

## アジア・太平洋地域における知的障害教育と職業教育

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**要旨：**第25回アジア・太平洋特殊教育国際セミナーの参加者を対象に、「知的障害教育の現状と職業教育及び就労支援に関する国際比較調査」を実施した。調査の項目は、昭和63年にその当時の精神薄弱教育研究部が実施した調査項目を参考に検討し、①知的障害教育の制度、②就学の相談・手続き、③教育課程、④職業教育と就労先、⑤大人の生活への移行支援、⑥教員養成・研修であった。その結果を報告するとともに、アジア地域の経済発展に伴い、障害のある子どもの教育が、この数年で大きく変化する可能性を指摘した。さらに、知的障害のある人の職業教育や就労支援に関して、それぞれの社会や学校教育の成熟度に応じて取り組む課題があることを指摘した。

**キーワード：**アジア・太平洋地域 知的障害 職業教育 就労支援

### 1 はじめに

平成17年11月7日より11月10日の4日間、第25回アジア・太平洋特殊教育国際セミナーが独立行政法人国立特殊教育総合研究所の主催で開催された。このセミナーのテーマは、「知的障害のある子どもの指導の工夫及び教育環境の整備—就労をとおした社会への積極的な参加をめざして」であり、アジア・太平洋地域の日本を含め13か国が参加した。セミナーでは、基調講演、国別報告を通して、各国の状況や経験を共有し、今後の課題について協議された。

このセミナーにおける協議の基礎資料として、セミナー実行ワーキンググループが、各国における「知的障害教育の現状と職業教育及び就労支援に関する国際比較調査」を実施した。

そこで、ここではその比較調査と昭和63年に実施された「精神薄弱教育に関する実態調査」を手がかりに、アジア・太平洋地域における知的障害教育の現状と職業教育及び就労支援の状況を報告し、今後の検討課題について考察することを目的とする。

### 2 比較調査の項目について

アジア・太平洋地域における知的障害教育の現状について、当時の国立特殊教育総合研究所精神薄弱教育研究部を中心とした調査がある。その調査は、昭和63年に実施されたもので、「精神薄弱教育に関する実態調査」であった。その調査は、教育の義務制の実施、障害の程度と教育の場、特殊学級について、養護学校について、就学指導、学

習指導要領、職業教育、教師・研修の項目で構成されていた。その結果については太田(1989)がまとめている。

これらの項目を踏まえ、今回の調査項目をアジア・太平洋特殊教育国際セミナー実行ワーキンググループで協議した。さらに、これらの項目に、知的障害者に関して、①障害者の雇用義務に関する法令、②移行支援のプログラム、③就労支援を行う組織、④学校以外で職業教育を行う機関、⑤就労可能な職業の種類について、の項目を追加した。表1に示すように大項目として「Ⅰ. 知的障害教育の制度」「Ⅱ. 就学の相談・手続き」「Ⅲ. 教育課程」「Ⅴ. 職業教育と就労先」「Ⅵ. 大人の生活への移行支援」「Ⅶ. 教員養成・研修」であった。前回の調査項目であった「Ⅳ. 週時程表」は省略した。これらの項目については、資料1のTableの左欄に記載されている。

表1 国際比較調査の項目

- |                |
|----------------|
| 1. 知的障害教育の制度   |
| 2. 就学の相談・手続き   |
| 3. 教育課程        |
| 4. 職業教育と就労先    |
| 5. 大人の生活への移行支援 |
| 6. 教員養成・研修     |

### 3 国際比較調査の実施

第25回アジア・太平洋特殊教育国際セミナーの各国代表は、セミナー参加に際して、各国の国別報告書に加え、この国際比較調査に情報を記入し、送付することが求められた。

国際比較調査に参加した国は、バングラデシュ、中国、

インド、インドネシア、日本、マレーシア、ネパール、ニュージーランド、パキスタン、フィリピン、韓国、スリランカ、タイであった。

オーストラリアについては、1988年の調査の情報をそのまま記載した。

## 4 調査の結果

「知的障害教育の現状と職業教育及び就労支援に関する国際比較調査」の結果については、資料1に示した。調査対象国14か国について、原則3か国ごとにTableとして示している。大項目の「Ⅰ. 知的障害教育の制度」「Ⅱ. 就学の相談・手続き」「Ⅲ. 教育課程」「Ⅳ. 職業教育と就労先」「Ⅴ. 大人の生活への移行支援」「Ⅵ. 教員養成・研修」ごとに結果が示されている。

### (1) 知的障害教育の制度

知的障害教育を管轄する省庁については、多くの国が教育省であった。教育のみの名称でないのは、バングラデシュが「福祉・教育省 (Ministry of Social Welfare and Ministry of Primary and Mass Education)」であり、インドが「人的資源省の教育庁 (Ministry of Human Resource Development)」であった。1988年においては福祉・保健の関係省が管轄する国もあったが、教育として独立する傾向がみられる。

#### 1) 教育の義務制について

学校教育の義務制については、ネパールとパキスタンが「Yes」ではない。パキスタンは、無償での教育を受けることが可能と記述されている。

知的障害教育の義務制については、上記の国の他にバングラデシュが「Yes」ではない。また国ごとの知的障害者の義務教育の開始年をみると、70年代が日本、80年代が中国、フィリピン、90年代がインド、インドネシア、ニュージーランド、韓国、スリランカ、2000年代がマレーシア、タイとなっている。

1988年の調査では、知的障害教育が義務制の国は3か国であり、それ以降に知的障害教育が義務制になった国が多い。

#### 2) 知的障害の児童生徒の義務教育実施率

知的障害の児童生徒の義務教育実施率については、データの無い国も多かった。中国が82%、インドが69%、日本、ニュージーランド、韓国が100%、タイが80%であった。

### 3) 知的障害特殊学級、知的障害養護学校数と児童生徒数等について

知的障害特殊学級、知的障害養護学校数、児童生徒数、重複障害の就学についてのデータが記載されている。これらのデータについては、国の人口等に左右され、設問を検討する必要がある。1988年の調査では、養護学校数を設問していて、今回は知的障害養護学校数を尋ねている。特殊学級数と養護学校数が増加していることがうかがえる。

特殊学級や養護学校の学級サイズは、最も少ない場合が重複障害の場合の3であり、多い場合は12であった。

保護者の経費負担については、通常の経費に比べて高いと回答した国が、バングラデシュ、インド、インドネシア、パキスタン、韓国、スリランカである。フィリピンやニュージーランドでは、私立学校の場合は高いという記述であった。

### (2) 就学の相談・手続き

就学の相談・手続きの体制について結果を示した。「知的障害養護学校への就学について、保護者が反対意見を述べる可能性があるか」という項目で、「時々」と回答があるのは、バングラデシュ、中国、日本、マレーシア、ネパール、ニュージーランド、パキスタン、フィリピン、韓国であった。この理由については多様な要素が想定されるが、バングラデシュの回答は、教育が必要であることへの「意識の欠如、貧困のため」という記述があった。また、パキスタンでは「女子の場合に」とある。「より通常学校で」という文脈とは異なる「基本的な教育の機会」に関する課題と考えられる。

一方、ニュージーランドでは「保護者は選択が可能だが、通常学校が好意的に受け入れない場合は、選択とはならず、問題が生じる」との記述があった。

### (3) 教育課程

知的障害教育における教育課程の基準を国として位置づけていないのは、バングラデシュ、インド、ネパールであった。多くの国で知的障害教育における教育課程の基準が位置づけられていた。その最初の年については、50年代がフィリピン、60年代が日本、70年代が韓国、インドネシア、80年代が中国、パキスタン、スリランカであり、それ以降がマレーシア、ニュージーランド、タイであった。

各国における教育課程の領域や教科、また特別な指導については、様々な名称と位置づけが記載されている。特徴的な点は、ニュージーランドが「すべての子どもが同じカリキュラム—特殊教育で異なる」との記述があり、

ニーズに応じた個別プログラムを取り上げていた。

#### (4) 職業教育と就労先

知的障害者の職業教育に関して「Yes」の国は、オーストラリア、バングラデシュ、日本、マレーシア、ネパール（ある学校では）、ニュージーランド、パキスタン、フィリピン、韓国、スリランカ、タイであった。職業教育の職種については、多様な職種が記載されていて、上記の国の他に、中国、インド、インドネシア、マレーシアにおいても職種が記載されていた。

学校教育終了後の就労・進学に関するデータについては、多くの国でそのデータがなく、日本、韓国のみであった。韓国においては、後期中等教育後に継続教育への進学が37.2%、雇用が28.1%、その他が34.7%と記載されている。このデータについては知的障害に限定したデータか否かの検討が必要である。

#### (5) 大人の生活への移行支援

障害者の雇用義務に関する法令について「Yes」の国は、中国、インドネシア、日本、マレーシア、ネパール、ニュージーランド、パキスタン、韓国、タイであった。

その法令の時期は、60年代が日本、80年代がパキスタン、90年代が中国、インドネシア、ニュージーランド、韓国、タイであった。

個別の移行支援プログラムに関する記述があったのは、インド、日本、ニュージーランドであった。学校以外の就労支援、また職業能力の開発機関、就労先が多様に記載されている。

#### (6) 教員養成・研修

教員研修の機関については、マレーシアのみが「No」と回答している。他の国々は大学、教育機関等が記載されている。マレーシアにも大学等の機関はあり、専門に「特殊教育の研修機関」と理解し、回答したものと推測される。ちなみにマレーシアでは、国立の特殊教育に関する機関を設立する計画が進められている。

知的障害教育に携わる教師は、特別な資格が必要とされているかについては、「Yes」でない国が、中国、ニュージーランドであった。中国では、「上海ではそうであるが、他の地域では基礎的な資格で」との記載であった。またニュージーランドは「どのような役割かで異なる」との記載であった。

## 5 おわりに

ここでは、「知的障害のある子どもの指導の工夫及び教

育環境の整備—就労をとおした社会への積極的な参加をめざして」をテーマとして開催された第25回アジア・太平洋特殊教育国際セミナーへの参加者からの情報と昭和63年の「精神薄弱教育に関する実態調査」結果をもとに、各国における「知的障害教育の現状と職業教育及び就労支援に関する国際比較調査」の結果を報告した。

アジア・太平洋地域の国々における特殊教育については、その社会経済状況を背景に、さまざまな取組みられる。知的障害教育に関しては、半数の国でこれからの大きな課題であろう。しかしながら、近年のアジア地域の経済発展に伴い、障害のある子どもの教育が、この数年で大きく変化することが予測される。

知的障害者の職業教育及びに就労支援は、我が国においても重要な課題となっている。アジア・太平洋の国々においては、それぞれの社会や学校教育の成熟度に応じて、取り組む課題が異なると考えられる。今後は、それぞれの課題を解決するために、それぞれの経験を共有し、相互に情報交換をしながら、協力していくことが重要であろう。

**謝辞：**第25回アジア・太平洋特殊教育国際セミナー実行ワーキンググループの笹本健氏、新井千賀子氏、渡辺正裕氏には、記して感謝申し上げます。

執筆しました3名も実行ワーキンググループのメンバーであり、昭和63年の調査項目を踏まえ、知的障害教育グループで項目を検討し、結果を整理した経緯で、この報告をまとめました。

また、各国から情報を提供いただきましたセミナー参加者の方々に感謝申し上げます。

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# Vocational Education and Supports of Employment for Children with Intellectual Disabilities in Asia-Pacific Countries

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## Summary

The survey was to investigate the situation of education and support of employment for children with intellectual disabilities in Asia-Pacific countries. A delegate of each country of the 25th Asia-Pacific International Seminar on Special Education, 2005 in Japan was requested to send information about education and supports of employment for children with intellectual disabilities. The items of the survey were based on the survey in 1989 as follows; 1. Educational system for children with intellectual disabilities, 2. Educational placement and procedures, 3. Educational curriculum for children with intellectual disabilities, 4. Vocational Education and supports of employment, 5. Teacher education and training. The results suggested that vocational education and establishment of supports towards employment had become very important according to social-economic development in Asia-Pacific countries.

**Key Words:** Asia-Pacific Countries, Intellectual Disabilities, Vocational Education, Supports of Employment

Table.1 Australia, Bangladesh, China

I. Educational System for Children with Intellectual Disabilities		1. Australia (New South Wales) 1988	2. Bangladesh	3. China
No.	Questions			
1	Information (answers) obtained/checked/supplied by: _____ Date: _____ Ministry (Ministries) in charge of the education for children with intellectual disabilities(ID).	Department of Education	Khandaker Jahurul Alam 2005, 10, 5 05.10.31 Ministry of Social Welfare and Ministry of Primary and Mass Education	Beijing Academy of Educational Sciences 20/9/2005 Department of Special Education, Ministry of Education
2	Education compulsory for children without disabilities in elementary level;	Yes	Yes	Yes
2-1	Age- range of the compulsory education	5-12	6 - 11	6/7-12/13
2-2	The year it started	1880	1992	1986
2-3	Net enrollment rate: % female			98.93%
3	Education compulsory for normal children in lower secondary level;	Yes	No	Yes
3-1	Age- range of the compulsory education	13-16		12/13-15/16
3-2	The year it started	1880		1986
3-3	Net enrollment rate: % female			95%
4	Education compulsory for children with ID;	Yes	No	Yes
4-1	Age- range of the compulsory education	5-16		6/7-15/16 ( or increased suitably)
4-2	The year it started	1880 *The more severe forms of retardation have been excluded from school in the past.		1986
5	Classification of the degree of ID established;	Yes	Yes. The NGOs following 10 questions method to classify the ID children.	Yes
5-1	The type of the classification	Mild, moderate, severe, profound *These will be considered developmentally disabled	Mild: IQ level 69 - 51, Moderate: IQ level 50 - 36, Severe: IQ level 35 - 20 and Profund: IQ level less 20.	Mild, moderate, severe, profound

**Table.1 Australia, Bangladesh, China**

No.	Questions	1. Australia (New South Wales) 1988	2. Bangladesh	3. China
6	Places of education differ according to the degree of ID	Yes	No; The special schools for ID in Government and Non-Government sectors do not have different settings and or classes for different degrees of ID. Children with different degrees are learning in the same class room.	Yes The students with mild intellectual disabilities study in ordinary schools, and the ones with moderate or severe disabilities study in special schools.
7	Criteria for placement of students to special classes of ordinary schools or to special schools. (for instance IQ and behavioral traits)	30-75	No ordinary school enroll ID children. The special schools enrolling ID children with IQ level 69 - 20.	Ordinary schools accept the students with mild intellectual disabilities, namely IQ belonging to 50-70 or 55-75, having the little difficulty to adapt to the mainstreaming schools, and owning the ability to take care of themselves. Special schools or special classes attached to ordinary schools just accept the students who are moderate, severe or profound. The students with intellectual disabilities who live in the villages or in the remote regions can enroll in the nearest ordinary schools regardless of the degree of the intellectual disabilities after considering the condition of running a school and transportation there as well as the child's behaviors and parents will.
7-1	Compulsory education cover intellectually children with ID		NO	81.98%
8	Standard of class size of special classes for ID decided;	Yes	Apart from some special schools no special classes in normal school exist.	Yes
8-1	The number of children	Severe-6, Moderate-9, Mild-12	20 children (irrespective of degrees)	8-12 (The special class with mild students generally have 12 people and the one with moderate students have 8 people or so)
9	The number of special classes (ID) and children (ID) enrolled	Elementary Level 363 Lower Sec.Level 280 Total 643	Elementary Level Lower Sec.Level Total	Elementary Level 579 Senior Level 15 Total 594
	Number of special classes	3,773	There is no level of classes in special schools. A total of about 7000 ID children enrolled in to different special schools (Govet. & NFO sector)	4117
	Number of children	3,459 7,232		187 4304
10	Standard of class size of special schools for ID decided;	Yes	Yes. Teacher-student ratio- 1:10	Yes
10-1	The number of children	12	In the special schools 20 students irrespective of degree of ID learn in one class.	8-12 (In the special school, the class with mild students generally have about 12 people and the one with moderate students have 8 people or so)

**Table.1 Australia, Bangladesh, China**

No.	Questions	1. Australia (New South Wales) 1988	2. Bangladesh	3. China
11	Total number of special schools(ID)	64	Government: 2 Non-Government: 60	369
11-1	Number of children Kindergarten Level Elementary Level Lower secondary Level Upper secondary Level Total	3,581	Mentioned earlier that there is no level. A total of 7000 ID children enrolled in to 62 special schools	Elementary level 217267 Lower secondary level 29331 Total 246598
12	Children with multiple disabilities enrolled in special classes/ schools	Yes	Yes	Yes
13	Itinerant education programme provided;	Yes	Some NGOs have Home -based teaching programme.	Yes
13-1	Children or cases involved in itinerant education programme;	Communication, self-help, basic academic skills	For those can not participate in school programme due to severe handicapness, and or problem of transportation and where there is no one to help carrying children in to school.	Help the students with intellectual disabilities to acclimatize themselves to the ordinary school life, raise their ability to take care of themselves, guide the students to learn, coach the teachers whose class contains the students with intellectual disabilities in ordinary school.
14	Parents with children with ID spend educational expenses more than those with the normal;	Yes *Marginally more	Yes; the poor families can not bear the cost of admission, tuition fees and transport cost. The Government special schools are free but very limited seat.	No

**Table.1 Australia, Bangladesh, China**

II . Guidance on Educational Placement for Children with ID		1. Australia (New South Wales) 1988	2. Bangladesh	3. China
No.	Questions			
1	Regular process of enrollement to special education for Children with ID	Traditionally the child's neighbourhood school is approached by the Department of Health, Special Education and guidance together with the parents. Parents, however, may act independently in enrolling their child	Referred by Hospitals clinics. Referred by Neurologist/Psychologists. Referred by NGO workers Referred by students of Home Economics College do internship in the special schools. Identification in the area by special school staff. Advertisement in the news papers.	1.The parents consult school teachers; 2.The parents provide the diagnosis certificate about intelligence from hospital or schools make a diagnosis by themselves; 3. Conferring on the educational setting; 4. Guiding the students' learning and living in school; 5. Deciding whether enroll or not
2	People engaged in the process of enrollment	School psychologists, Social workers, School principals, Medical staff	Psychologist, Social worker, Pediatrician, Speech therapist, Physiotherapist, Special education teacher Neorologists.	The president of the school, parent, teacher, manager of the educational administration section and doctors
3	Opposition of parents to enroll in special education offered;	No *Rarely but there now is a movement towards asking for integration	Sometimes Due to lack of awareness and families opposes those are poor as they are unable to bear the transport and education cost.	Sometimes



**Table.1 Australia, Bangladesh, China**

III. Standard of Curriculum of Special Education for Children with ID		1. Australia (New South Wales) 1988	2. Bangladesh	3. China
No.	Questions			
1	The national standard of curriculum for education for Children with ID established;	No	No, there is no National Standard of Curriculum for ID. Government and Non-Government Special school authorities prepared a standard curriculum in 1988 but it has not been adopted. The NGOs are are preparing their own curriculum and practicing.	Yes
1-1	The year of establishment		N A	Its establishment was in 1987, first emendation in 1994, late emendation in 2004.
1-2	Subjects or domains in the standard of curriculum	Language and communication, Gross motor, Fine motor, Self-help, Pre-vocational, Domestic subjects, Craft work, Rrecreation and Sport	* But "Bangladesh Protibondhi Foundation" has set its own curriculum. (In 1984) ●Elementary Level: Elementary vocabulary of quantitative thinking, Language programme, Health education & Safety measures, Physical education & Gymnastics, Craft work, Home Craft, Music & Dancing, Swimming, Field trip, Physiotherapy & Speech therapy ●Lower secondary Level: Language arts, Functional mathematics, Health education, History, Geography, Social & Nature study, Domestic science, Gymnastics & Physical education, Craft work, Swimming, Field trip, Physiotherapy & Speech therapy Other NGOs developed their own curriculum which includes: Social Skill, Self care skill, Cognitive skill, Motor skill, Communication skill, Academic, Recreational and cultural skill, Vocational skill. Without any dividation of level in general they are practicing it.	The course of school for the mental retarded students in the stage of the compulsory education is divided into the subject course and activity courses: Subject courses: common sense, language( including the reading, language training, composition, writing) mathematics, music, art designing, athletics, labor skill and technical; Activity courses: the morning meeting, a team activity, literary activity, interest activity. The course constitution and time distribution are basically similar to those in ordinary school. The arrangement of language lesson shows the difference among grades mainly. That is to say, that the composition lesson doesn't being set up in Grade 1-3, and the language training and writing lesson doesn't being set up in Grade 6-9. In addition, the Beijing Normal University and Ministry of Education cooperated to draw up a syllabus for the students with moderate intellectual disabilities, and the realms of course were built. Currently, most schools for the students with mental retardation are giving lessons according to the realms generally.
1-3	Special subjects/ domains for the improvement of children's specific condition of handicap offered;	Yes ●Language and communication, Self-help, Fine and Gross motor skills	Yes ●Speech therapy for children with speech defects. Physiotherapy for children with motor problems. Behaviour therapy.	
a.	Their names			
b.	Their contents	●Children are taught age-appropriate content in basic skill area	●Improve 1.cognitive skills, 2. social skills, 3.motor function, 4.communication skills, 5. skills required to live independently, 6. skill on domestic work/cooking etc.	

**Table.1 Australia, Bangladesh, China**

IV. Weekly Schedule of the Classes / Schools for Mentally Retarded Children

\*Omitted.

V. Vocational and Prevocational Education and Courses after Graduation

No.	Questions	1. Australia (New South Wales) 1988	2. Bangladesh	3. China
1	School hours on pre/ vocational education provided;	Yes	Yes	No
1-1	School hours on pre/ vocational education in a week		Elementary Level Lower sec. Level Upper sec. Level	Elementary Level Lower sec. Level Upper sec. Level
	Total school hours in a week	28	28	0      0      0
a.	Special classes	Depends on age. In final year, students may spend considerable time in pre-vocational activities. Probably the overall time for both elementary and secondary students would 46 hours per week		0      0      0
b.	Special schools	<ul style="list-style-type: none"> <li>● Exact data not available, (Domestic, Science, Horticulture, Agriculture, Woodwork, Metalwork, Clerical duties, Industrial &amp; Building skills, Service industries e.g. cafes &amp; hotels)</li> </ul>	3      15 (there is no level)	0      0      0
1-2	The type of works provided		<ul style="list-style-type: none"> <li>● Weaving (net, jute bag, rug), Sewing (children's dress, bed spread, napkins, tea cozy), Printing (block print, string print, screen print, press print), Cutting, Pasting, Card making, Painting (fabric painting), Wood work (jig saw puzzle, educational toys), Cooking, Gardening, Candle making, Packaging</li> </ul>	Domestic economy, cooking, handicraft, weave, sew, the machine knit, metalworking and carpenter, art designing, affixion working, embroidery, horticulture, raw material and product shipment, product packing, office automation etc.
2	Ratio / number of graduated students by courses after graduation	Data not available	Data not available	
	Special classes / Lower secondary			
	Special schools / Lower secondary			
	Upper secondary			

**Table.1 Australia, Bangladesh, China**

VI. Transition to Adult Life for People with ID		1. Australia (New South Wales) 1988	2. Bangladesh	3. China
No.	Questions			
1	Companies are legally obliged to hire person's with ID; provide name of law and year enforced		No. - The Government declared an executive order of 10% Quota in Public Services for Orphans and Disabled Persons but not segregated the percentages among 2 groups and nothing mentioned about the types and degrees of disabilities. - The Private sectors are not implementing this order and there is no obligations, even the Government departments are not always following this order.	Yes. "Law of the People's Republic of China on the Protection of Disabled Persons" (1991) rules that the state organs, public organizations, enterprises, institutions and urban and rural collective economic organizations shall employ a certain proportion of disabled persons in appropriate types of jobs and posts. The specific ratio may be determined by the people's governments of provinces, autonomous regions and municipalities directly under the Central Government in line with their actual conditions.
2	Programs to support the transition from school to adult life; at what age do they start, and how many years do they last		About 5 years starting from age 15-16 (in the special schools)	Yes. The professional training department in school for the mental retarded students provide the professional education after compulsory education (16 to 20 years old). In some schools for the mental retarded students, they train the students at the Grade 6-9 on the labor skill partly to promote their adaptation (12 to 15/16 years old).
2-1	Organizations other than educational that support employment		Not particularly, but some organisations working with the disabled persons facilitate employment of ID persons in a very little scale by motivating the employers and facilitating self-employment activities.	Disabled Persons Federation
2-2	Institutions other than schools that provide vocational training; Do graduates of special schools for children with ID go on to such institutions how many, and what percentage		None of the vocational training centre enroll ID persons.	The professional training center belonging to Disabled Persons' Federation Uncertainly, according to the request of the disabled and types of work.
3	What types of jobs are persons with ID employed (The case of graduates of special schools; number and percentage)		One organisation reported they have ben employed/rehabilitated about 500 ID persons in different trades such as: - Packaging in Pharmaceutical Companies, - Garments Factory, - Shop keeping. - Dress making. - Agriculture, - Poultry and Dairy, - House mate. etc.	Domestic economy, cooking, handicraft, weave, sew, the machine knit, metalworking and carpenter, art designing, affixion working, embroidery, horticulture, raw material and product shipment, product packing, office automation etc.

**Table.1 Australia, Bangladesh, China**

VII. Teachers		1. Australia (New South Wales) 1988	2. Bangladesh	3. China
No.	Questions			
1	Teacher training institutions established	There is no completely specialized institutions Two universities and 5 colleges of advances education	Yes.	Yes
1-1	Number of institutions		3 (One University and 1 in national Centre for Special Education- NCSE both are Government and another NGO)	6 universities and 15 colleges
2	Teachers in charge of education for Children with ID need special qualification	No	Yes	The teachers of special education in Shanghai holding the qualification certificate of both special education and general education while in other regions they all holds the qualifications certificate of ordinary education.
2-1	Extra salary paid for teachers with special qualification		No	Teachers of special education enjoy allowances for special education.
3	In-service training for teachers in charge of education for Children with ID provided;	Yes	Yes	Yes
3-1	Organizer of the in-service training programme	<ul style="list-style-type: none"> <li>● Universities</li> <li>● County / state</li> <li>● Private organization</li> </ul>	<ul style="list-style-type: none"> <li>● Private organization</li> <li>University.</li> <li>NCSE</li> </ul>	Educational administration section, schools for on-the-job training, universities or college, the nongovernmental organization
4	Teachers have obligation to participate in in-service training	No	Yes	Yes
4-1	Bearer of the cost		Respective Organisation or person ( if any one enroll with individual interest.)	Government, school, personal

Table.2 India, Indonesia, Japan

I. Educational System for Children with Intellectual Disabilities		4. India	5. Indonesia	6. Japan
No.	Questions			
	Information (answers)obtained/checked/supplied by: _____ Date: _____ Ministry (Ministries) in charge of the education for children with intellectual disabilities(ID).	Dept. of Education in the Ministry of Human Resource Development	Jakarta, 2005, 8,10 05,11,9 Seminar Ministry of National Education	Ministry of Education, Culture, Sports, Science and Technology Tokunaga,Y. 2005,8,10
1				
2	Education compulsory for children without disabilities in elementary level;	Yes	Yes	Yes
2-1	Age- range of the compulsory education	6-11	7-12	6-12
2-2	The year it started	1950 Constitutional mandate : Free and compulsory education to children in 6-14 age group.	1984	1947
2-3	Net enrollment rate: % female	I-V - 90.93% (Seventh All India School Education Survey Provisional statistics, Sept. 30, 2002)		100: 49(02/03)
3	Education compulsory for normal children in lower secondary level;	I-V - 90.93% (Seventh All India School Education Survey Provisional statistics, Sept. 30, 2002)	Yes	Yes
3-1	Age- range of the compulsory education	11-14	13-15	13-15
3-2	The year it started	1950 Constitutional mandate	1994	1947
3-3	Net enrollment rate: % female	VI-VIII 54.00% (Seventh All India School Education Survey Provisional Statistics, Sept. 30, 2002)		100: 49(02/03)
4	Education compulsory for children with ID:	Yes. P.D. Act. 1995 (Persons with Disability Act)	Yes	Yes
4-1	Age- range of the compulsory education	6-14	7-15	6-15
4-2	The year it started	1995	1994	1979
5	Classification of the degree of ID established:	Yes	Yes	No
5-1	The type of the classification	Psychological classification: Mild, moderate, severe, profound. Educational classification: Educable, trainable, custodial	Mild, Moderate	

**Table.2 India, Indonesia, Japan**

No.	Questions	4. India	5. Indonesia	6. Japan
6	Places of education differ according to the degree of ID	Yes Under S.S.A. - Policy of inclusion and Zeroreject.	Yes	Yes
7	Criteria for placement of students to special classes of ordinary schools or to special schools. (for instance IQ and behavioral traits)	Under SSA - all children irrespective of I.Q./ability level are enrolled. However the criteria of placement is set by the individual schools. In special schools age and adaptive behaviour level decides placement in the following graphs. E.g. Care Group, Pre-primary, Primary I, Primary II, Secondary, Pre-Vocational I, Pre-Vocational II and Vocational Group.	Students are educated in special schools even though they have only minor problems communicating, require only some assistance, or have only minor problems adapting to society (for instance, IQ of 50 – 70). But in the recent time some of them are educated in regular school. Students are educated in special schools if they have serious problems communicating, require frequent assistance, or have serious problems adapting to society (for instance, IQ of less than 50). However, this decision takes into account the students' behavior, parents' wishes, and also depends on regional factors (e.g., availability of special schools, commuting distance).	Students are educated in special classes of ordinary schools if they have only minor problems communicating, require only some assistance, or have only minor problems adapting to society (for instance, IQ of 50 – 70). Students are educated in special schools if they have serious problems communicating, require frequent assistance, or have serious problems adapting to society (for instance, IQ of less than 50). However, this decision takes into account the students' behavior, parents' wishes, and also depends on regional factors (e.g., availability of special schools, commuting distance).
7-1	Compulsory education cover intellectually children with ID	Yes. As per P.D. Act and S.S.A.		Yes 100
8	Number of percentage covered	SSA data MR 68.7% mental deficient 48.62%		
8-1	Standard of class size of special classes for ID decided;	No	Yes	Yes
	The number of children	(8-12)	8	8
9	The number of special classes(ID) and children (ID)enrolled	Elementary Level Lower Sec. Level Total	Elementary Level Lower Sec.Level Total	Elementary Level Lower Sec.Level Total
	Number of special classes	Total Data not available		12,465 6,131 18,596 (04.)
	Number of children	not available		37,905 19,178 57,083 (04)
10	Standard of class size of special schools for ID decided;	Yes. Special schools set up. Standard of class size not decided	Yes	Yes
10-1	The number of children	1:8 (Mild & moderate), 1:3 (Multiple & Profound handicap)	8	6. 3(In case of multiple disabilities)

**Table.2 India, Indonesia, Japan**

No.	Questions	4. India	5. Indonesia	6. Japan
11	Total number of special schools(ID)	995	1,462 (Schools for children with ID)	460 528(04) (Schools for children with ID)
11-1	Number of children Kindergarten Level Elementary Level Lower secondary Level Upper secondary Level Total	Average student per school is about 50.	3,970 21,245 4,597 2,291 32,103 (children with ID)	59 18,970 14,457 32,204 65,690 (04) (children with ID)
12	Children with multiple disabilities enrolled in special classes/ schools	Yes	Yes	Yes
13	Itinerant education programme provided;	Yes - Under IEDC financial assistance is provided to NGOs and other registered students for integrated education for disabled children. These children are studying in mainstream schools. Itinerant teachers are also working with these children studying in	Yes	Yes
13-1	Children or cases involved in itinerant education programme;	*In rural areas where no facilities exist. *Early intervention programme use itinerant teachers	not available	*For those who have extreme difficulty in adapting themselves to school life due to their severe disabilities
14	Parents with children with ID spend educational expenses more than those with the normal;	Yes - Under SSA financial support is available for all children upto Rs.1200 per child. In special schools parents (of children with associated problem) spend more. 1. Rs.1200/- per child with disability identified for special services to be provided. 2. Adis and appliances to be provided through convergences with the MSJ&E, State Welfare Dept., National Institutes of NHPs. 3. Engagement of experts for IED to be covered under management cost. 4. Ceiling of expenditure per disabled child will apply at district level.	Yes	No

**Table.2 India, Indonesia, Japan**

II . Guidance on Educational Placement for Children with ID

No.	Questions	4. India	5. Indonesia	6. Japan
1	Regular process of enrolment to special education for Children with ID	Under S.S.A. - SSA is responsible for identification and enrollment as per the plan chalked out.	<ol style="list-style-type: none"> <li>1. Schooling consultation for parents</li> <li>2. School visit by parents</li> <li>3. Health examination prior to admission</li> <li>4. Schooling guidance board</li> <li>5. Home visit by teachers or counselor</li> </ol>	<ol style="list-style-type: none"> <li>1. Schooling consultation for parents</li> <li>2. School visit by parents</li> <li>3. Health examination prior to admission</li> <li>4. Schooling guidance board</li> <li>5. Decision of school to attend</li> </ol> <p>Note that these are only main factors. The order of 1. through 4. may change depending on the case.</p>
2	People engaged in the process of enrollment	Medical doctors, Principal, Psychologists, Social worker, Special teacher, Parents / families/therapists, Regular teachers, Concerned officials of S.S.A.	Doctors, Psychologist, Special Educationist Teachers, Staff of child welfare facilities, Staff of board of education,	Doctors, Teachers, Staff of child welfare facilities, Staff of board of education
3	Opposition of parents to enroll in special education offered;	No - Preference in selection of set up for providing special education is observed.	記述あり	Sometimes



**Table.2 India, Indonesia, Japan**

III. Standard of Curriculum of Special Education for Children with ID		4. India	5. Indonesia	6. Japan
No.	Questions			
1	The national standard of curriculum for education for Children with ID established:	No - However, curricular guidelines are available with NIMH.	Yes	Yes
1-1	The year of establishment		1976 1984 1994 version	1962 1998 version
1-2	Subjects or domains in the standard of curriculum	Motor, Personal, social, Language, Academic, Occupational, Recreational, Independent living.	<ul style="list-style-type: none"> <li>● Elementary department: Fundamental-social life, Indonesian language, Arithmetic, Music, Drawing &amp; Handicrafts, Physical education, Moral education, Special activities, Special activities, Activities Daily Living.</li> <li>● Lower secondary department: Indonesian language, Social Studies, Arithmetic, Science, Music, Art, Health and Physical Education, Industrial Arts and Homemaking, * Foreign Language (elective), Moral education, Special activities, Activities to Promote Independence, Period for Integrated Study</li> </ul>	<ul style="list-style-type: none"> <li>● Elementary department: Fundamental-social life, Japanese language, Arithmetic, Music, Drawing &amp; Handicrafts, Physical education, Moral education, Special activities, Independence</li> <li>● Lower secondary department: Japanese language, Social Studies, Arithmetic, Science, Music, Art, Health and Physical Education, Industrial Arts and Homemaking, * Foreign Language (elective), Moral education, Special activities, Activities to Promote Independence, Period for Integrated Study</li> <li>● Upper secondary department: Moral education, Special activities, Activities to Promote Independence, Period for Integrated Study</li> <li>● Regular subjects: Japanese Language, Social Studies, Mathematics, Science, Music, Fine Arts, Health and Physical Education, Industrial Arts and Homemaking, Foreign Language (if necessary), Information Communication Technology</li> <li>● Specialized subjects: Homemaking, Agriculture, Industry, Distribution and Services</li> <li>● Other subjects set up by school</li> </ul>
1-3	Special subjects/domains for the improvement of children's specific condition of handicap offered;	Yes ● Physiotherapy, Modalities to promote independence occupational therapy, Speech and language training, total communication behaviour medication, decreasing problem behaviour, medical services. Heat therapy, hydrotherapy.	Yes ADL (Activity Daily Living)	Yes Activities to Promote Independence
a.	Their names	● Development of 1.adaptive behaviour, 2.social competence, 3.cognitive skills, 4.motor abilities, 5.in language/communication skills, and 6.work behaviour	1) Health maintenance, 2) mental stability, 3) understanding of environment, 4) bodily movements or sensorimotoric, 5) communication	1) Health maintenance, 2) mental stability, 3) understanding of environment, 4) bodily movements, 5) communication (04)
b.	Their contents			

**Table.2 India, Indonesia, Japan**

IV. Weekly Schedule of the Classes / Schools for Mentally Retarded Children  
\*Omitted.

V. Vocational and Prevocational Education and Courses after Graduation

No.	Questions	4. India	5. Indonesia	6. Japan
1	School hours on pre/ vocational education provided;		Yes	
1-1	School hours on pre/ vocational education in a week	Elementary Level Lower Sec. Level Upper Sec. Level	Elementary Level Lower sec. Level Upper sec. Level	Elementary Level Lower sec. Level Upper sec. Level
	Total school hours in a week	No specific data available.	18~28 29 30	23~27 28 30
a.	Special classes		not available	0 3-5
b.	Special schools	● Weaving, Candle making, Chalk making, Making envelopes and greeting cards, Wood work, Painting, Cooking, Packing Assembly of mechanical parts, Cutting, Threading, Work contract from private industries like punching holes, fixing corks on bottle tops, glass painting, tile painting, masals packaging. (Ecology friendly local vocation based training is provided).	● Agriculture, Gardening, Weaving, Woodwork, Ceramics, Paperwork, Sewing, Metal work, Stone work, Ceramics, Cement, Dress-making, Cooking, Printing, Sales, Computer etc.	0 3-5 9
1-2	The type of works provided			● Agriculture, Gardening, Weaving, Woodwork, Ceramics, Paperwork, Papermaking, Sewing, Metal work, Stone work, Ceramics, Cement, Dress-making, Cooking, Printing, Cleaning, Sales, Office Work, Computer etc.
2	Ratio / number of graduated students by courses after graduation	Data not available	not available	Higher education Employment *Others
	Special classes / Lower secondary	Students with I.D. graduate from special schools, schools under S.S.A. and vocational rehabilitation centres for vocational placement, however compilation of data is not available.	not available	88.9 2.5 8.6(04) included all disabilities
	Special schools / Lower secondary		not available	95.9 0.02 4.1
	Upper secondary		not available	0.9 23.2 75.9(04)

\*Others: Residential insti. / stay in home

**Table.2 India, Indonesia, Japan**

VI. Transition to Adult Life for People with ID		4. India	5. Indonesia	6. Japan
No.	Questions			
1	Companies are legally obliged to hire person's with ID; provide name of law and year enforced	No law. However, cerebral palsy is covered under 3% reservation as per PWD Act, 2005.	Public Act No. 4 (1997) on Persons with Disabilities, Government Regulation No. 43 (1998) on Promotion of the Welfare of Persons with Disabilities	Yes Law for Employment Promotion, etc. of the Disabled Persons (1960) Law for Employment Promotion, etc. of the Disabled (1987) Legal rate of employment of persons with disabilities: 1.8% (private companies)
2	Programs to support the transition from school to adult life; at what age do they start, and how many years do they last	Yes - individual transition programmes (I.T.P.). At the age of 16 years when they are in special schools.	Sheltered Workshop Community Based Vocational Rehabilitation Self- Help Group of the Disabilities	Yes Individualized transition programs. About six years starting from age 15 or 16. (3 years while in school and 3 years after graduation.)
2-1	Organizations other than educational that support employment	Parent support groups/corporate sector, Personal contacts, National Award Scheme by MSJ&E, Vocational Rehabilitation Centres run by Ministry of Labour, NGOs, Special Employment Exchanges or Cells, Placement officers in Govt. Depts., National Handicapped Financial Development Corporation for loans.	- Ministry of Social Affairs - Ministry of Manpower - Ministry of National Education	- Local centers for the employment of disabled persons (52, in each prefecture, operated by an independent administrative agency JEED) - Centers for the support of employment of disabled persons (municipal, 14) - Centers for the support of employment and living of persons with disabilities (municipal, 66)
2-2	Institutions other than schools that provide vocational training; Do graduates of special schools for children with ID go on to such institutions how many, and what percentage	VRC's, Vocational Training Centres run by NGOs.	The Balai Lathian Kerja (BLK) run by the Ministry of Manpower; Loka Bina Karya (LBK) or community-based vocational rehabilitation, Informal Vocational Training, run by the Ministry of Social Affairs, Sheltered Workshop by Ministry of National Education; and the "self-help group of the disabled" or "Kelompok Usaha Bersama (KUBE) establishment was initiated by the UNDP/ILO project INS/82/011 – Community-Based Rehabilitation of the Disabled (phase II).	Institutes for vocational ability development (nationally established and prefecturally operated) Institutes for vocational ability development for disabled persons (ditto) 260 persons (2.8%) (Graduates of March 2004)
3	What types of jobs are persons with ID employed (The case of graduates of special schools; number and percentage)	Govt. of India constituted expert committee to identify jobs suitable for students with I.D., Most of the population with I.D. (graduates of special schools) are working in sheltered workshops; Rest is distributed among supported, self and open employment.	unavailable data	-Specialized / technical: 14 (0.5%) - Clerical 19 (0.6%) - Sales 201 (9.2%) - Services 620 (28.0%) - Agriculture, forestry and fisheries 62 (3.0%) - Transport and communications 50 (2.5%) - Manufacturing 1,070 (49.0%) - Other 141 (6.5%) (Graduates of March 2004)

**Table.2 India, Indonesia, Japan**

VII. Teachers		4. India	5. Indonesia	6. Japan
No.	Questions			
1	Teacher training institutions established	Yes - Regular teacher training institutions, 67 NIMH Centres	Yes	Yes
1-1	Number of institutions	Few universities/colleges, Distance education training institutions offered by MPBOU	9 (college and universities)	46 (college and universities)
2	Teachers in charge of education for Children with ID need special qualification	Yes	Yes	Yes
2-1	Extra salary paid for teachers with special qualification	Yes. Teachers working in Govt. set up. In NGOs on an average special selectors are paid much less than regular teachers.	No	No
3	In-service training for teachers in charge of education for Children with ID provided;	Yes	Yes	Yes
3-1	Organizer of the in-service training programme	<ul style="list-style-type: none"> <li>● central government</li> <li>● state government</li> <li>● Univ. like MPBOU, NIMH, NGOs, RCI</li> </ul>	<ul style="list-style-type: none"> <li>● School, District Office, Government(Central Office)</li> <li>● University, Private organization</li> </ul>	<ul style="list-style-type: none"> <li>● School, City, Prefecture, Government</li> <li>● University, Private organization</li> </ul>
4	Teachers have obligation to participate in in-service training	Yes as per RCI norms.	Yes	Yes
4-1	Bearer of the cost	Cost is shared between the organizers and the participants.	<ul style="list-style-type: none"> <li>● District Office, Government(Central Office)</li> </ul>	<ul style="list-style-type: none"> <li>● Prefecture</li> </ul>

Table.3 Malaysia, Nepal, New Zealand

I . Educational System for Children with Intellectual Disabilities		7. Malaysia	8. Nepal	9. New Zealand
No.	Questions			
1	Information (answers)obtained/checked/ supplied by: _____ Date: _____ Ministry (Ministries) in charge of the education for children with intellectual disabilities (ID).	Ministry of Education, Ministry of Social Welfare Services & Ministry of Women, Family & Community	Ministry of Education and Sports	Y Hope and B Kirkland, Sept/Oct 2005  Ministry of Education
2	Education compulsory for children without disabilities in elementary level;	Yes	NO	Yes
2-1	Age- range of the compulsory education	(6-12)		6 to 11 or 12 years old (although can start at 5)
2-2	The year it started	2002		1877
2-3	Net enrollment rate: % female			Ratio of females to total students -- 48:100 (for ages 5-12)
3	Education compulsory for normal children in lower secondary level:	No	NO	Yes
3-1	Age- range of the compulsory education	(13-15)		11 to 12 years to 16 years (note: was 15 until a few years ago)
3-2	The year it started			1944
3-3	Net enrollment rate: % female			Ratio of females to total students - 49:100 (for ages 13-16)
4	Education compulsory for children with ID;	Yes	NO	Yes
4-1	Age- range of the compulsory education	(6-18) (6-14)		6 to 16 years (note: these students can stay, with Ministry agreement, until the end of the year in which they turn 21)
4-2	The year it started	2002		1990 (Although most children and young people with severe disabilities were in school at that time)
5	Classification of the degree of ID established;	Yes	Yes	Not done when resourced under the SE2000 resourcing system, although there may be criteria done in a professional context. Very important to note that students are funded with extra support needs based on need rather than any particular classification label. ORRS is for those with greatest need but some with ORRS don't have an intellectual disability.
5-1	The type of the classification	Mild, moderate, severe	mild, moderate, seaver, profound	NZ has no classification specifically for intellectual impairment Where students need total adaptation of all curriculum content they may be resourced under the Ongoing and Reviewable Resourcing Schemes (ORRS)

**Table.3 Malaysia, Nepal, New Zealand**

No.	Questions	7. Malaysia	8. Nepal	9. New Zealand
6	Places of education differ according to the degree of ID	Yes	Yes	Yes. Note that all children are entitled to attend their local school but in some cases have an Agreement to go to a special school or a school with a satellite unit or special type of class eg those who are Deaf
7	Criteria for placement of students to special classes of ordinary schools or to special schools. (for instance IQ and behavioral traits)		Not specified	Students who meet the criterion for adaptation of all curriculum content areas can enrol at Special Schools if there is one in their location. (See definitions for Section 9 Education Act 1989 and details)
7-1	Compulsory education cover intellectually children with ID Number of percentage coverd		No	Yes 100%
8	Standard of class size of special classes for ID decided;	* Yes *Set by voluntary association	Yes	No. Individuals verified for ORRS have a .1 or .2 full time equivalent teaching resource which is attached to the school they enrol in
8-1	The number of children	* 10-12	8	n/a
9	The number of special classes(ID) and children (ID)enrolled	Elementary Level 532 +30	Elementary Level 160	Elementary Level NB: Records are not kept for numbers due to 1) no classification of disability is done under the SE2000 policy, 2) not all students with ID may be easily counted
	Number of special classes	Lower Sec. Level 225	Lower Sec.Level 787	Lower Sec.Level Total
	Number of children	4450	2000	
10	Standard of class size of special schools for ID decided;	* Yes	yes	No Individuals verified for ORRS have a .1 or .2 full time equivalent teaching resource which is attached to the school they enrol in
10-1	The number of children	* 12 7	8	(see above #9)

**Table.3 Malaysia, Nepal, New Zealand**

No.	Questions	7. Malaysia	8. Nepal	9. New Zealand
11	Total number of special schools(ID)	1	160	2,562 students enrolled in 28 day special schools, 2 schools for Deaf and hearing impaired students , 1 school for Blind and vision impaired students and 2 residential special schools for young people with social and learning needs. ( not all have ID) 73% of students with severe disabilities are in regular schools.
11-1	Number of children Kindergarten Level Elementary Level Lower secondary Level Upper secondary Level Total	145 10312 4450 14907		* Figures not available
12	Children with multiple disabilities enrolled in special classes/ schools	Yes	yes	Yes and also in regular schools
13	Itinerant education programme provided;	No	yes	Yes, may be for those who are ORRS funded, may also be for those with Learning Support Teachers
13-1	Children or cases involved in itinerant education programme;		for profound ,seaver ID children	Resource Teacher (Learning and Behaviour) RTLB may,if the student is referred to them and prioritised, provide itinerant support for students with mild ID, also potentially itinerant support if student with ID is hearing impaired, and has delays
14	Parents with children with ID spend educational expenses more than those with the normal;	No	NO	Some parents may do this, but no data available .

**Table.3 Malaysia, Nepal, New Zealand**

II . Guidance on Educational Placement for Children with ID

No.	Questions	7. Malaysia	8. Nepal	9. New Zealand
1	Regular process of enrolment to special education for Children with ID	<ol style="list-style-type: none"> <li>1. Hospital of diagnosis</li> <li>2. Registered with the Social Welfare Placement Committee (state)</li> <li>3. Association for the MR (admission committee)</li> <li>4. Placement &amp; Guidance</li> <li>5. Referred to Social Welfare Services</li> </ol>	Teacher meet the parents, counseling, School/RC visit by parents , assessment by technical team.	Parents can enrol students as for any New Zealand student. For students with identified high needs completion of an ORRS application for verification is completed in consultation with parent. Verification decided by independent verifiers. Verification entitles a student to ORRS resourcing. Enrolment at a special school is done through an agreement of the Ministry of Education and parents. Special schools are not available in all towns and cities - may have no choice other than local school.
2	People engaged in the process of enrollment	Doctors, Teachers, Counsellors, Therapists	Teacher, Councillor, Health worker	Parent, early childhood staff (where those are involved), education specialists e.g. Psychologist, Occupational Therapist, Physiotherapist (where these are involved with the student), Early Intervention Teacher, Speech Language Therapist.
3	Opposition of parents to enroll in special education offered;	Sometimes	Sometime	Parent choice as to whether their child is enrolled in a special school. However, if regular schools are not 'welcoming' of their child and raise problems, parents may feel they have no real choice.



**Table.3 Malaysia, Nepal, New Zealand**

III. Standard of Curriculum of Special Education for Children with ID				7. Malaysia	8. Nepal	9. New Zealand
No.	Questions	7. Malaysia	8. Nepal	9. New Zealand		
1	The national standard of curriculum for education for Children with ID established;	Yes	NO	All students in Early Child Education follow Te Whaaitiki 1996 (ECE curriculum) or the New Zealand Curriculum Framework 1993 (Dates vary for individual curricula for the Essential Learning Frameworks).		
1-1	The year of establishment	2003		See year dates above.		
1-2	Subjects or domains in the standard of curriculum	Activities for gross-motor control, Interpersonal skills, Language and Arithmetics, Sex education, Health education, Self-help skills, Music, Safety, Art, Housecraft, Nature study, Swimming, Religious education, Pre-vocational Training		Curriculum is for same for all students - not different in special education		
1-3	Special subjects/ domains for the improvement of children's specific condition of handicap offered;	Yes	Yes	Individualised programmes developed to meet students' specific needs. These fit within the NZ Curriculum Framework. Thus curriculum can be significantly adapted and supported, but still referenced to the curriculum framework.		
a.	Their names	Cognitive, Language, and Motor Sensory	language and communication, self help, speech/physio Therapy	N/A		
b.	Their contents					

**Table.3 Malaysia, Nepal, New Zealand**

IV . Weekly Schedule of the Classes / Schools for Mentally Retarded Children  
\*Omitted.

V . Vocational and Prevocational Education and Courses after Graduation

No.	Questions	7. Malaysia	8. Nepal	9. New Zealand
1	School hours on pre/ vocational education provided;			Yes
1-1	School hours on pre/ vocational education in a week	Elementary Level Lower sec. Level Upper sec. Level	some school have	Hours determined by individual needs or Individual Education Plan - generally at the upper secondary level (should link to a transition plan) - often limited opportunities available although there is growth in this area.
a.	Total school hours in a week	2	5 special school , swing, paper making , wood work ,	
	Special classes	-	candel making, Chalk making , cook training, snakes making etc.	
b.	Special schools	1		
1-2	The type of works provided	Handwork, Paperwork, Woodwork, Dress-making, Cooking, Weaving, Gardening, Simple subcontract work e.g. assembling of parts		Work opportunities linked to students' skills and strengths eg gardening, office work, agriculture. Some placements may be in supported settings.
2	Ratio / number of graduated students by courses after graduation	Higher education *Others	Higher education *Others	Higher education *Others
	Special classes / Lower secondary	- - -	not available available	No figures available
	Special schools / Lower secondary	-	"	
	Upper secondary		"	

**Table.3 Malaysia, Nepal, New Zealand**

VI. Transition to Adult Life for People with ID

No.	Questions	7. Malaysia	8. Nepal	9. New Zealand
1	Companies are legally obliged to hire person's with ID; provide name of law and year enforced	Yes	yes, Disable Preservation Act ( Including all disabilities)	Human Rights Act 1993 prohibits employment discrimination on several grounds, including disability
2	Programs to support the transition from school to adult life; at what age do they start, and how many years do they last			Yes, individualised transition programmes. Guidelines set. Generally start at upper secondary level.
2-1	Organizations other than educational that support employment	Ministry of Women, Family and Community Development	Ministry of Woman, Children and Welfare (GBR )	IHC, Workbridge (national providers) and a range of local providers, including supported employment providers, many of which specialise in intellectual disability. There is a transition website on TKI (see <a href="http://www.tki.org.nz/r/specialied/transition/index_e.php">www.tki.org.nz/r/specialied/transition/index_e.php</a> )
2-2	Institutions other than schools that provide vocational training; Do graduates of special schools for children with ID go on to such institutions how many, and what percentage	Ministry of Women, Family and Community /Social Welfare and NGOs		There is a large number of vocational training providers in NZ, and some specialise in training for students with ID. Ministry does not keep figures. There are also some specialist programmes for students with IDs at tertiary level in Polytechnics.
3	What types of jobs are persons with ID employed(The case of graduates of special schools; number and percentage)	Through collaboration with other agencies, students with LD are being placed scatteredly. However MOE does not have the detailed statistic data.		A tendency to focus on food service industry (eg. Macdonalds)

**Table.3 Malaysia, Nepal, New Zealand**

VII. Teachers

No.	Questions	7. Malaysia	8. Nepal	9. New Zealand
1	Teacher training institutions established	No	Yes	Yes
1-1	Number of institutions		2	Around 8 (there may be a few other training providers)
2	Teachers in charge of education for Children with ID need special qualification	Yes	yes	Depends on type of role. Some need qualification, others not.
2-1	Extra salary paid for teachers with special qualification	No	NO	Depends on qualification/conditions Generally yes
3	In-service training for teachers in charge of education for Children with ID provided;	Yes	yes	Individual teacher's choice. Available through Teachers Training providers, some scholarships made available by Ministry of Education. Also available through GSE, and school support services/professional providers
3-1	Organizer of the in-service training programme	<ul style="list-style-type: none"> <li>● State / federal or central government</li> <li>● Private organization</li> </ul>	National Centre for Educational Development., TU	Ministry, school or individual teacher
4	Teachers have obligation to participate in in-service training	Yes		Maybe required as part of school's professional development Often individual choice
4-1	Bearer of the cost	<ul style="list-style-type: none"> <li>● State / federal or central government</li> <li>● Private organization</li> </ul>	No	Ministry bears the cost.

Table 4 Pakistan, Philippines, Republic of Korea

I. Educational System for Children with Intellectual Disabilities				
No.	Questions	10. Pakistan	11. Philippines	12. Republic of Korea
	Information (answers) obtained/checked/ supplied by: _____ Date: _____	M.Mahmood Hussain Awan 2005.10.07 DGSE	Dr. Edilberto I. Dizon 16 September 2005	In Suk, Jeong 2005. 9. 23
1	Ministry (Ministries) in charge of the education for children with intellectual disabilities (ID).	Ministry of Special Education and Social Welfare	Department of Education (DepEd)	Ministry of Education
2	Education compulsory for children without disabilities in elementary level;	No * Provision for free education is available	Yes	Yes
2-1	Age- range of the compulsory education	5-10	7-13	7-12
2-2	The year it started		1863 (complete elementary) 1935 (compulsory elementary education)	1949
2-3	Net enrollment rate: % female	79%: 90% m: 68% f	No available data	100:47(04/05)
3	Education compulsory for normal children in lower secondary level;	No * Provision for free education is available	Yes	Yes
3-1	Age- range of the compulsory education	10-15	13-18	*13-15
3-2	The year it started		1863 (complete secondary) 1987 (free secondary education)	1985
3-3	Net enrollment rate: % female		No available data	100:47(04/05)
4	Education compulsory for children with ID;	No	Yes	Yes
4-1	Age- range of the compulsory education	Not Applicable	7and above	7月 15日
4-2	The year it started		It is inherent in the Constitution 1935, PD 603-1975 and the New Phil. Constitution 1987.	1994
5	Classification of the degree of ID established;	Yes	Yes	Yes
5-1	The type of the classification	Border Line, mild, moderate, severe, profound	Mild, moderate, severe, profound	Mild, below moderate, Severe

**Table. 4 Pakistan, Philippines, Republic of Korea**

No.	Questions	10. Pakistan	11. Philippines	12. Republic of Korea
6	Places of education differ according to the degree of ID	Yes	Yes	Yes
7	Criteria for placement of students to special classes of ordinary schools or to special schools. (for instance IQ and behavioral traits)	No special classes in Ordinary Schools. However, Borderline and mild are educated in regular schools. Moderate, severe and profound are educated in special schools	The criteria for placement of learners with intellectual disabilities (ID) in special classes of ordinary schools or special schools are similar. These are: a) severity of the disability including low-functioning level, b) learners are of preschool age, c) non-accessibility to mainstream programs especially of private schools due stringent admission requirements, d) non-availability or absence of appropriate placement options, and e) decision options of the parents of learners with ID.	Municipal Committee of Special Education which consists of 8-12 members distributes according to the degree of disability, ability, residence, and opinions of parents
7-1	Compulsory education cover intellectually children with ID	Not compulsory. Special schools cover 5%	Yes No available data	Yes 100
8	Number of percentage covered	Yes	Yes	Yes
8-1	Standard of class size of special classes for ID decided; The number of children	10-12	25 per class in the public schools 3-12 per class in the private schools	12 maximum
9	The number of special classes(ID) and children (ID)enrolled	Mild and moderate are integrated in normal school system	Elementary Level Lower Sec. Level Total	Elementary Level Lower sec. Level Total
	Number of special classes		800 Secondary No available data 800+	3,393 852 4,245 (no classification disabilities)
	Number of children		Pub.&Priv. 12,003 Pub:415 Priv. No available data 12,418+	20,698 (total number) (9,556) (3,634) (13,190) (ID number)
10	Standard of class size of special schools for ID decided;	No	Yes	Yes
10-1	The number of children	8-12 (usually)	Depending on the degree of retardation, the more severe the smaller the enrollment. 3 to 25 depending on the type of school: public or private, and on the degree of disability.	12 maximum

**Table. 4 Pakistan, Philippines, Republic of Korea**

No.	Questions	10. Pakistan	11. Philippines	12. Republic of Korea
11	Total number of special schools(ID)	55	601 (public and private)	87
11-1	Number of children Kindergarten Level Elementary Level Lower secondary Level Upper secondary Level Total	140 2169 12530(including normal schools) 3 to 12% Total:24849	Preschool: public= no available data, private= 341 Elementary: public= 73,353, private=4,233 Secondary: public= 1,191 Private: No available data Total: 79,118+	643 5,871 4,313 4,410 prevocational course 798 15,765
12	Children with multiple disabilities enrolled in special classes/ schools	Yes	Yes	Yes
13	Itinerant education programme provided;	Yes	Yes	Yes
13-1	Children or cases involved in itinerant education programme;	For those children who either cannot reach a school or cannot adjust in school	For those who cannot avail of the centre-based programme / who are enrolled but are not equip with skills to cope with the school requirements. This is for: a) those who have severe handicaps who cannot travel and/or adapt to school requirements/conditions. b) those who reside in places where there are no available or appropriate placement programs, c) those who cannot afford the cost of a multidisciplinary intervention program.	1. practice itinerant education if necessary to educate subjects for special education under integrated education. 2. practice itinerant education in the facilities for the disabled where there are subjects past school age or without special education, facilities for children, medical centers, and homes
14	Parents with children with ID spend educational expenses more than those with the normal;	No	Yes *In the private school. But in the public school, this is not true. Parents of ID in private schools pay for higher tuition fees and auxiliary/ancillary services like assessment and occupational, physical and speech therapies. Parents of ID in public schools do not pay tuition fees but may spend for center-based assessment and therapies.	Yes

**Table. 4 Pakistan, Philippines, Republic of Korea**

II . Guidance on Educational Placement for Children with ID				
No.	Questions	10. Pakistan	11. Philippines	12. Republic of Korea
1	Regular process of enrolment to special education for Children with ID	<p>Referred to special education schools by:</p> <ol style="list-style-type: none"> <li>1. Staff of normal schools</li> <li>2. Doctors</li> <li>3. Social welfare agencies</li> <li>4. Community</li> <li>5. Media campaign</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral by parents, teachers, physicians and other concerned individuals</li> <li>2. Assessment by SPED diagnostician, developmental pediatrician, clinical psychologist and other clinicians singly or as a team.</li> <li>3. Conference with the parents and other concerned individuals</li> <li>4. Placement</li> <li>5. Orientation on policies</li> <li>6. Consultation and evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Parental application for the school or request to be specified in case of high school to superintendent of educational affairs, in case of middle school to superintendent of education</li> <li>2. specification by committee's estimation</li> <li>3. the principal accepts the subjects for special education if not any reasons in Presidential decree.</li> </ol>
2	People engaged in the process of enrollment	<p>Doctors, Teachers, Community workers, General public in response to publicity campaign</p>	<ol style="list-style-type: none"> <li>1. physicians, SPED diagnosticians, guidance counselors, psychologists</li> <li>2. school administrators and teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal or Vice-principal</li> <li>2. Special teacher,</li> <li>3. teaching staff of university in the field to special education,</li> <li>4. public official in charge of special education</li> <li>5. doctors,</li> <li>6. Parents of subjects for special education,</li> <li>7. welfare specialist according to the law of social welfare,</li> <li>8. lawyers or specialists who have knowledge of law,</li> <li>9. specialist who have special knowledge on measurement of intelligence, diagnosis of personality, and test of aptitude</li> </ol>
3	Opposition of parents to enroll in special education offered;	<p>Sometimes particularly for girls</p>	<p>Sometimes. Parents who adhere to mainstreaming/inclusion perspective do not agree to special class/school placement.</p>	<p>Sometimes</p>



**Table 4 Pakistan, Philippines, Republic of Korea**

III. Standard of Curriculum of Special Education for Children with ID			
No.	Questions	10. Pakistan	11. Philippines
			12. Republic of Korea
1	The national standard of curriculum for education for Children with ID established;	Yes	Yes
1-1	The year of establishment	1987	1974 (revised 1983) (revised 1998)
1-2	Subjects or domains in the standard of curriculum	<p>Public schools: Elementary: English (Reading and Language), Filipino, Math, Science Good Manners and Right Conduct, Sibika, Computer, and Music, Arts and PE; Secondary: Communication, Filipino, Computer, History, Economics, Values Education, Industrial Arts, Music, Arts and PE, Math and in inclusion programmes, the Sciences: Physics, Biology, Chemistry, Geometry, Algebra, Statistics. Lessons are simplified and adapted to suit the needs of learners with ID.</p> <p>Private schools: They adopt the same curricula as in the public schools with some needed modifications/specializations.</p> <p>Note: In many progressive private schools, support services such as occupational, speech and physical therapies as well as SPED and behavioral intervention are integrated into the prescribed but simplified/modified DepEd curricula.</p> <p>Motor development, Personal &amp; Social dev., Language &amp; Communication, Music &amp; Aesthetic dev., Morals &amp; Religion, Arts &amp; Crafts, Physical education, Number work, Functional Reading &amp; Writing, understanding environment to develop functional and academic skills for independent living.</p>	<p>basic curriculum for 12 years (from elementary school to high school)</p> <p>courses : Korean, social study, math, science, hygiene, art, occupation</p> <p>: speech therapy, training for hearing ability, physical therapy, working therapy, exercise for sensibility, training for perception, training for psychological and behavioral adaptation, walking training, daily living training</p> <p>discretion activity : curricular discretion activity (deepening curricular treatment education)</p> <p>creative discretion activity (pan-curricular education, self-leading learning)</p> <p>extracurricular activity : autonomy, adapting training, developing activity, service for the community, event activity</p>
1-3	Special subjects/ domains for the improvement of children's specific condition of handicap offered;	Yes	Yes
a.	Their names	<p>● Occupational therapy, Behavior therapy, Speech therapy</p>	<p>●educational activity for treatment : speech therapy, training for hearing ability, physical therapy, working therapy, exercise for sensibility, training for perception, training for psychological and behavioral adaptation, walking training, daily living training, vocation : high school centered on elective curriculum (grades 11, 12)</p> <p>industry, packing, assembling, transportation, confectionery-bakery, industry design, and acupuncture(for visual impairment).</p> <p>●Read. Tr.: Readiness for academic activity (attention, eye movement, imitation, follow direction), Sensory-motor skills, Language training, maladaptive behaviour management, Prac. Work. Job related attitude, Pre-vocational.Vocational: Woodwork, Bakery, Embroidery, Printing and other simple work preparation.</p>
b.	Their contents	<p>Development of 1. manual skills,2. work related behavior, 3. communicative skills, 4. positive habits &amp; behavior, 5.Daily living skills</p>	<p>● Social competences, Adapted physical education, Motor &amp; Recreation, Pre-vocational training, Music / Arts</p> <p>Yes. Career Education and Life-Centered Program</p>

**Table. 4 Pakistan, Philippines, Republic of Korea**

IV . Weekly Schedule of the Classes / Schools for Mentally Retarded Children *Omitted.		10. Pakistan		11. Philippines		12. Republic of Korea			
V . Vocational and Prevocational Education and Courses after Graduation		10. Pakistan		11. Philippines		12. Republic of Korea			
No.	Questions	Yes	Elementary Level	Lower sec. Level	Upper sec. Level	Yes	Elementary Level	Lower sec. Level	Upper sec. Level
1	School hours on pre/ vocational education provided;	Yes	23-26	23-26	26	Yes	24-32	32-34	34-36
1-1	School hours on pre/ vocational education in a week								
	Total school hours in a week								
a.	Special classes						2	2-3	
b.	Special schools								
1-2	The type of works provided								
2	Ratio / number of graduated students by courses after graduation								
	Special classes / Lower secondary								
	Special schools / Lower secondary								
	Upper secondary								
							97	0	3
							37.2	28.1	34.7

**Table. 4 Pakistan, Philippines, Republic of Korea**

VI. Transition to Adult Life for People with ID		10. Pakistan	11. Philippines	12. Republic of Korea
No.	Questions			
1	Companies are legally obliged to hire person's with ID; provide name of law and year enforced	Yes Employment and Rehabilitation Ordinance	No. Although Republic Act 7277 (Magna Carta for Disabled Persons and Its Implementing Rules and Regulations) states that the State through the Department of Social Welfare and Development (DSWD) shall take appropriate rehabilitation measures to develop the skills and potentials of disabled persons, and enable them to compete for employment opportunities.	Yes employment promotion law for the disabled and vocational rehabilitation law (1990) industries which have employees above fifty at normal times (revised 2005) employment of public officials (above 2 %) (revised 2004) 2% for two years since 2004 3% for from 2 to 4 years 4% for from 4 to 6 years 5% for 6 years above
2	Programs to support the transition from school to adult life; at what age do they start, and how many years do they last	Yes.VTCD, VREDP 15-18 1-3 years	Yes. Some non-government/religious/private schools and foundations implement transition programs for people with ID. Such programs ensure the holistic developmental progression of the child from grade school till high school and even beyond secondary schooling through apprenticeship, employment or further schooling.	Yes prevocational courses (1-2 year course) for 17-18 year-olds after the graduation from high school
2-1	Organizations other than educational that support employment	National council for welfare of disabled, Private	Yes. Specific organizations supportive of employment of people with ID are the following: a) DSWD-sponsored projects/programs, b) religious organizations such as CARITAS, c) foundations such as CUPERTINO and, d) private entrepreneurs' initiatives such as GOODWILL Industries.	Local office of Korea Employment Promotion Agency for the Disabled Welfare facilities for the disabled facilities for vocational rehabilitation
2-2	Institutions other than schools that provide vocational training; Do graduates of special schools for children with ID go on to such institutions how many, and what percentage	National centres for vocational training and employment.Private organizations	Yes. These institutions are operated by the DSWD and also by some private centers like Tiny Big, New Horizons, St. Catherine's Work Center, and Independent Living Learning Center. These private institutions also provide literacy and personal-social skills training. There are no available data as to the number of graduates.	vocational academy for the disabled
3	What types of jobs are persons with ID employed (The case of graduates of special schools; number and percentage)	less technical jobs.sales, services in industry agriculture poultry transport communication and house job	Persons with ID engage in the following specific work services: a) clerical, b) library, c) canteen, d) maintenance, e) domestic, f) construction work, g) manufacturing, h) social and hospitality, and i) others There are no available data regarding job placement of persons with ID.	Service, Sales 684 (1.0%) Agriculture, fishing 5,608 (8.2%) Technical Service 684 (1.0%) Machine operator 478 (0.7%) Simple laborer 7,524 (11.0%) Student 8,002 (11.7%) Housewife 4,309 (6.3%) No occupation 41,108 (60.1%) Source: Korea Institute for Health and Social Affairs, National Survey of the Disabled Persons, 2000.

**Table 4 Pakistan, Philippines, Republic of Korea**

VII. Teachers		10. Pakistan	11. Philippines	12. Republic of Korea
No.	Questions			
1	Teacher training institutions established	Yes	Yes	Yes
1-1	Number of institutions	3: In-serv. Train.centres 3: Univ. operational	12 government universities/colleges 18 private universities/colleges	29 special education dept. in colleges / universities, 35 graduate schools
2	Teachers in charge of education for Children with ID need special qualification	Yes * Preferably, but enough trained man power not available	Yes	Yes
2-1	Extra salary paid for teachers with special qualification	yes (in one of the provinces)	DepEd, DSWD, Civic Organizations, Non-government organizations, Universities, Foundations, Associations for Mental Retardation and Developmental Disabilities, and Private Individuals	Yes
3	In-service training for teachers in charge of education for Children with ID provided;	Yes	Yes	Yes
3-1	Organizer of the in-service training programme	federal and provincial governments	Government and non-government (UNICEF, foundations, civic organizations, etc.) sponsorships and personal expense.	● State / federal or central government ,School,University
4	Teachers have obligation to participate in in-service training	Yes	May be required as part of school's professional development . Often individual choice.	Yes
4-1	Bearer of the cost	federal and provincial governments	DepEd and civic organizations also government agency bears the cost.	● State / federal or central government

Table.5 Sri Lanka, Thailand

I . Educational System for Children with Intellectual Disabilities		13. Sri Lanka	14. Thailand
No.	Questions	13. Sri Lanka	14. Thailand
	Information (answers) obtained/checked/supplied by: _____ Date: _____	Ratnawathi, D.A.K 2005.09.20 05.10.31	05.10.31 Sujin Sawangsi 05.11.09
1	Ministry (Ministries) in charge of the education for children with intellectual disabilities (ID).	Ministry of Education NonFormal & Special Education Branch	Ministry of Education
2	Education compulsory for children without disabilities in elementary level;	Yes	Yes
2-1	Age- range of the compulsory education	5-14	6-12
2-2	The year it started	1998	1959
2-3	Net enrollment rate: % female	not available	48.24%
3	Education compulsory for normal children in lower secondary level;	yes	Yes
3-1	Age- range of the compulsory education	11-14	13 - 15
3-2	The year it started	1998	1959
3-3	Net enrollment rate: % female		48.57%
4	Education compulsory for children with ID;	yes	Yes
4-1	Age- range of the compulsory education	5-14	7-16
4-2	The year it started	1998	2000
5	Classification of the degree of ID established;	Yes	Yes
5-1	The type of the classification	Functional level C (mild) Functional level B (moderate) Functional level A (severe)	1. Educable (50-70)* Trainable (35-49)* 2. Mild (50-70)* Moderate (35-49)* Severe (-34)* *IQ

**Table.5 Sri Lanka, Thailand**

No.	Questions	13. Sri Lanka	14. Thailand
6	Places of education differ according to the degree of ID	Yes	Yes
7	Criteria for placement of students to special classes of ordinary schools or to special schools. (for instance IQ and behavioral traits)		Students are educated in ordinary classes of ordinary schools if they have only minor problems communicating, require only some assistance, or have only minor problems adapting to society (for instance, IQ of 50 – 70). Students are educated in special schools if they have serious problems communicating, require frequent assistance, or have serious problems adapting to society (for instance, IQ of less than 50). However, this decision takes into account the students' behavior, parents' wishes, and also depends on regional factors (e.g., availability of special schools, commuting distance).
7-1	Compulsory education cover intellectually children with ID Number of percentage covered		Yes 80%
8	Standard of class size of special classes for ID decided;	Yes	Yes
8-1	The number of children	05	8-12
9	The number of special classes (ID) and children (ID) enrolled	Elementary Level	Elementary Level
	Number of special classes	610	364
10	Standard of class size of special schools for ID decided;	Yes	Yes
	The number of children	3082	8-12
		Lower sec. Level	Lower Sec.Level
		610	125
		3082	1002
		Total	Total
		3082	489
		3082	3911
10-1	The number of children	05	5 (in case of severe disability)

**Table.5 Sri Lanka, Thailand**

No.	Questions	13. Sri Lanka	14. Thailand
11	Total number of special schools (ID)	11	43 schools (19 schools for children with ID)
11-1	Number of children Kindergarten Level Elementary Level Lower secondary Level Upper secondary Level Total	730	613 2909 1002 200 4724
12	Children with multiple disabilities enrolled in special classes/ schools	Yes	Yes
13	Itinerant education programme provided;	No	Yes
13-1	Children or cases involved in itinerant education programme;		*For those who have extreme difficulty in adapting themselves to school life due to their severe handicaps
14	Parents with children with ID spend educational expenses more than those with the normal;	Yes	No

**Table.5 Sri Lanka, Thailand**

II . Guidance on Educational Placement for Children with ID		13. Sri Lanka	14. Thailand
No.	Questions		
1	Regular process of enrollement to special education for Children with ID	<ol style="list-style-type: none"> <li>1. Guidance on educational placement</li> <li>2. Assessment at the National Institute of Education</li> <li>3. Regional education dept.</li> <li>4. Regional assessment centres</li> </ol>	<ol style="list-style-type: none"> <li>1. Schooling consultation for parents</li> <li>2. School visit by parents</li> <li>3. Health examination prior to admission</li> <li>4. Schooling guidance board</li> <li>5. Decision of school to attend</li> </ol> <p>Note that these are only main factors. The order of 1. through 4. may change depending on the case.</p>
2	People engaged in the process of enrollment	Provincial Coordinator (Special Education), Education officers, Supervisors, Specialist teachers, Doctors, Principal, Regular Teachers. (Medical certificates are taken into consideration)	Social workers, Psychologist, Doctors, Special educators of Special Education Division.
3	Opposition of parents to enroll in special education offered;	No	No



**Table.5 Sri Lanka, Thailand**

III. Standard of Curriculum of Special Education for Children with ID		
No.	Questions	14. Thailand
1	The national standard of curriculum for education for Children with ID established;	Yes
1-1	The year of establishment	2000
1-2	Subjects or domains in the standard of curriculum	<p>● Elementary department: Fundamental social skills, Thai language, Arithmetic, Arts, Physical education, Health, Self-help skills, Daily life skills, Special activities, Moral education.</p> <p>● Lower secondary : Thai language ,Social Studies,mathmatic, Science, Art, Health and Physical Education , Homemaking, Moral education&amp;Buddism Special activities, Fundamental vocational skills, Activities</p> <p>● Upper secondary department: Moral education, Special activities, Activities to Promote Independence, Period for Integrated Study</p> <p>● Regular subjects: Thai Language, Social Studies, Mathematics, Science, Music, Arts, Health and Physical Education, I Arts and Homemaking, English (if necessary), ICT</p> <p>● Specialized subjects: Homemaking, Agriculture, Industry, Distribution and Services. Other subjects set up by school.</p>
1-3	Special subjects/ domains for the improvement of children's specific condition of handicap offered;	Yes
a.	Their names	<p>Therapeutic and early stipulation activities</p> <p>● Improvement of all aspects of development.</p> <p>Development of sensory and motor functions, and social and communication skills of early age.</p>
b.	Their contents	

**Table.5 Sri Lanka, Thailand**

IV . Weekly Schedule of the Classes / Schools for Mentally Retarded Children  
\*Omitted.

V . Vocational and Prevocational Education and Courses after Graduation

No.	Questions	13. Sri Lanka	14. Thailand
1	School hours on pre/ vocational education provided;	Yes	Yes
1-1	School hours on pre/ vocational education in a week	Elementary Level Lower sec. Level Upper sec. Level	Elementary Level Lower sec. Level Upper sec. Level
	Total school hours in a week		
a.	Special classes	3 hrs	
b.	Special schools	15hrs	3 3 - 5 7
1-2	The type of works provided	Needle work,Dress making,Handicraft,Hand embroidery, Flower Making,Printing greeting cards, coir product,pabric painting carvings.agriculture, Gardening,House work,Cooking,Wood work ,Ceramic,Batic,Knitting,Toy making ,Peper making ,Making Envelop	Agriculture, Gardening, House work, Cooking, Wood work, Ceramic,Batic,Needle work
2	Ratio / number of graduated students by courses after graduation	No data available	Higher education Employment *Others
	Special classes / Lower secondary		
	Special schools / Lower secondary		*100
	Upper secondary		

**Table.5 Sri Lanka, Thailand**

VI. Transition to Adult Life for People with ID		13. Sri Lanka	14. Thailand
No.	Questions		
1	Companies are legally obliged to hire person's with ID; provide name of law and year enforced		Yes Rehabilitation of Disabled Persons Act B.E 2534 (1991) and Ministerial Regulations B.E.2537(1994) Legal rate of employment of persons with disabilities: 200:1 (private companies) If they don't want to employ they must pay for disabilities foundation
2	Programs to support the transition from school to adult life; at what age do they start, and how many years do they last	yes 7 - no limitation	Yes
2-1	Organizations other than educational that support employment	yes -Association for mentally handicap childer,Sarvodaya-Moratuwa,Social Service Department,Islamic handicap center-Thihariya,Sumaga, Vocational Training Centre-Mount Lavinia, Anuradhapura,Sukitha Training center-Horana,Palette Meegoda, (supported by Palette Interational), Vocational Training Center, Anandajura	Yes. Office of Welfare Promotion, Protection and Empowerment of Vulnerable Groups. Ministry of Social Development and Human Security.
2-2	Institutions other than schools that provide vocational training; Do graduates of special schools for children with ID go on to such institutions how many, and what percentage	Data not available	No
3	What types of jobs are persons with ID employed (The case of graduates of special schools; number and percentage)	Data not available	- Sales - Services - Gardening

**Table.5 Sri Lanka, Thailand**

VII. Teachers		13. Sri Lanka	14. Thailand
No.	Questions		
1	Teacher training institutions established	Yes	Yes
1-1	Number of institutions	1 Teacher's college 02.National College of Education,03.National institute of Education 04.Universities	11
2	Teachers in charge of education for Children with ID need special qualification	Yes	Yes
2-1	Extra salary paid for teachers with special qualification	Yes	Yes
3	In-service training for teachers in charge of education for Children with ID provided;	Yes	Yes
3-1	Organizer of the in-service training programme	<ul style="list-style-type: none"> <li>● Central government</li> <li>● State government</li> </ul> National Institute of Education	<ul style="list-style-type: none"> <li>● School,Special Education Center,Special Education Division.</li> <li>● University</li> </ul>
4	Teachers have obligation to participate in in-service training	No	Yes
4-1	Bearer of the cost	<ul style="list-style-type: none"> <li>● Central government</li> <li>● Private organization</li> </ul>	<ul style="list-style-type: none"> <li>● School</li> <li>● Government</li> </ul>