary schools. As a countermeasure, initiatives such as establishing a "Step Room" for children who struggle to adapt to regular classes were introduced, which provide learning opportunity based on the needs of students. The school also provides opportunities for interaction between current students and alumni who had utilized the Step Room, which demonstrated a connection between school education and the local community.

Participants expressed comments and requests such as, "It was very helpful to see specific examples of inclusive education in practice," and "As these practices can serve as a reference in various countries, please compile and present these examples to the public and to the world." These remarks highlighted the high evaluation of the Aikawa Project.

	
<p>Nakatsu Elementary School Explanation from volunteer language supporter</p>	<p>Nakatsu Elementary School Lesson observation at international class, learning Japanese language</p>

	
<p>Nakatsu Elementary School at entrance</p>	<p>Aikawa Higashi Junior High School Overview of the school</p>
	
<p>Aikawa Higashi school lesson observation with student with foreign background Communicating with teacher with interpretation device(Poke-Talk)</p>	<p>Aikawa Higashi school lesson observation with student with foreign background Communicating with teacher with interpretation device(PC)</p>
	
<p>Aikawa Higashi School Teacher-Student allocation board</p>	<p>Aikawa Higashi Classroom observation</p>
	
<p>Aikawa Higashi school Classroom arrangement for student with special needs</p>	<p>Aikawa Higashi School at principal office</p>

◆ Schedule

Discussions were held among stakeholders regarding future activities, and the following points were confirmed:

- The resource pack and role-plays will undergo a second revision based on the discussions held by each organization, with the third draft scheduled for submission by mid-November.
- For the resource pack and case studies, ACCU will review the content and editing policy based on the second draft, revise the structure, and share it with each organization by

mid-November.

- The submitted role-plays will be reviewed by ACCU and external experts in late November, and feedback will be provided as necessary.
- Case studies with attached comments will be reviewed by each organization in late November, and revisions will be made as necessary.
- By the end of November, the third draft of the entire document will be revised and consolidated by ACCU. Subsequently, the draft will be shared with Dr. Anupam for finalization, and consultation on the overall content will be conducted.
- After the overall review, sections requiring individual adjustments will be addressed by January 2025.
- All writing activities are to be completed by the end of January 2025, with the final draft submitted to the publishing company.
- From February to March 2025, external dissemination of the information will take place.
- By the end of March 2025, the finalized (designed) version will be submitted to the Ministry of Education, Culture, Sports, Science, and Technology, marking the completion of the project.

4. Schedule

Day 1 (Saturday, 26 October 2024)		Kanagawa Prefecture Integrated Education Center 403
International Symposium @ Kanagawa Prefectural Integrated Education Center		
9:45	Arrival	
10:00-10:10	Opening Session <ul style="list-style-type: none"> • Opening Remarks: Kiichi Oyasu, ACCU • Remarks by the Sponsor: Yoko Kasahara, Kanagawa Prefectural Board of Education • Introduction: ACCU 	
10:10-10:35 (25 min)	Keynote Presentation 1: <i>Title: “ Inclusive Education for Inclusive Society: Policy to Implementation ~global trends of Inclusive Education~”</i> Speaker: Dr Anupam, Ahuja – Former Professor and Head Department of Education of Groups with Special Needs (DEGSN), NCERT/ Former Head International Relations Division NCERT, New Delhi, INDIA	
10:35-11:00 (25 min)	Keynote Presentation 2: <i>Title: School management with “learn and grow up together” – role of a school for achieving inclusive society –</i> Speaker: Sonoe Furushima, Kanagawa Prefectural Board of Education	
11:00-11:20	Discussion on Keynote 1-2 <ul style="list-style-type: none"> • Group discussion (10 min) (*Online: Question through zoom) • Comments and Q and A (10 min) 	
11:20-11:30	Break	
11:30-12:15	Country Case Studies (15 min each) <ul style="list-style-type: none"> • Japan: Linkage between policy and school practice Keisuke Mori, Aikawa Board of Education(Aikawa Project) • Cambodia: Local ownership and role of external organization Em Rina / Chea Rahom, Cambodia Office AAR Japan • The Philippine: Local NGO and community initiative mobilizing local partnership Ramon G Mapa, PILCD 	
12:15-12:50	Discussion on Country Case Studies 20 min: “Key component of establishing inclusive community” 15 min: Presentation	
12:50-13:00	Plenary Critique: Dr Anupam Ahuja Closing: Kiichi Oyasu, ACCU	
13:00-15:00	Lunch Break	
15:00-17:00	Japanese Cultural Excursion (Kamakura)	

Day 2 (Sunday, 27 October 2024):

Feedback and Development of RP @ Kanagawa Prefectural Integrated Education Center

Guest Instructor: Dr Anupam Ahuja, Senior Consultant in Education

Guest Instructor: Ms Miki Konishi, Institute for the Advanced Study of Sustainability, United Nations University

10:00-11:00	<p>Discussion session I: Reflections on the symposium</p> <p>Discussion: 30 minutes</p> <ul style="list-style-type: none"> - What did you learn from the presentation and discussion? - How can you bring ideas to your activities? - What is “inclusion” and “inclusive society” ? <p>Sharing: 20 minutes</p> <p>Major questions: 10 minutes</p>	Kanagawa Prefectural Integrated Education Center 403
11:00-11:10	<p>Development of Resource Pack</p> <ul style="list-style-type: none"> - Brief confirmation of development of resource pack (10 min) 	
11:10-12:10	<p>Role Playing of “Policy and School practice” by Mr. Shinichi Takisaka</p> <ul style="list-style-type: none"> • Role Playing: Reading together, comments, activities, feedback 	
12:10-13:30	<p>Lunch break</p>	
13:30-14:30	<p>Role Playing of “Local Ownership” by PICLD (Demonstration of workshop: 60 min)</p> <ul style="list-style-type: none"> • Role Playing • Feedback 	
14:30-15:30	<p>Role Playing of “NGO-Community Initiative” by AAR (Demonstration of workshop: 60 min)</p> <ul style="list-style-type: none"> • Role Playing • Feedback 	
15:30-15:45	<p>Synthesis Activity by Dr Anupam</p>	
15:45-16:45	<p>Discussion on RP for “Part 4”</p> <p>Discuss about additional chapter “Support material” as part 4 by Mr. Takisaka</p> <ul style="list-style-type: none"> - Support Material for Practitioner (School Education version) - Support Material for Practitioner (Community version) 	
16:45-17:00	<p>Information for Day 3</p>	

Day 3 (Monday, 28 October 2024)		
Site Visit @ Nakatsu Elementary School and Aikawa Higashi Junior High School		
7:00	Leave hotel by train (7:22 Fujisawa Station → 8:00 Ebina Station) (Station to Nakatsu Primary school by Official Vehicle of Aikawa Town)	
9:30	Arrive to Nakatsu Elementary School	
9:30-11:30	<p>Site visit: Nakatsu Elementary School</p> <p><Objective> Observation of Aikawa Project</p> <ul style="list-style-type: none"> - Opening / Overview of Nakatsu elementary school - Lesson observation (regular class, special needs class / international class/ etc) - Discussion “Inclusive school management in the area of diversity community” <p><Output></p> <ul style="list-style-type: none"> ·Understand school management responding to diversity(disability, language, background, etc) ·Understand role of school for inclusive community 	Nakatsu Elementary School
12:00-13:00	School Lunch (Guest 9, Kanagawa PBE 2, Aikawa TBE 2)	
13:00-13:15	Move to secondary school	
13:15-15:00	<p>Site Visit: Aikawa Higashi Junior High School</p> <p><Objective> Observation of Aikawa Project (15 min)</p> <ul style="list-style-type: none"> - Opening / Overview of Aikawa Higashi school - Lesson observation (regular class, special needs class / international class/ etc) (60 min) - Discussion “Inclusive school management in the area of diversity” (connection of school level, cooperation with local society for after graduation, career education, etc) (30 min) <p><Output></p> <ul style="list-style-type: none"> ·Understand activities and cooperation for no one left behind with local communities. 	Aikawa Higashi Junior High School
15:00-16:00	<p>Reflection Session for whole program</p> <ul style="list-style-type: none"> - Reflection on site-visit - Lesson learned from Aikawa project - Reflection for overall (program in Japan) <p>【Plenary Critique】</p> <ul style="list-style-type: none"> - Dr Anupam Ahuja - Way forward ACCU 	
16:00-18:00	To Hotel	