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Prefatory Note

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The international seminar that started out in Japan as the "APEID Seminar" in 1981 later evolved into Asia-Pacific International Seminar on Special Education. This year marks the 28th year since "APEID Seminar". During the period, various educational approaches for children with disabilities were implemented in each country. And the enhancement of education for children with disabilities including developmental disabilities such as Learning Disabilities, High Functioning Autism will be encouraged by taking effect the Convention on the Rights of Persons with Disabilities.

The publication of Journal of Special Education in the Asia Pacific (JSEAP) was proposed in and approved by the representatives from the Participating Countries in the Asia-Pacific Countries in the Asia-Pacific International Seminar on Special Education 2005, in commemoration of the Seminar history and for further development of education for children with disabilities in the Asia-Pacific region.

In addition to the editing countries (Japan, China, Korea and Malaysia), the publication of JSEAP owes to cordial support and cooperation by other Seminar participating countries, their related agencies and the participants. We could publish this journal involved 5 manuscripts and 2 statistics this year. On behalf of the chief editing country and agency, I would like to express my gratitude for such support and cooperation.

I sincerely hope that JSEAP would make contribution towards the development of education for children with disabilities in the Asia-Pacific region not limited to the JSEAP editing countries through international partnership among all the participating countries and through continued publication and use of JSEAP.



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Special Needs Education in Japan

— An Approach to Education Together with Communities —

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Summary: At present in Japan, various approaches are taken in an effort to create a symbiotic society. Children with disabilities are fostered and educated. The ideal is for such children to try to attain social independence in their communities, not in any specific sector. To attain this ideal, various regional institutions with some connection to such children should cooperate with each other and work together to support the children.

To realize such an ideal in this country's education for children with disabilities, institutional reform has been carried out to convert conventional special education to special needs education, and a setup enabling cooperation with communities is being developed.

The context of the move to regional cooperation, a setup designed for realizing it, and problems with cooperation between institutions will be reported in the following.

Keywords: Special needs education system, symbiotic society, collaboration with institutions involved

1. Introduction

Children are important constituents of our society now and will grow to be the underpinning of society in the future. Thus, childhood education is very important not only for children themselves but also for society. When democratic ideas are emphasized, all children should receive education equally regardless of whether they are disabled or not.

The Japanese government has established a regime while creating various administrative systems and services. Meanwhile, society has expanded, and the members composing it have acquired different thoughts and needs. At the same time, communities based on such human relations as inhabitants helping each other spontaneously are changing to those that expect the government to provide improved systems and services. The latter type of community is not entirely free from drawbacks, however. As systems and services are applied uniformly to all regions, which have different features, some systems or services might fail to take regional requirements into full consideration. A similar situation is found with respect to support for children with disabilities.

Japan's education for children with disabilities was renamed by the fiscal 2007 amendment of the School Education Law from special education to special needs education. The new name reflects a change in the way of thinking from viewing teaching interface from types of children's disabilities to attaching more importance to educational requirements responding to children's needs in education without fully eliminating the concept of classification by type of disabilities. In other words, the education of disabled children, which has mainly been conducted by those involved in the field of special education thus far, should be shared with ordinary classes in elementary and junior high schools. In order to carry this out, the organic cooperation of a grade or a school as a whole in education for children with disabilities, instead of ordinary class teachers' solitary effort, will be necessary. That this basic policy is applied to education for children studying at special needs schools and that regional educational, medical, and welfare institutions and parents associations cooperate with each other in keeping watch over the growth of children with disabilities while supporting them to live and learn will be important principles of this form of education.

To act on this principle, schools should be opened to the communities and be more collaborative with the parties concerned.

This paper is intended to show how institutional improvement is under way for better association and collaboration between schools and communities in Japan, with special needs education promoted on the basis of the ideas as stated above.

2. Conversion from School's Single-handed Education Resorting to Cooperation with Parties Concerned

Historically, a school's independence has been acknowledged to a certain extent partly for the protection of children's rights to receive education. In this context, it is assumed that schools have intended to be less influenced by other institutions, to prepare for the substantial educational function specific to each school, and to carry on education for children as an independent organ. For example, an increase in opportunities for teachers to be retrained will apparently show that schools have been exerting themselves for the betterment of the independent educational function.

As times have changed, however, paying closer attention to children's individual characteristics has been more in demand. Thus, it has become harder for each school to cope with diversification single-handedly, and the schools' independence tends to be viewed as isolation from society. Accordingly, so that each school can have a firm relationship with the community, "making schools accessible" is required.

Originally, from the latter half of 1980s onward, the phrase "accessible schools" was often used mainly in a context that meant making good use of facilities as community resources. In April 1996, however, the Lifelong Education Deliberative Council submitted a report, "On Measures to Enhance Local Opportunities for Lifelong Learning," which states: "Schools serve for young people to acquire the fundamentals of lifelong learning as well as to lay the foundation of

character building. There they build up power to judge things and take action and foster the will and ability to continue learning for life. Children being under various educational influences in the process of their growth, in order that schools fulfill their function, they must maintain desirable cooperative relationships with local communities and make an effort to advance together with the latter. At this point in time when the five-day school week has been adopted and difficulty in dealing with bullying is a major problem, schools are more and more in need of cooperation with students' families and communities. School facilities are made use of as places for local inhabitants' learning activity, and help to strengthen their sense of togetherness. That is why easier accessibility to schools for communities is sought."⁴⁾ On the basis of this proposal made in the report, the phrase, "accessible schools," is now in use from an interactive viewpoint between schools and communities.

A similar course of conversion is found in conventional special education in Japan. In special education, children with disabilities were dealt with at schools for special education or special classes, and generally speaking, specific teachers were exclusively involved in educating such children. This is not especially unnatural in the context that teachers who have expertise and acquired experience in special classes or the like give considerate guidance to children who have more educational needs than others due to their disabilities. Nevertheless, considering education only from the viewpoint of expertise, it is likely that special education is taken as something entirely different from ordinary education. Once a child has been labeled "one with disabilities," the child is always classified in a category of special education, and it might give rise to a sectionalism-like problem that is quite undesirable for the classroom.

Amid a clear division of special education from ordinary education, the concept of schools having cooperative relationships with communities was introduced, and people began to search for means for special schools to make some contribution to the

communities. As a result, the idea of substantiating schools' function as the center of special education in each community was formed.¹⁾ At the same time, it was realized that children with developmental disabilities who had fewer opportunities to receive professional support should have some educational support, and this urged a switch from special education to special needs education. The function of the regional centers of special education is now called a central function, which is regarded as an important function of various schools for special education.

For special needs education, a basic design of policies was decided on in a preparatory period of the last few years and was started officially in the current fiscal year. Therefore, full-scale cooperation with communities is still in the initial phase, leaving varied problems to be dealt with.

3. Problems in Institutional Cooperation

In the field of education for children with disabilities in Japan, the importance of cooperation between educational institutions, including schools and other organizations and/or communities, is not a topic that has just emerged but an issue continuously discussed for more than 30 years. Experts with an awareness of the problems involved voluntarily organized regular meetings with persons concerned with the education, medical care, and welfare of children or were communicating with each other for closer cooperation. Nonetheless, such efforts hardly bore fruit, and major problems remained for a long time.

A number of factors make this cooperation difficult. One is the fluidity of staff members. In many past cases, experts working actively in a community voluntarily got together and began to function as a group to support the development of children. Within a few years, however, members of the group have been replaced due to job transfers, retirement, and other causes, and the group's composition changes. Then the initial awareness of the problems involved is thinning, or the

cooperative function deteriorates. If a core person leaves, ties between the members may be lost.

Since cooperative organizations of institutions are not steady in most of the cases as mentioned above, constant maintenance is required. When a cooperative organization is born as a result of spontaneously linking in particular, some sort of scheme is needed to maintain the state of linking for a long time. It is said to be effective that key persons of the respective institutions get together and plan projects such as holding events and providing training for better understanding of children.³⁾ Mutual understanding will be deepened in the process of forming a project rather than at formal meetings, and cooperation will be promoted. Planning regular events on an annual basis will be helpful as a maintenance means of cooperative organizations.

A difference in recognition of the need for cooperation may be cited as the second problem. Some members may unintentionally put off cooperative activities, which the members think are unnecessary, due to pressure at a worksite, because of different objectives between institutions or poor reciprocal communication resulting from variances in the manner of proceeding with a project.

If such is the case, the need for cooperation is considered to be a low priority, and so members should get in touch with each other periodically, confirm the importance of institutional cooperation, and create a situation that enables members to understand advantages to be obtained through cooperation.

Lastly, a major problem is to have a clear understanding of the differences in cultures developed in the respective institutions. There might be a tacit rule for reciprocal communication in each of the educational, medical, and welfare fields. For instance, while personnel involved in education or welfare use the telephone or fax to ask for cooperation in pursuit of instantaneousness and convenience, it appears to be more natural for medical people to write letters or hold regular conferences in addition to such communication

means as the telephone. If the difference in culture as stated above is not understood, cooperation by one of the parties involved might not be taken by the other as it should be. In a case like this, the problem is difficult to solve because it is triggered by differences in unexpressed knowledge about each other. As a solution, it is necessary to have mutual understanding of the institutions' work methods so that both institutions can be more aware of cultural differences between specialty areas.

Factors calling attention in establishing institutional cooperation are two sided, namely, one side is inherent in a system, and the other is a rather personal side such as mutual understanding of the other party's position. An approach with consideration given to both is desirable.

4. Supporting Measures for Special Needs Education

“Future Directions for Special Support Education (final report)”²⁾ of March 2003 says: “Special needs education is meant to grasp individual educational needs of children/students not only with disabilities taken care of in the conventional special education but also with other disabilities such as LD, ADHD, and high-functioning autism, and to provide necessary support through appropriate education and guidance for enhancing power inherent in them and for reducing or overcoming difficulties in their learning and living.”

To support special needs education, the following measures are presented:

(1) Development of an “Individual Education Support Plan” to respond to the educational needs of each child

With the aim of supporting a child or a student with disabilities throughout his or her life, an individual education support plan taking individual needs into full account is created to effectively provide suitable educational support through cooperation among staff members of educational, medical, and welfare institutions and guardians.

(2) Appointment of “Special Needs Education Coordinator” to link the persons involved in and out of school

A special needs education coordinator furthers cooperation between the school personnel in charge and the organizations involved, in the capacity of a liaison/coordinator between the school and the welfare, medical, and other institutions involved or as the person for guardians to contact regarding school-related matters.

(3) Establishment of “Special Support Cooperation Council” to promote cooperation with the regional institutions involved

A special support cooperation council is a multi-department organ on education, welfare, etc. formed in each district of a certain scale for the concerted effort of special needs schools, elementary and junior high schools, and medical, welfare, and other specialist institutions in rendering support by the whole community.

Special needs education is provided to children/students with disabilities, including LD, ADHD, high-functioning autism, and other developmental disorders, through a team of school personnel and a network of local institutions by making use of resources in and outside schools in response to children's individual educational needs.

5. Setups to Support Regional Cooperation

The Japanese government is establishing setups as shown below (Fig. 1) as a national system for the cooperation of regional institutions involved in education for children with disabilities. These setups can be divided broadly into three categories; the first is a setup in elementary school and junior high schools, the second is one in special needs schools, and the third is a regional cooperative system, including a board of education.

(1) Setup in Elementary and Junior High Schools

An internal setup in elementary and junior high schools is meant to improve the environment within the school for regional cooperation and to maintain

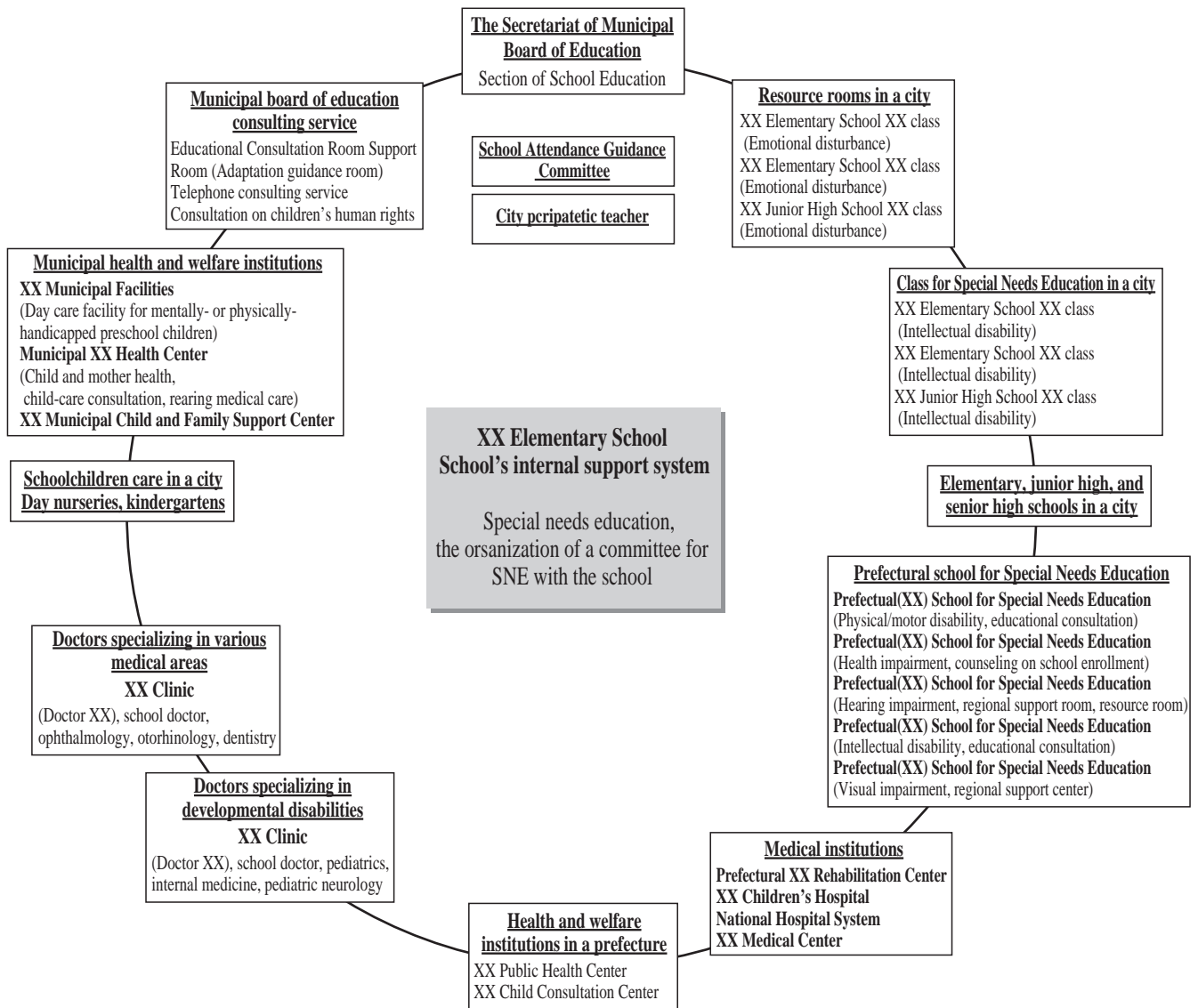


Fig. 1 Typical Regional Resources Available to Schools

the school's internal cooperation. A special needs education coordinator and a committee for SNE within school will mainly fulfill this function for each school.

The special needs education coordinator is responsible for building and maintaining a special needs education system within the school under the principal's leadership. Someone deemed suitable for the role is appointed from ordinary class teachers and special needs class teachers. To be specific, the special needs coordinator serves as a person to contact for guardians seeking advice, provides liaison and coordination service between persons concerned in and outside the school, and promotes support to children/students.

The committee for SNE within school is an organ that decides on a policy toward special needs education at the school and discusses required support based on the results of its investigation on the actual conditions of the children. The composition is different from school to school, but in most cases, members include school personnel in managerial positions, the special needs coordinator, and persons chosen as the occasion demands.

Such a setup is made use of in establishing a system as shown in Fig. 2 within a school for the promotion of special needs education. In 95% of the nation's elementary and junior high schools, special needs education coordinators have been appointed, and school committees have been formed as of

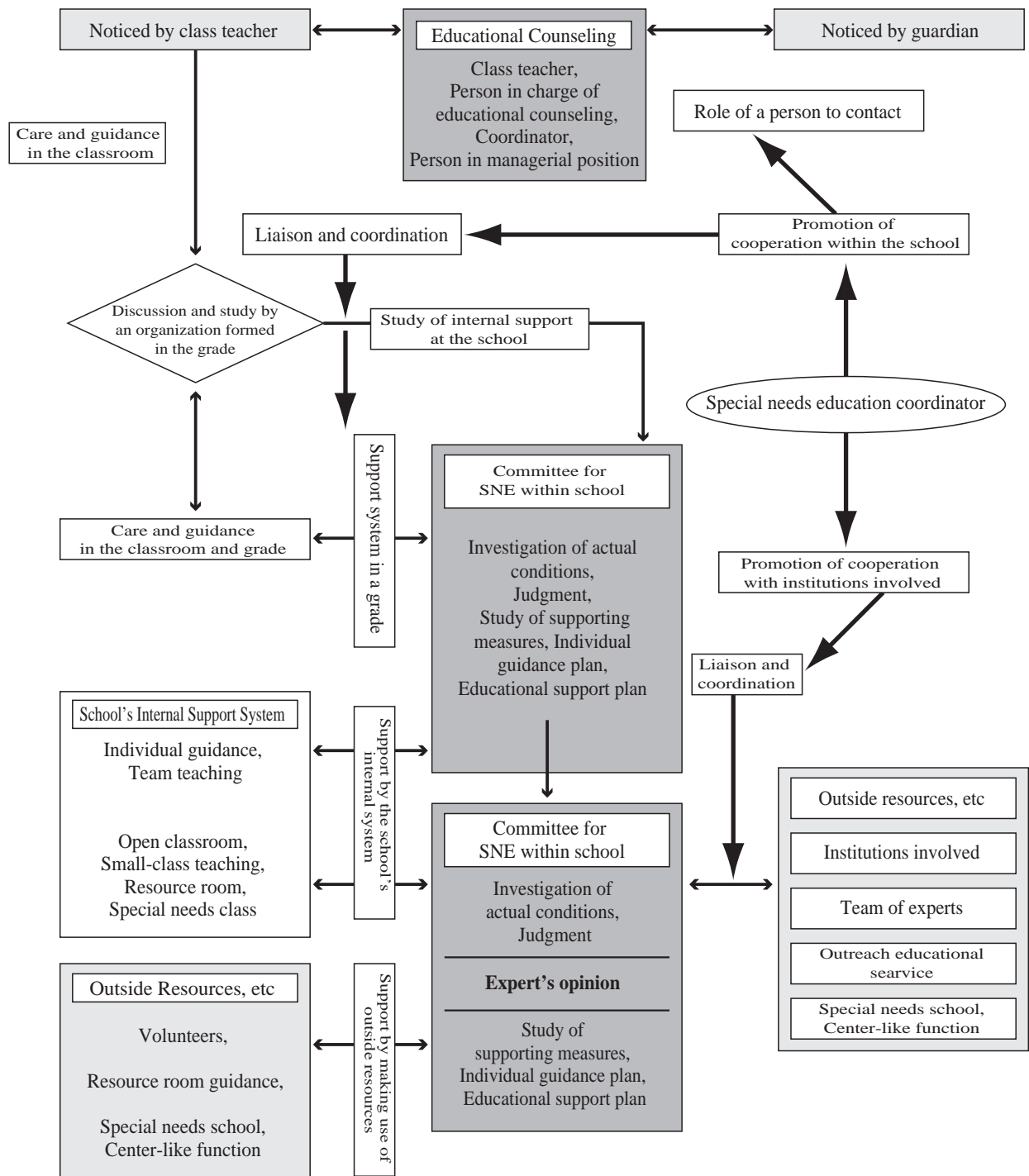


Fig. 2 Flow of Individual Support and Special Needs Education Coordinator's Role

fiscal 2007,⁴⁾ showing that the setups have been established in almost all of the schools.

- [Flow of Individual Support and Special Needs Education Coordinator's Role] (Example for elementary/junior high schools)

(2) Setup in Special Needs School

The special needs school's function to

cooperate with regional establishments is called "the center-like function." Each special needs school has a special needs education coordinator, who plays a leading role in regional support.

The special needs education coordinator of a special needs school not only gets the support system in school ready but also is responsible for providing support to children enrolled in elementary

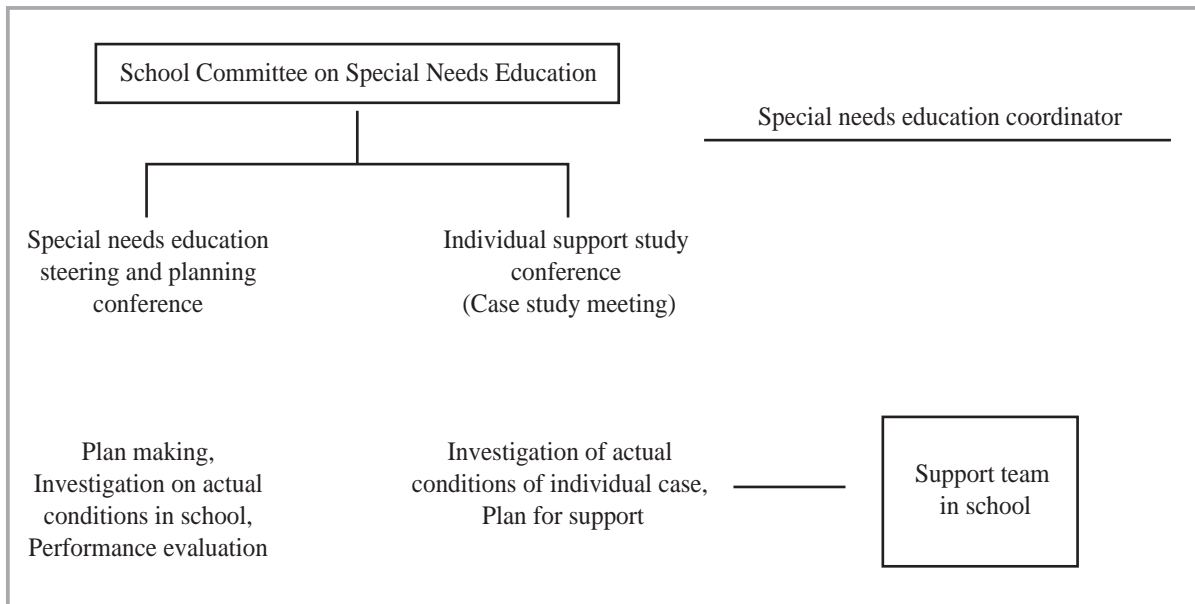


Fig. 3 Example of Formation with School Committee on Special Needs Education as Central Figure

and junior high schools and taking the lead in the regional cooperative system. In most cases, a special needs education coordinator puts his or her responsible area in good order in cooperation with special needs schools in neighboring areas and provides support in conjunction with his or her counterparts at elementary and junior high schools. The support frequently takes the form of a field visit to an elementary or junior high school at which help is given in solving a problem in consultation with a teacher in charge about methods of educational support for children and other related matters.

Some schools render direct support, for instance, by carrying out hearing aid maintenance or conducting hearing tests for children with hearing impairment who attend an elementary or junior high school in the region or by preparing teaching materials for children with visual impairment.

(3) Role of Board of Education

A board of education provides support services through good use of a conference on wide-area special support and cooperation, outreach educational service and expert teams, in addition to administrative support of the special needs education systems of special needs schools and elementary and junior high schools.

The conference on wide-area special support and cooperation is a network for smoothening liaisons and cooperation between institutions and/or departments involved mainly in educational guidance and support to children with disabilities, welfare, medical care, labor, and so forth. Such a conference consists of a board of education; departments or offices of health and welfare, hygiene, and labor; and academic and NPO personnel concerned. The following may be cited as the main tasks of the conference⁶⁾:

1. Defining an area for support and forming a network;
2. Developing a model plan for individual educational support (individual support plan);
3. Establishing a comprehensive support system for training, information supply, and counseling.

In order to help and strengthen the conference on special support and cooperation of each support area in Tokyo, Hokkaido, and prefectures, the conference presents professional opinions on disability-related judgments and educational measures while collecting and providing information constantly.

Peripatetic teachers who have professional knowledge and skills concerning LD, ADHD, and high-functioning autism provide outreach

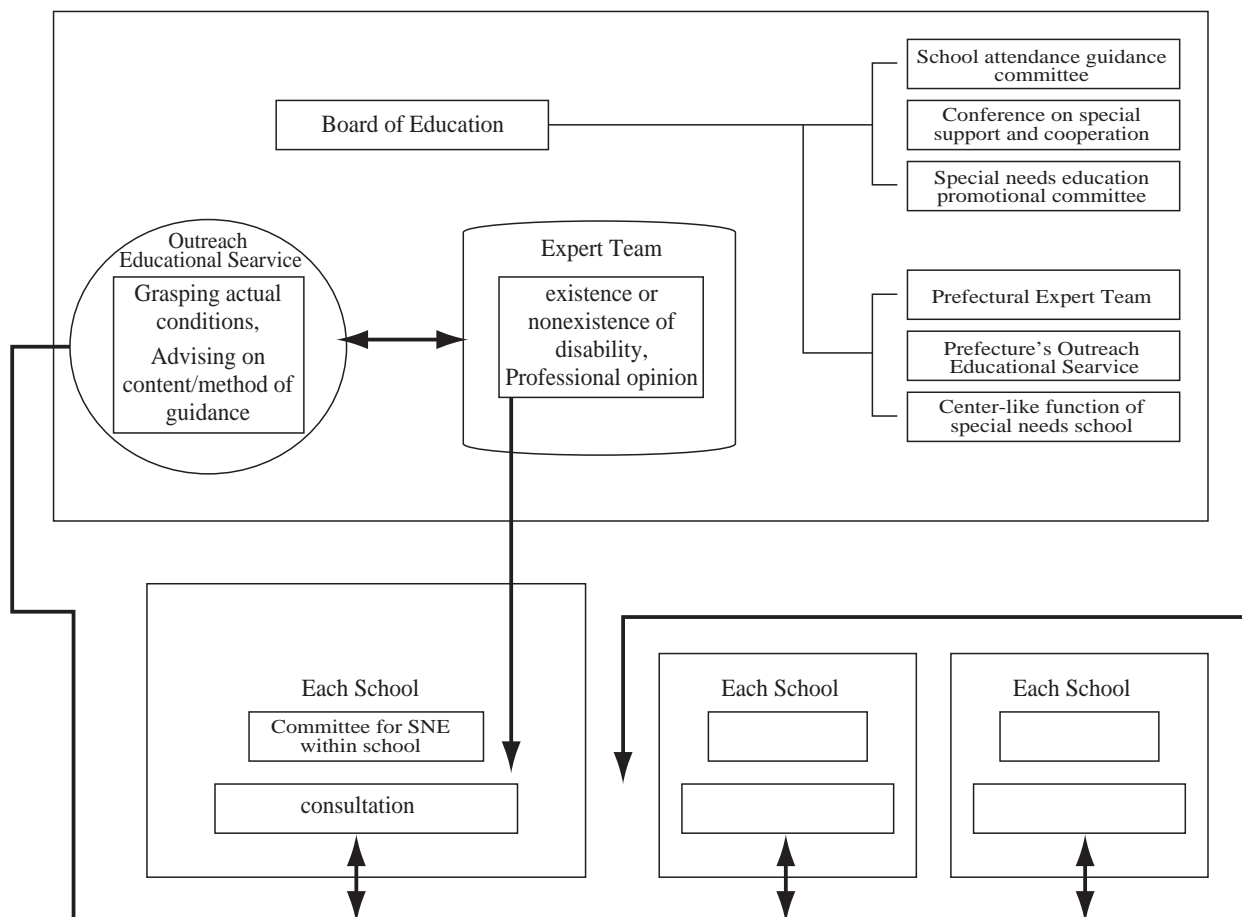


Fig. 4 Link between the Board of Education, Expert Team, Peripatetic Teachers, and Schools³⁾

educational services. The counselors visit schools to know actual conditions and give directions and advice on evaluation, the content and method of guidance, schools' support systems, promotion of understanding and enlightenment activities in schools, cooperation with guardians, the institutions concerned, and so on. Peripatetic teachers are appointed by the board of education.

An expert team grasps the actual conditions of a child/student case referred to by a school in the region and provides professional views and advice about desirable educational response and guidance. For these purposes, it is established by the board of education. The team members include the board of education personnel, teachers in charge of special needs classes or resource rooms, ordinary class teachers, special needs school teachers, specialists in psychology, and medical doctors.

In addition, various attempts are made to raise the level of awareness concerning special needs

education and to facilitate cooperation with the institutions involved. A training session on special needs education held for teachers is an example of such attempts.

6. Cooperation with Guardians

Schools and other educational institutions need to cooperate with communities, but schools' cooperation with guardians is also essential. Guardians, too, are important constituents of a region and play a vital role in the development of children.

Cooperation with guardians often begins with the discovery of disabilities. A guardian's relationship with an educational institute or a rehabilitation facility starts when some disability is found in a child by the guardian, and both parties need to know the real conditions of the disability and consider what educational support

should be given to the child. If the child grows up without fully understanding and sharing of his or her educational needs by people around the child, the selection of a school often presents itself as a problem. The guardian's intention sometimes diverges from a judgment made by the board of education or experts. This may lead to the guardian's insufficient trust in the school and the educational institute after the child enters that school. In this case, cooperation between the school and the guardian will not be satisfactory, which is likely to have an adverse effect on the education of the child.

Basically, in Japan, the board of education of a city, town, or village used to decide on a school that was appropriate for the degree of disability of a child. Legal requirements for making such a decision were that an appropriate special needs school for educating the child with a particular disability was established and that the degree of the child's disability was shown in the definition of the disabled and in the law (Table 1). It is true that children who fell in the defined categories attended special needs schools in principle.

In recent years, however, as a result of diversification of educational needs and the emphasis placed on the introduction of democratic processes, a municipal or prefectural board of education consults with the guardians and seeks experts' opinions in order to provide school attendance guidance suitable for the children's individual needs before deciding on school attendance.

Such being the situation, the Ministry of Education, Culture, Sports, Science and Technology issued a notification, "On School Attendance of Children and Students with Disabilities," in 2002. It clearly indicates:

- that it is important to form a judgment concerning a school to be attended from a comprehensive point of view only after listening to the guardian's opinion. (For example, a school attendance guidance committee allows the guardian to have an opportunity to express

his or her view.);

- that when school attendance guidance is given, it is important for the board of education to try to supply as much information as possible to guardians by providing them with opportunities to listen to experts' opinions on the content of education to be given to children/students with disabilities or through some other means;
- that it is important to carry out followup appropriately even after children/students enter schools.

In short, importance is attached to the process of making a decision on the school the children should attend while adjusting the guardians' and experts' opinions.

Cooperating with guardians without a hitch is very helpful in educating children. Sufficient information exchange is sometimes difficult because of work pressure despite the intention to solidify ties with institutions. In such a case, it may happen that various problems a child encountered at a kindergarten are not reflected to guidance given at the elementary school and that the elementary school has to look for the method of guiding or supporting the child from scratch although it has been established by the kindergarten. If the guardian has information in this case, it will be handed over to the elementary school to facilitate the child's transfer from the kindergarten to the elementary school. In recent years, some boards of education or special needs schools have encouraged kindergarten pupils needing support who attend kindergartens in their regions to prepare a sort of portfolio named "a school attendance supporting note" together with their parents. In it, each child's favorite plays, strengths, and weaknesses in behavior and personal relationships at the respective stages of ages are recorded. When a child is admitted to an elementary school, the paper is shown to the class teacher and other persons concerned and is expected to serve to transfer information or to promote cooperation. This won't be possible, however, without satisfactory cooperative relationships established between guardians and educational institutions. Unless

Table 1 Definition of the Disabled (School Education Law Enforcement Ordinance Article 22-3)

| | |
|---|---|
| Persons with visual impairment | Persons whose eyesight in both eyes is below 0.3 approximately or who have severe visual function disorder, those who are unable to recognize or have extreme difficulty in visually recognizing ordinary letters, figures, etc. even by using a magnifier or the like. |
| Persons with hearing impairment | Persons whose hearing level in both ears is above 60 db approximately, those who are unable to understand or have extreme difficulty in understanding ordinary voices |
| Persons with intellectual disabilities | 1. Persons who are retarded in intellectual development, have difficulty in communicating with others, and frequently need support in day-to-day living. 2. Persons whose retarded intellectual development is lower than the degree cited in the preceding subparagraph, those who have extreme difficulty in adapting to social life. |
| Persons with physical/ motor disabilities | 1. Persons whose physical/motor disabilities are such that basic activities in day-to-day living like walking and writing are not possible or extremely difficult even by using supportive devices. 2. Persons whose physical/motor disabilities are lower than the degree cited in the preceding subparagraph, those who require constant medical observation and guidance. |
| Persons with health impairment | 1. Persons who continuously suffer from chronic respiratory diseases, kidney diseases, neurological disorders, malignant neoplasm, and other diseases and are in need of medical care or restraint in living. 2. Persons who are continuously in the condition of health impairment and require restraints in living. |

guardians voluntarily participate in this attempt, even preparing a note will be difficult.

Apparently, cooperation between guardians and educational institutions including schools is getting harder with the diversification of guardians' wishes. Nonetheless, educational institutions should realize the significance of their role through enhanced expertise and proceed with educational support for children while moving in concert with their guardians.

7. Concluding Remarks

Japan aims to create a "symbiotic society" in which every member of the nation respects the personalities and individuality of others regardless of whether they have disabilities or not.

Children with disabilities are born in a region, brought up there, and live with regional support.

Children have been taken good care of as constituents of communities and communities teach and foster them. This practice has continued from generation to generation over a long period, and schools have always been regional centers of education and culture.

With respect to children with disabilities, a community's stance matters much. Schools have a vital role in the realization of a symbiotic society.

As one of the core installations of a region, schools must move in concert with regional systems and endeavor for further substantiation of their educational function, aiming to be the foundation of communities for supporting children with disabilities.

Now, in answer to national expectations, schools should be more accessible for communities and work together with those concerned.

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ACCESS AND SUCCESS SYSTEMS IN EARLY INTERVENTION AND COMMUNITY BASED-REHABILITATION (Philippines)

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Abstract: This article presents the current systems of special education services in the Philippines. Two main programs are included herein: (1) Early Intervention Programs as a time-based system; and (2) Community-Based Rehabilitation Programs as a rights-based system. Access and success systems of these programs are discussed relative to its objectives, its components, and its conceptual framework which gives the general structure of service delivery. The interrelationships within and among the components of the programs are explicated and are further highlighted as some specific services are presented as examples. Factors which facilitate or hinder the success of each program are also presented.

Keywords: 1. Special Education 2. Early Intervention 3. Community-Based Rehabilitation 4. Systems
5. Access

Introduction

Anyone who has felt the isolation and despair of social injustice and inequality cannot but invoke the United Nations Declaration of Human Rights. The right to fully participate in the basic units of society belongs to all people, including those with disabilities. Their fundamental right to education should begin with “access” and culminate in “success”.

Access to special education systems may be classified as time-based such as early intervention programs; or rights-based such as Community-based rehabilitation programs. Success in terms of service delivery would be highly relative to the objectives, components, and framework of each program.

It may be said that the most vital of all the stages of service delivery in special education is early intervention. This time-based special program sets the future for a child with special needs. Studies have shown that the sooner the intervention

is provided to a child with special needs or those who are at-risk, the better the prognosis of the child. Hence, access to these services lay the foundation for a child’s development and well-being.

Access to special education systems is fundamentally rights-based. However, community-based rehabilitation programs are deemed to embody the essence of upholding the rights of persons with disabilities. These programs strive to provide the much longed-for special services to persons with disabilities who are most disadvantaged due to financial, geographical, and even cultural constraints.

In this article early intervention and community-based rehabilitation are highlighted as primary vehicles towards the fulfillment of the fundamental desire of every person, especially those with disabilities, to be accepted in society and be given the dignity he or she deserves. Hence, the objectives, components, and frameworks of

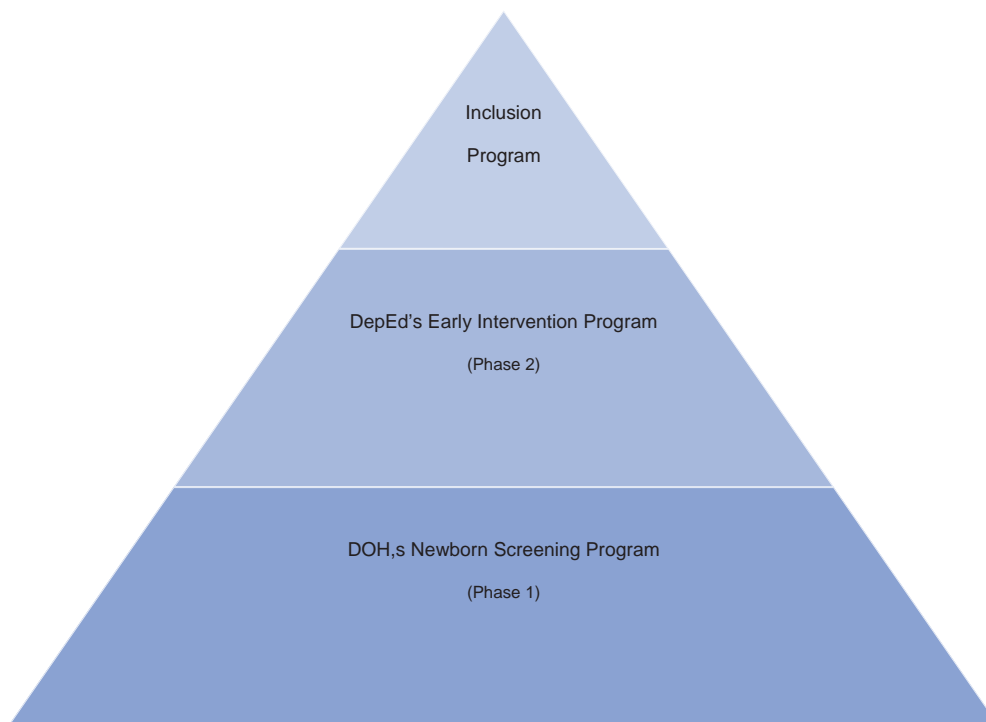


Figure 1. Working Conceptual Framework for Early Intervention in the Philippines

each program are discussed and its systems are explicated. Factors which facilitate or hinder the success of each program are also presented.

Early Intervention Program

Early intervention programs (EIP) are mandated by law in the Philippines. It aims to stop a condition from developing into a disability, prevent the handicapping condition from becoming worse, and prevent potential secondary or multiple disabilities in infants and children below six years old.

Republic Act 7277, “An Act Providing for the Rehabilitation, Self-development and Self-reliance of Disabled Persons and their Integration into the Mainstream of Society and for other Purposes” specifically mentions this program. In Chapter 3, Section 18, the Department of Health (DOH) was mandated to establish a National Health Program regarding the (a) Prevention of disability; (b) Early disability diagnosis; (c) early rehabilitation. Chapter 3 Section 20 and Chapter 4 Section 21 give further details on synergistic health services for children with disabilities.

Furthermore, Senate Bill 1096, or the “Special

Education Act of 2004,” included early intervention as one of its objectives in Section 3, focusing on capability-building for parents and caregivers. Section 15 specifically mentions the setting up of day care centers where early detection of disabilities will be held.

Early Intervention has three main components as seen through the perspective of service providers. These are (1) early detection, (2) Early Childhood Special Education, and (3) Inclusion. The end goal of EIP is the inclusion of children with disabilities into the mainstream educational system (Fig. 1).

The primary government agency mandated by law to be in charge of screening and early detection is the Department of Health (DOH). One of its main programs is the DOH Newborn Screening which entails detection of five (5) diseases which have been known to affect as estimated 33,000 infants each year. These conditions are Congenital Hypothyroidism (CH), Congenital Adrenal Hyperplasia (CAH), Galactosemia (GAL), Phenylketonuria (PKU), Glucose-6-Phosphate Dehydrogenase Deficiency (G6PD Def).

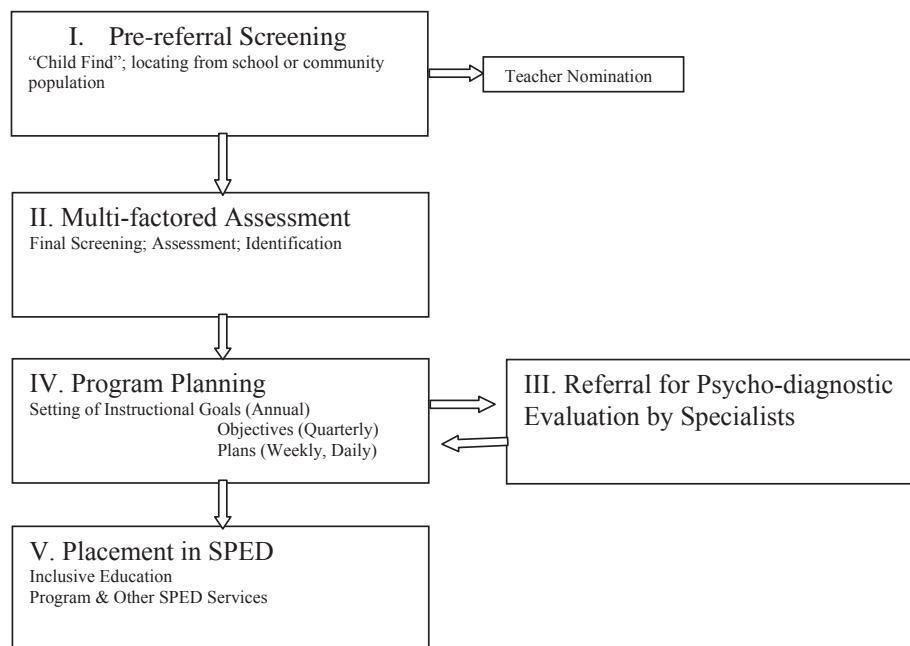


Figure 2. The DepEd Early Intervention Process

Newborn screening is done in hospitals, clinics, and rural health units where pediatricians, nurses, midwives or medical technologists are stationed. At least 24 hours from birth, the infant undergoes the heel prick method. The blood sample is then taken to the nearest Newborn Screening Laboratory (NBS Lab).

Follow up screening is done after two weeks. The NBS Lab releases the results to the institutions, which in turn pass it on to the birth attendants or physicians, and finally to parents. In case of a positive screen, the NBS nurse coordinator immediately informs the coordinator of the institution where the sample was collected and recall patients for confirmatory testing. Infants that yield positive results should be referred immediately to the nearest hospital for confirmatory test and further management. The NBS secretariat office will assist its attending physician if there be no specialist in the area.

The Bureau of Elementary Education of the Department of Education (DepEd) instituted the Early Intervention Program for Children with Disabilities which trains parents and volunteers to equip them with knowledge on intervention for children with disabilities 6 years old and below. This program uses a local version of Portage Guide to Early Education (PGEE).

The PGEE made use of the best practices

and current research in the field of early childhood education and summarized them into key assumptions. It believes in a positively stated strength-based assessment that makes use of functional goals. Parent and caregiver empowerment is practiced from the assessment phase to the curriculum phase. The PGEE materials both fulfill the needs of home-based and center based programs, with a technological system on program accountability. It covers five areas, namely: (1) Communication/Language/ Literacy; (2) Exploration and Approaches to Learning; (3) Social Emotional Development; (4) Purposeful Motor Activity; (5) Sensory Organization.

Screening is the first step in the DepEd’s Early Intervention Program. A test is given to a population in order to find out who are at-risk for certain disabilities so as to provide the necessary intervention and prevent the onset of disabilities. While screening is limited to broad, superficial checklists that look into symptoms, assessment and diagnosis involves in-depth testing by licensed diagnosticians and professionals. Program Placement, Program Monitoring and Evaluation follow after diagnosis has been made. The end goal of this process is the inclusion of the child in the mainstream education system (fig. 2).

The National Plan of Action (2003) of the National Council for Disability Affairs (NCDA) for years 2003-2012, listed “Early Detection, Early Intervention, and Education” as its third of ten priority areas. This priority area includes two targets focused on early detection:

1. By 2012, detection of childhood disabilities at a very early age is ensured.
2. By 2012, all infants and young children (birth to 4 years old) have access to and receive community-based early intervention services, which ensure survival, with support and training for their families.

The NCDA also presented specific programs and the responsible agencies in each geographical region of the Philippines. Those which directly relate to early detection and intervention are enumerated below.

1. Disability Prevention Program, prevention, early detection services and educational assessment
 - Community-based rehabilitation program on Early detection and Prevention
 - medical mission on early detection and intervention On Immunization of children to prevent disabilities; Tetanus Toxoid Immunization for Pregnant Women; Primary Eye Care Program
 - Referral to other agencies for further assessment
2. Disability Survey for PWDs by community health workers
3. Data banking of childbirths with disability
4. Screening of all children from birth to age 6 for eye, ear defects, diabetes, for learning and motor disabilities, speech and language communication disorders
5. Development, validation, pilot testing and revision of screening protocol
6. Proposals to standardize screening in all pre-school children for early detection of learning and motor disabilities.
7. Early Detection and Early Intervention Program for Children and their Parents by the DOH Central Office.

8. Establishment and maintenance of Stimulation and Therapeutic Activity centers (STAC)
9. Scholarship programs
10. Development of Information materials on Early Detection, Intervention and Education
11. Simple guide for parents on Early Intervention
12. Training seminar on early detection, prevention, and intervention of disabilities for home-based caregivers, parents, and local government unit (LGU) workers.

Early intervention is a priority in the Philippines. Efforts to bring these concerns to the legislative level have not been in vain. This mirrors the country’s deepening awareness of the primacy of such programs relative to the nature and condition of its people.

The initial steps that have been taken cannot but open avenues for improvement in the service delivery system of the program. Many communities have yet to be educated on the importance of newborn screening and many other diseases should find its way in the newborn screening list. There is a need to create a more unified system that provides smooth transition from one phase of the program to the next. The same unified system would have to be mirrored in a standardized way of classifying and reporting the various forms of disabilities noted in the community.

The effort to establish the much longed-for synergy entails inter-agency collaboration both in the public and private sectors of society. This close collaboration is the power behind the expansion of people-oriented programs such as that of early intervention.

Community- Based Rehabilitation Programs

The Economic and Social Commission for Asia and the Pacific (ESCAP, 1998) stated that community-based rehabilitation (CBR) “defies definition” (p.1). It is a simple and complex program altogether. The ILO, UNESCO and WHO (1994) further defines CBR as follows:

“ *Community-based rehabilitation is a strategy*

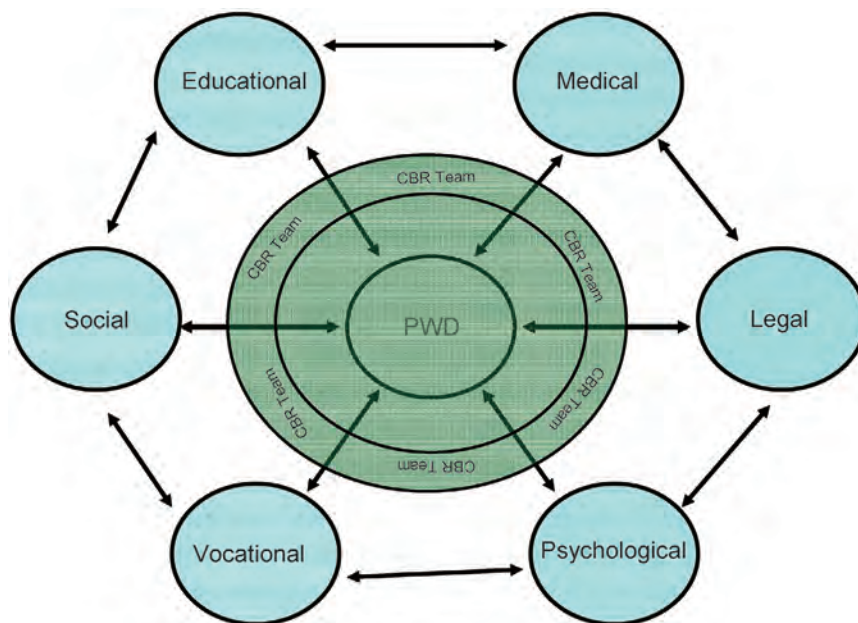


Figure 3. Collaboration Model in CBR (Adapted from the NCWD CBR Handbook, 1995)

within community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities. Community-based rehabilitation is implemented through the combined efforts of disabled people themselves, their families and communities, and the appropriate health, education, vocational and social services.” (p. 2)

This definition already highlights for us some of the main goals and components of the program. Its tripod measures are (1) the well-being of people with special needs, (2) community involvement, and (3) collaboration within and among the various sectors present in the community. The main point is to deliver services to the people with disabilities in their communities.

At the time of the declaration of the International Year of Disabled Persons in 1981, CBR has already gained much support from several sectors of society especially the advocates of persons with disabilities (PWDs). By then, the Philippines has already pilot-tested its first CBR Program in Tarlac (north of Luzon) in cooperation with international funding agencies and other non-government organizations. The University of the Philippines in Manila was spearheading the

Comprehensive Community Health Program in Bay, Laguna (south of Luzon) which was soon to be the germ of future CBR programs.

The 1980s saw an influx of interested parties and CBR was the main focus of attention. Thus, training seminars were conducted from one region to another to answer the needs of these individuals who which to create a change at the community level. Initially, programs for the visually impaired and the hearing impaired were included in the trainings conducted by the Department of Social Welfare and Development.

Since then, CBR programs have been in existence and continue to thrive in rural and urban areas as well. Their programs vary with each other relative to the needs of the specific community is the main focus of the services which they serve. To date, there have been more than 100 CBR programs registered in 2001.

The very nature of CBR calls for a multi-sectoral delivery approach which allows maximum collaboration between and among the various sectors present in the community. Taking on an ecological perspective, this model also puts the person with disability (PWD) at the very core of the system (Fig. 3).

The PWD is at the center of the system as recipient and the giver of services. The PWD is surrounded by and works with the CBR team of which he or she is an important member. Thus, the PWD does not only expect help from others but is also expected to help others as a team member.

The CBR team serves as facilitator and mediator between the PWD and the various sectors in the community. Like the PWDs, they are also receiver and giver of services. The CBR team necessarily includes the PWDs themselves, their families and the CBR worker who is a volunteer member of the community. They are the ones who carry out the intervention process at the community level. The CBR supervisor is at the middle management level while the CBR coordinator is the person-in-charge at the agency or organization level.

Since CBR programs aim to tap the resources of the community, linkages with the various sectors present in the locality such as educational, medical, social, legal institutions, and those which foster social and psychological well-being is of utmost importance. Active correspondence between and among these community resources is definitely one of the biggest asset of a CBR program.

The following sections discuss the systems within a CBR program in relations to its components.

Social preparation and community participation

The initial step in beginning a CBR program is to get to know the target community. To acquire a disability profile of the target community, a survey needs to be conducted. Many CBR programs were fruit of a feasibility study conducted by individuals or agencies who are interested in starting such a project. More than a profile of the disabilities, the proponents of a CBR program need to have an idea of the nature, knowledge level, livelihood, skills, and resources of the people within the community. Furthermore, the proponents need to have a good knowledge of the awareness level of the community

as well as their willingness to contribute to the betterment of their community.

At this initial step, volunteers from the community may already be made part of a participative survey. In most cases, these same volunteers stay on with the program and eventually become CBR workers.

Resources and Coordination

Resources may be classified as human, financial, or material in nature. Human resources would definitely be found in a target community which has gained a considerable knowledge of the benefits of a CBR program. They are usually the ones who belong to a family with a PWD. In many CBR areas, the volunteers are community health workers who deemed it interesting and advantageous for them to go into CBR. Still others are retired but able individuals who wish to find better use of their time. Another source of manpower is universities and colleges who coordinate with the CBR program so that their students may undergo community service and training in the CBR setting. Thus, student teachers and intern-therapists for example may be rendering their services in the community for some weeks or months.

Funds are crucial to the sustainability of any program. There are quite a number of local and international organizations which particularly caters to the financial needs of CBR programs in the Philippines. There are some organizations which have their own areas of interests (deaf, blind, education, physical structures) while some have no particular focus except for the degree of the CBR program's needs.

CBR programs are most likely to use indigenous materials in service delivery (teaching or therapy). However, there is still a need for the CBR centers to be equipped with materials and gadgets which may improve service delivery for the target community. Linkages within and outside of the community may be tapped for donations or pledges in order to acquire the necessary materials.

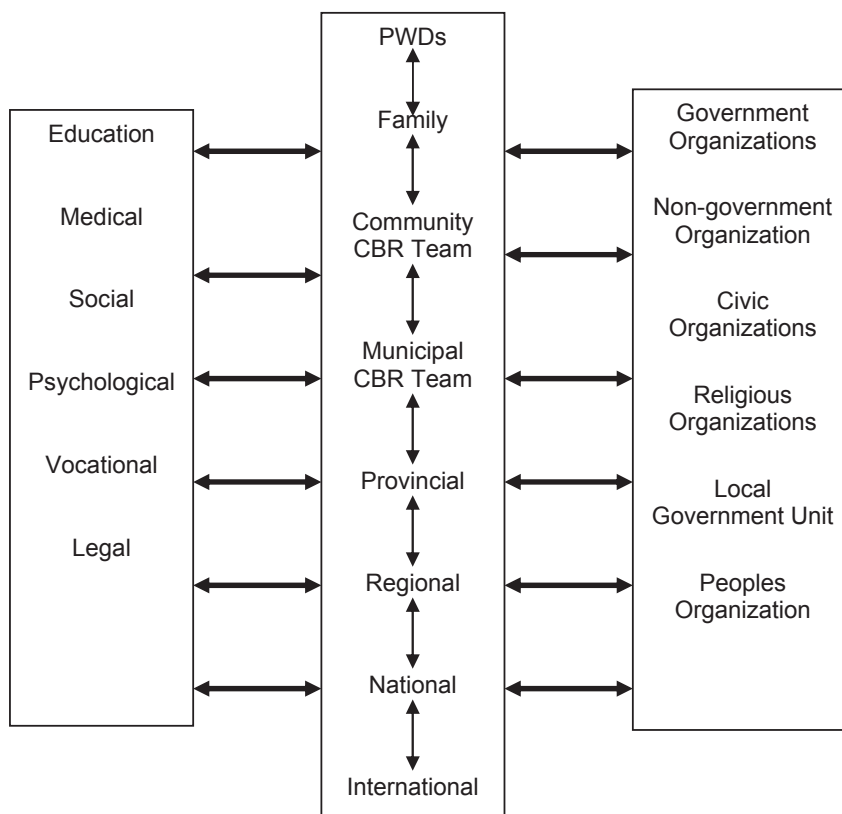


Figure 4. Flow of Referral in the CBR System (Adapted from Philippine Handbook on CBR, 1995)

Rehabilitation Services and referral system

Much of the work under rehabilitation services is in the charge of expert volunteers from linked organizations, the CBR worker, and the family of the PWD. Therapy services are done in the home setting so that members of the family may learn how to execute the exercises especially when the expert volunteer is not around. The CBR worker, trained in seminars and hands-on experience, also assists the expert volunteer and the family members. When there is a need for more sophisticated assessment or intervention, the PWD is referred to the nearest linked rehabilitation center or hospital to address the PWDs needs as best as possible.

Referral systems highly depend on the linkage system which the CBR program has established. After a list of all the community resources has been drawn-up, the institutions are further classified as to the type of services that they can give to the community. Each institution in the list is made aware of the CBR program's goals and systems. Memorandum of agreements may be signed

between the two parties and close coordination is maintained.

The NCWDP presents the flow of referral to be an open system where initiative may come from any of the sectors involved (fig. 4).

Monitoring and Evaluation

Each member of the CBR team is responsible for monitoring and evaluation to some degree. The PWDs and the family members are expected to report the effects of the services received and propose alternatives if necessary. The CBR workers work closely with the CBR supervisors in updating the services rendered while the CBR coordinator monitors the performance of the whole CBR team.

Since evaluation is conducted at all levels of the program, each one is expected to give feedback on the services rendered or received at their respective levels and propose novel projects, modifications, or alternative solutions to pressing situations. Criteria for evaluating CBR programs are given by the WHO and the NCWDP. However,

since the situation of each community varies, proper modifications and adaptations may be made.

Provision of education and training opportunities

While some CBR programs provide tutorials and therapy in the homes of children with special needs, some opt to bring the children together in a place where they can receive the services they need. These learning and activity centers also serve as venue for the children to be exposed to their peers, get acquainted with educational materials, and develop their cognitive skills as they play. The CBR centers also become the venue for periodic training programs designed to upgrade the skills and knowledge of CBR workers. As for the immediate neighborhood, they are given the opportunity to learn more about the special condition of their neighbor through simplified case conferences conducted in the homes and the neighborhood of the PWDs.

Creation of micro and macro income-generation opportunities

In the rural areas where the basic needs of people are barely met, it is inevitable that income-generating activities would be highly accepted – even more than education and rehabilitation services. Proper planning is conducted to ensure that income-generating projects match the needs, interests, skills, and resources of the community. Funding agencies are usually tapped to loan the capital amount needed to begin such projects. These projects may be in food preparation, arts and crafts production, garments production, and other small scale industries. Training on production and marketing are also sponsored by the links of the CBR program. It is important to note that close supervision by the project coordinator is necessary to ensure that the projects' goals are met, the funds are properly handled and allocated, and that the community accepts their share of responsibility.

Creating a positive attitude towards people with disabilities

More than just educating the PWD, their families, and the CBR worker, the CBR program aims to raise the level of awareness of the whole community where the PWD belongs in matters concerning the rights and abilities of this sector of society. This it does not as someone who provides awareness campaign from outside the community but as a powerful witness living within the systems of the community. Hence, involvement of PWDs in as many activities as possible is essential to the fulfillment of this goal. Creative and novel activities stir the community to be more participative and to be more involved in these endeavors. Community leaders as well as the common market vendor should all take be given the opportunity to get to know the person behind the disability.

The following are snapshots of special services found in selected CBR programs in the Philippines. These programs stemmed from the specific needs of the community where the CBR program was established.

The School Health Program

Elementary school pupils of government schools in the area are screened for physical disabilities and learning difficulties. Seminars are conducted for teachers on screening procedures and teaching strategies for children identified to have special needs aside from tutorial classes for slow learners. Modified exercise programs are proposed to Physical Education teachers to address the postural problems of children identified to during screening. Eventually, these schools become educational links of the CBR program. Thus, referrals are facilitated for children who may profit from mainstreaming and inclusion.

Activity Centers

In communities where children were found to need more sensorial and cognitive stimulation, activity centers are created. These centers house specialized equipments like vestibular balls, electronic stimulators, and special audio books for children who may need such materials. Sensory

Integration playgrounds may also be installed in these centers. These serve to motivate the children to participate more in his or her rehabilitation sessions. Eventually, the children manifest greater cognitive and motor improvement.

Pre-Vocational Training

For children and young adults who were diagnosed quite late, special training is given to develop skills which would equip them for entry in the classroom or in the workplace. As they improve their work habits, some of the young adults are sent to linked offices and business establishments around the community where they can have supervised training while in the actual office or business setting. A job coach who may be one of the volunteers from the community or from the linked institution facilitates the generalization of skills from the training class to the actual work place.

Adult Rehabilitation

In areas where a big number of the cases are post-stroke patients, adult rehabilitation is conducted. Rehabilitation services may be done in the home of the stroke patient or in the health centers. As usual, the family members and the CBR workers take an active role in ensuring the consistency of the therapy even without the expert volunteers. Proper referrals are made for assessment, diagnosis, and more sophisticated intervention.

Organization of PWD Groups

In some areas, the PWDs themselves take the active role in the sustaining the CBR program. In such cases, they are given the space they need to mature in terms of owning the responsibility of making CBR work. Thus, CBR organizers facilitate the formation of PWD groups who are more than willing to be their own advocates and represent their sector even in legislative positions.

Outreach

Despite the load of work in CBR, some groups

have managed to maintain outreach programs which become the venue for PWDs and the rest of the CBR team to go outside of themselves and give to others who may have more basic needs than they. Most link up with religious and civic organizations, orphanages, elderly homes, and even other PWD communities. These special services give the balance to the CBR program by providing a link that would open their eyes to a world beyond their own communities.

Many have affirmed the effective empowerment of the CBR Workers from the community. Lives have been touched and this has created a positive effect on others. The PWDs are little by little recognized as legitimate members of the community where they belong as false notions about them are educated and put to light.

CBR leaders are not blind to the fact that soliciting funds is a test of faith and endurance. But it is not the lack of funds that severely wounds the program. Rather, it is the lack of support from local government due to politics and self interest, lack of motivation on the part of the PWDs, inconsistent and variable personnel, and conflict of interest between the community and the volunteers which function as its major deterrents.

Building up a community which fosters justice and benevolence towards PWDs starts with a strong educated conviction that each person has worth. Collaboration with others who hold the same conviction is CBR's main foundation. CBR in the Philippines continues to find its way in more and more remote areas of the country. As it strives to reach its goals, it is highly dependent of the sincere concern of those from whom it came to be and those for whom it wishes to bear fruit.

Conclusion

More than just a question of funding and material resources, providing special services to persons with special needs demands close and dynamic collaboration between and among the various concerned sectors including the

special persons themselves. Neither physical nor geographical barriers can ever cut the links between open minds and sincere hearts who wish for nothing else but the realization of a truly just and humane society – a society where access to special services eventually leads to success in life.

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Management Concerning Collaboration with Social Resources in the Community to Support Students with Health Impairment

— Approaches and Issues —

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Abstract: In 2008, with the effectuation of Special Education Law, Education for the Students with Health Impairments settled as a part of Special Education in Korea. This report will cover the definition of Health Impairments, and the process of eligibility. Specifically, in the section of the current condition of supports in Korea for Students with Health Impairments, it will also cover the educational support system focusing on Hospital School for Students with Health Impairments. For better Education for Students with Health Impairments, cooperation and collaboration of schools, hospitals and community are extremely important. For this reason, the report will discuss about the importance of cooperation and collaboration, and further tasks for development of Education for Students with Health Impairments.

Keywords: Health Impairments, Collaboration, Hospital School

Introduction

By proclaiming an amendment to the Special Education Promotion Law in March 24th, 2005, Korea established the foundation for supporting the educational rights of students with health impairment. In this amendment, health impairment was added to the disability classification to enable students with chronic health impairment to receive special education, with already existing students with special needs. This act was to follow the global trend of expanding the general understanding and classification of disabilities.

The purpose of the education for students with health impairment are: first, to guarantee “the right to learn” of students with health impairment by providing educational opportunities; second, to support the students to fit into school environment by providing individualized learning plans, and psychological and emotional supports; third, to improve therapeutic effect of education by supporting students to gain hope and courage through providing various services.

To support students with health impairments,

much-needed services such as supporting them to return to school, providing in-school services and video instructions, and operating hospital school should be provided. However, there are still a few areas needing improvement. For example, stable system of support is not fully established yet, and operations of services need much improvement. The most important part of the support system is collaboration and cooperation of the organizations such as hospital, school, hospital school, department of education, and specific health impairment related organizations. Also, collaboration and cooperation among professionals such as general teacher, special teacher, doctor, nurse, social worker, educational administrator, and volunteers are important as well. Collaboration and cooperation is the most important part of providing services to students with health impairment.

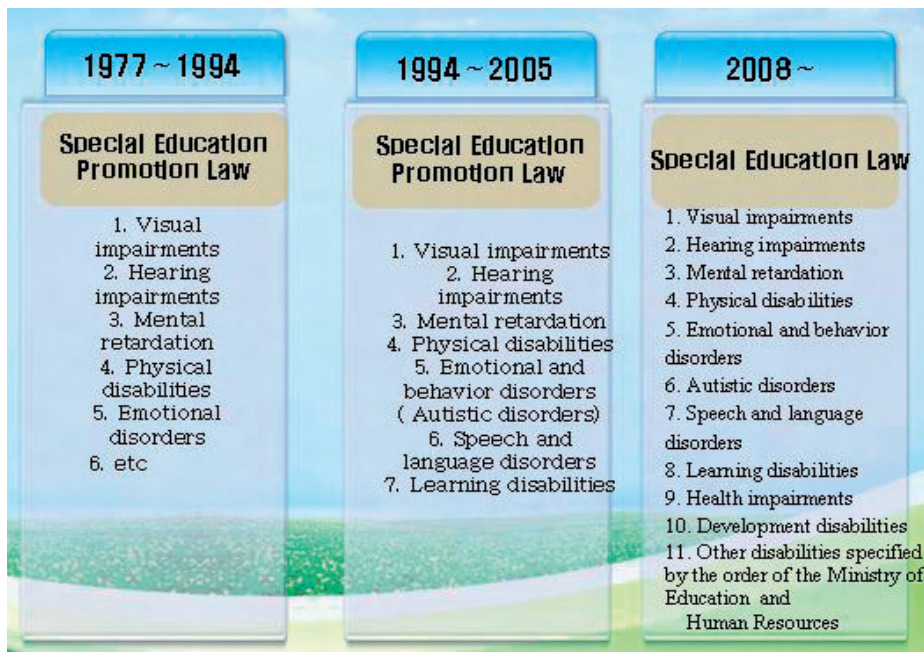
I. Educational Support for Students with Health Impairment

1. Definition of students with Health Impairment

Health impairment was added to the Special Education Promotion Law in 2005 enabling students

with health impairment to receive special education. Before the amendment was enacted, some students with health impairment received education by attending schools for students with physical disabilities. The definition of health impairment include a person needing continual educational support to carry out school functions and learning activities, because of chronic impairment such as

heart impairment, kidney impairment, and liver impairment that require more than 3 months of long-term hospitalization or regular visit to hospital. This definition focuses on the results of certain health impairment which means not focusing on classification of the impairment, rather than the existence of certain health impairment which means focusing on the classification of the impairment.



(Chart 1. The change of Korean Special Education Law from 1977)

2. Eligibility Determination & Placement process of Health Impairments



(Chart 2. Eligibility Determination & Placement process of Health Impairments)

(Table 1. Students with Health Impairment)

| | Kindergarten | Elementary | Middle | High | Total |
|----------------|--------------|------------|--------|------|-------|
| Special School | 12 | 12 | 9 | 7 | 40 |
| Special Class | 27 | 298 | 135 | 49 | 509 |
| General Class | 119 | 136 | 148 | 190 | 593 |
| Total | 158 | 446 | 292 | 246 | 1,142 |

3. Current Data on Students with Health Impairment

Based on the data collected in April 2007, 1,142 students were diagnosed having health impairment in the whole country. The low numbers suggest that there might be a reluctance to be diagnosed with health impairment, or lack of understand on health impairment in general.

4. Reasons for Applying for Health Impairment

- 1) Long-term or frequent absence that might result in repeating the year
 - Difficulties in attending school because of treatment
 - Difficulties in repeating the year and not advancing with the same-age group
- 2) Difficulties in carrying out learning activities
 - Exhaustion from treatment sessions
 - Deterioration of physical functions
 - Negative effects from medication (loosing hair, or changes in weight)
 - Difficulties in studying because of aftereffect of treatments
 - Declining of concentration and memory, and speech impairment
- 3) Difficulties in fitting into school life
 - Lack of self-determination because of limited participation or exclusion in school activities
 - Emotional issues such as a feeling of isolation, apprehension, or depression
 - Disadvantages from being overprotected by teachers

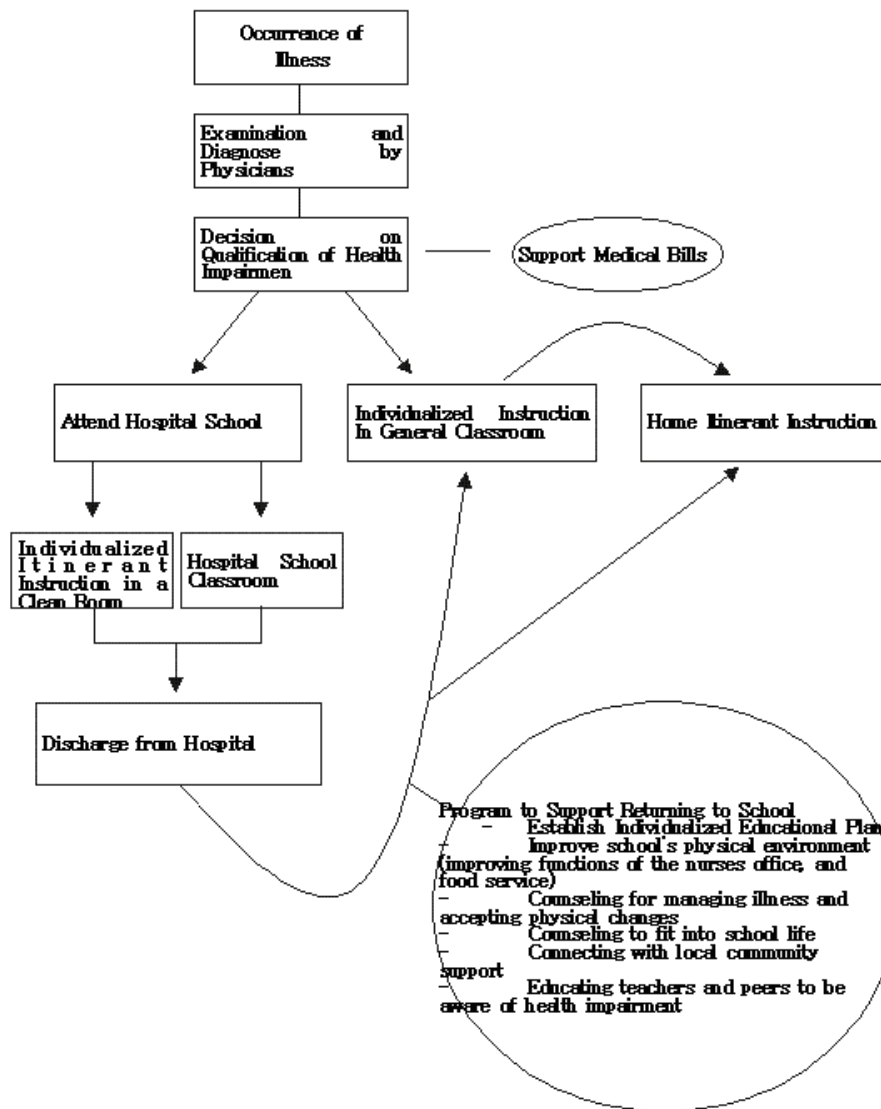
- Wrong impressions regarding illness (for example: worry about contamination)

4) Difficulties of family members

- Worries and stresses from thinking about the student's future
- Financial difficulties because of educational expenses, and treatment cost
- Stress from giving up personal life of parents

5. Education Support Strategies for Students with Health Impairment

- 1) Hospital School: hospital school is a type of an extended school placed in hospital for students, who have not been able to receive school education because of long-term hospitalization or regular hospital visits.
 - Current hospital school is usually operated by one teacher forming an extended school. However, because students from various schools and grade levels study there, it is usually called as hospital school.
 - The purpose of operating hospital school is to improve treatment effects by sustaining student's continual learning and relationship with peers, and balancing psychological and emotional aspects of students who require long-term treatment.
- 2) Supporting returning to school: providing services to students who are returning back to school.
- 3) Supporting in school: providing services to students with health impairment who returned to school



(Chart 3. the Educational Support System for Students with Health Impairment)

4) Supporting students with health impairment who is required to regularly visit hospital or long-term care: providing education through communication technology such as on-line Internet visual instruction.

6. The Educational Support System for Students with Health Impairment

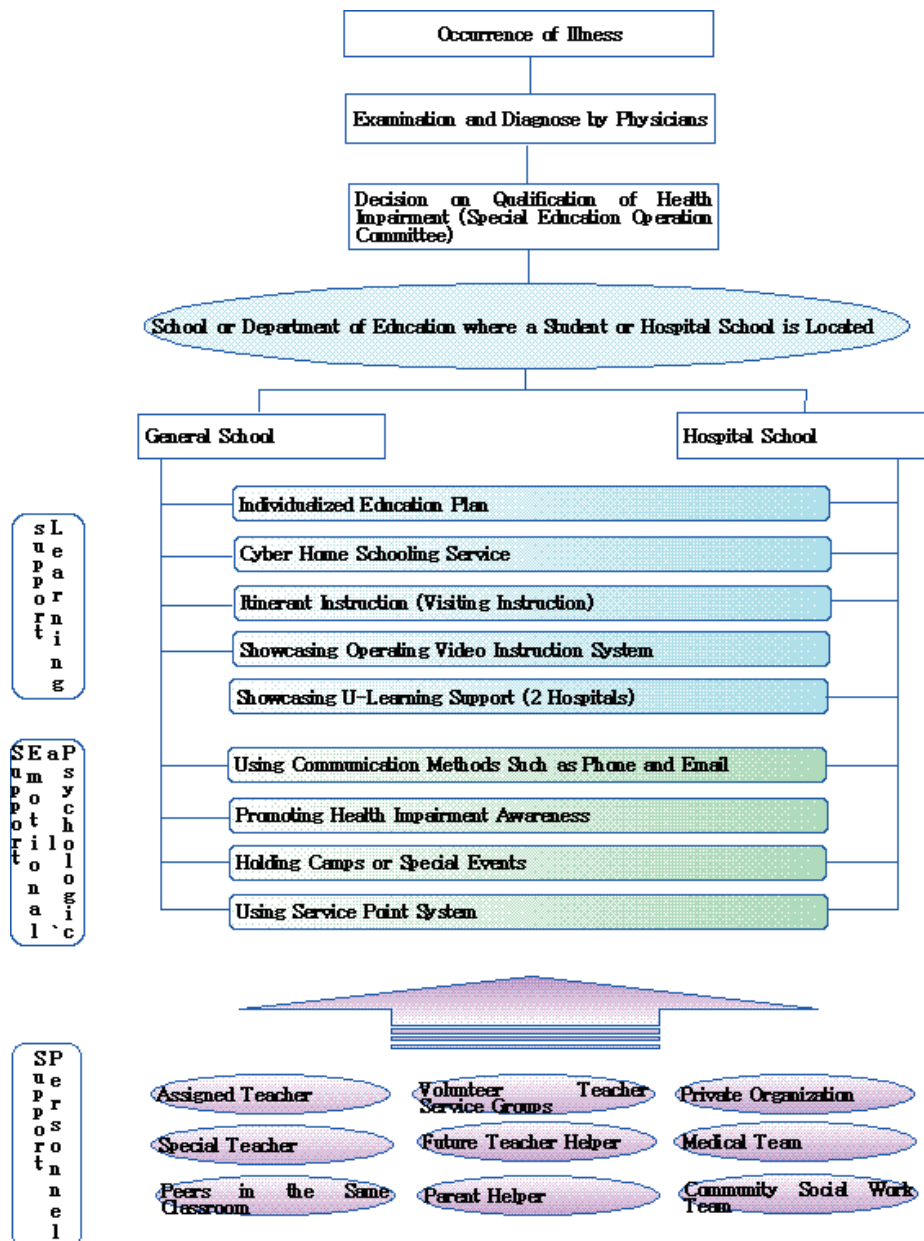
1) The education support system to support the right to learn of students with health impairment

Source: Park, Park, & Noh (2005). Developing an Educational Support Model to Ensure

the Right to Learn of the Educationally Disadvantaged Group: for Students with Health Impairment

2) An educational support model focusing on hospital school for students with health impairment

Source: Kim (2006), Educational Support Strategies for Students with Health Impairment and Introducing Establishing and Operating Hospital School



(Chart 4. An Educational Support Model Focusing on Hospital School for Students with Health Impairment)

II. Cooperative Approaches to Students with Health Impairment

1. Operating Disability Awareness Program

For school-aged children, school is the most important environment that can help them to grow and develop. The experiences they gain from school are the most meaningful ones in the lives of children (Davis, 1989). Because of long chronic illness, students with health impairment experience

frequent absences for treatments and side effects (such as difficulties in studying, weight gain, or losing hair), which lead to negative reactions from peers and/or teachers. Because of this, students with health impairment can develop emotional problems which can be a serious issue by itself.

By letting others know correct information about health impairment, teachers can prevent students with health impairment becoming targets of excessive curiosity or bullies. The awareness program can lead students with health impairment

to build close friendship with peers.

In 2006, an awareness program for health impairment was developed, and in 2007, all municipal and provincial department of education added it to their homepages, so that general teachers can easily access it. However, it is necessary to develop multiple programs to effectively target different age groups and levels of general students.

Individual student with health impairment should also receive training on a self-awareness program and a returning to school program, so that the students can fit into school life well. These programs can also provide teachers and peers right information regarding illness, and how to tackle emergency situations. Students with health impairment can also learn about their illness, and how to interact with reactions from people around him.

2. Cooperation through Communication among Professionals

Teachers are as important as peers in helping students with health impairment to experience successful school life. However teachers' low expectation and too much leniency toward students' classroom attitude, learning activities including homework, and school activity participation can cause problems (Jin, 2000). Support needs related to health issues for students with health impairment and teachers must be clearly stated. Guidelines for support can promote and encourage communication between education and health professionals. Students with health impairment can receive the most appropriate educational support, when hospital and school have close collaborative relationship (Mukherjee et al., 2002). Medical teams should provide parents and teachers clear information on a student's physical condition in order to help him/her to get back to school. With clear information on illness, teachers should strive to provide appropriate education that meets the student's physical, emotional, and intellectual level (Norris & Colss, 1999).

After the student return to school, health management services for the student should be provided continually (Park, 2004; Park, 2005; Orelove & Sobsey, 1996). To do so, communication between school, physicians, and health professional should continue. Also, a guideline for the environmental elements that might cause health impairment and how to deal with them should be included in the retraining curriculum for teachers.

3. Leadership of School Administrator

Thies and McAllister argued through "the Health and Educational Leadership" that, in order for children with chronic illness to have successful school life, school administrator, especially principal, should have strong leadership. Also, teachers should be support well, and communication between school and medical teams should increase (2001).

III. Future Tasks and Alternatives

1. Promoting Awareness and Understanding

- 1) Create and operate hospital school Internet homepage around the country
 - By connecting hospital schools around the country, individuals that are involved in hospital schools including hospital officials, officials from department of education, special teacher, general teacher, volunteers, students with health impairment, and parents can share information, study materials, and related materials, and solve problems.
- 2) Develop and promote variety of disability awareness programs

2. Processes in Administration

- 1) Administrative orders for accepting hospital school attendance record. There has been a request to modify currently obligatory attendance

days from 2/3 to 1/2 of school days.

- 2) Fair processing of the Learning Achievement Assessment for students with health impairment.
- 3) Unifying document forms related to hospital school, and process.
- 4) Difficulties in selecting students with special needs because of general non-categorical approach.
 - Clear guidelines for determining special education recipients are needed to clarify whether a simple patient, a child with psychological impairment, or a victim of auto accident who is suffering aftereffect can be qualified as a person who needs special education.

3. Flexible Collaboration to Support Students with Health Impairment

- 1) Exchanging information
 - Hold periodical workshop for hospital school
By holding periodic workshops, people can share information on education for students with health impairment with special teacher, social worker, nurse, physician, hospital school official, general teacher working with students with health impairment, and parents.
 - Student's original school should provide curriculum resources to hospital school, and hospital school should provide information on student's conditions and illness to the original school.
 - Communication structures to enable adjusting overlapping schedules between treatment sessions and hospital school classes are needed, so that treatment and education can be applied simultaneously.
 - A system of sharing documents between teachers, physicians, nurses, social workers, and hospital officials is needed. Information can be shared through message book, letters, SMS, and so on.

2) Strengthening and Promoting Position of Hospital School within Hospital

- Location of hospital school within hospital: should be located in a comfortable area. It should be easy to access and quiet, and close to nurses.
- Hospital school should be included in the organizational chart of the hospital.
- Promote participation of hospital staff by assigning a pediatric doctor to an honorary hospital school principal.

3) Operating Curriculum

- 1) Although students with health impairment can receive special education based on the Special Education Promotion Law, and as a result, special teachers are placed in hospital school, it is necessary to place general teachers (elementary or middle school teachers) in hospital school, and operate it cooperatively.
- 2) Find ways to use retired teachers as volunteers to operate curriculum for middle school students. Currently, hospital school is focused on elementary curriculum.
- 3) Many hospital schools use volunteers. It is necessary to manage and instruct volunteers through trainings such as orientation.

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Indonesian Effort towards Inclusive Education: The Program of Directorate of Special Education on Inclusive Education in 2006 – 2008.

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Introduction

The government of Indonesia is currently giving more emphasis on the development of special education as indicated by the expansion of the Sub-Directorate into the Directorate of Special Education in the year 2000. The Directorate has expanded its responsibility by providing education for all children with special needs. The types of children with special needs in context of Indonesian are as follows:

- Visually impaired
- Hard of hearing
- Mentally handicapped
- Physically handicapped
- Mentally as well as physically handicapped
- Autism
- Learning handicap (e.g. Hyperactive, ADD/ADHD, Dyslexia, Dysgraphia, Dyscalculia, Dysphasia,) and Slow learner (IQ = 70– 90)

- Gifted: Special intelligence Potency (IQ > 125)
- Talented: Special Talent Potency (Multiple Intelligences: Language, Logico-mathematic, Visuo-spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Natural, Spiritual) and Indigo
- Children suffering from substance abuse, HIV/AIDS
- Children who are living in the remote or underprivileged areas, remote customary people, and/or suffering from natural disaster, social disaster, poor, ethnic minority, trafficking, street children, and refugees.

Special education is provided at the primary and secondary education levels and is part of the national education system in Indonesia. The education services for children with special needs are accommodated in segregated and inclusive schools.

Table 1. School age population projection

| School Age | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 4-6 year | 11.790,8 | 11.944,5 | 12.098,1 | 12.248,9 | 12.397,5 | 12.423,6 | 12.450,1 | 12.475,9 | 12.495,4 |
| 7-12 year | 24.923,3 | 24.650,5 | 24.376,5 | 24.101,3 | 23.828,0 | 23.989,5 | 24.156,2 | 24.321,2 | 24.479,3 |
| 13-15 year | 12.947,3 | 12.788,2 | 12.629,7 | 12.472,4 | 12.319,5 | 12.244,0 | 12.172,0 | 12.101,6 | 12.030,9 |
| 16-18 year | 12.727,3 | 12.849,7 | 12.971,9 | 13.092,2 | 13.217,2 | 12.918,6 | 12.626,3 | 12.334,1 | 12.042,0 |
| Total | 62.388,7 | 62.232,9 | 62.076,2 | 61.914,8 | 61.762,2 | 61.575,7 | 61.404,6 | 61.232,8 | 61.047,6 |
| Total Number of Population | 222.735,4 | 225.590,0 | 228.454,5 | 231.294,2 | 234.139,4 | 236.972,6 | 239.815,7 | 242.645,9 | 245.433,4 |
| Disabled person = (0,7%) from whole total number of population *) | 1.559,1 | 1.579,1 | 1.599,2 | 1.619,1 | 1.639,0 | 1.658,8 | 1.678,7 | 1.698,5 | 1.718,0 |
| Children with disability = 21,42% from disabled population *) | 334,0 | 338,2 | 342,5 | 346,8 | 351,1 | 355,3 | 359,6 | 363,8 | 368,0 |

Table 2 : School Age Children with disabilities (data and projection)

| Remarks | Year | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Population | 210,752 | 211,429 | 212,105 | 212,784 | 213,465 | 214,148 | 214,833 | 215,521 |
| Disabled population (0.7% population) *) | 1,475 | 1,480 | 1,485 | 1,489 | 1,494 | 1,499 | 1,504 | 1,509 |
| People with disabilities age of 5 – 18 year (21,42% of people with disability population) *) | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 |

Sources National Statistic Bureau (BPS) 2003

The Efforts towards Inclusive Education

Long before people around the globe expressed concern for inclusive education as a way to create equal opportunities for children, youth and adults with disabilities, Indonesian have already had a core concept of inclusion in Indonesia, which is the symbol of our state: *Bhineka Tunggal Ika*, in Sanskrit meaning Unity in Diversity. This philosophy as an inclusive way of living with people with diverse ethnic and religious backgrounds, languages, customs, traditions, and cultures. The surge of the inclusive education movement has reminded us that very essence of inclusion should apply to education.

The concept of inclusive education was evolved from the concepts of special education. The history of development towards inclusive education in Indonesia was begin in the late 1980s when the Educational and Cultural Research and Development Office of the Ministry of National Education conducted a pilot project in a number of elementary schools in the province of Yogyakarta. The objective of this pilot was to provide educational access to children with special needs in villages and remote areas. Several years later this pilot was expanded by Directorate of Special Education to include pupils in lower and upper secondary levels. While the first objective remained, other objectives like the natural socialization and integration oh the children with their peers were included.

In 1999 the Director General Primary and

Secondary Education decided to start the process towards inclusion. The first awareness programmes were held in November and December 1999 in co-operation with Braillo Norway and the University of Oslo. Resource teacher from schools in seven provinces went through intensive education, reorientation and upgrading programmes in 2000 and 2001 and the first children started in pilot schools for inclusive education in 2002.

Large scale pilot implementation started in 2003 in co-operation between Directorate of Special Education, Braillo Norway, the University of OSLO and UNESCO. The programme was also supported by CBM International and Pertuni (Indonesian Blind Union).

In 2002 the Directorate of Special Education increased their attention on the Integrated Education Programme to the supplement the effort towards inclusion and increased the enrolment of children with disabilities and other children with special needs in regular schools. Identification of children with learning difficulties in school was conducted.

In 2003 the Provincial Education Authorities in Jakarta started programmes towards inclusion with support from Helen Keller International (HKI) and the Directorate of Special Education. Teachers from Jakarta have received comprehensive training related to visual impairment with special focus on early intervention. Enrolment of children will start during 2005. Another major focus of the programme has been on provincial policy development related to inclusion.

In 2004 the Bandung Declaration on Inclusion-Indonesia Towards Inclusive Education was signed by representatives of the Ministry of National Education and the provincial education authorities and other stakeholders from some provinces.

Directorate of Special Education has more expanded initiatives in inclusive education since 2006. Some programs has taken on developing inclusive education to ensure the equitable access for all children not only for children with disability but also for children who are living in the remote or underprivileged areas, remote customary people, and/or suffering from natural disaster, social disaster, poor, ethnic minority, trafficking, street children, and refugees.

Nowadays, there are more than 800 schools of the country that implementing inclusive education. Some schools are appointed by Provincial Government to be a model of inclusive school and some schools have their own willingness to be inclusive schools. Several initiatives to provide inclusive education have been also taken by charity organization, religious institution, and local NGOs. Directorate of Special Education provide funds for operational cost, infrastructure, and accessibility of inclusive schools. The Directorate is also train regular teacher and other stakeholders about inclusive education in order to ensure that the students with special needs will receive sufficient support.

Tabel 3. Number of students in inclusive schools

| NO | PROVINSI | NUMBER OF SCHOOLS | | | | TOTAL |
|-----|--------------------------|-------------------|---------|-------------|-------------|-------|
| | | KINDERGART | PRIMARY | JUNIOR HIGH | SENIOR HIGH | |
| 1. | Jakarta | 3 | 37 | 16 | 10 | 66 |
| 2. | Banten | - | 59 | 3 | 2 | 64 |
| 3. | West Java | - | 114 | 6 | 14 | 134 |
| 4. | Central Java | 1 | 116 | 11 | 5 | 133 |
| 5. | Yogyakarta | - | 51 | 4 | 5 | 60 |
| 6. | East Java | 9 | 53 | 9 | 7 | 78 |
| 7. | Nanggroe Aceh Darussalam | - | - | - | - | 0 |
| 8. | North Sumatera | - | 13 | 1 | - | 14 |
| 9. | West Sumatera | - | 28 | 3 | 1 | 32 |
| 10. | Riau | - | 3 | - | - | 3 |
| 11. | Jambi | 1 | 6 | 1 | - | 8 |
| 12. | Bengkulu | - | 4 | - | - | 4 |
| 13. | South Sumatera | 2 | 13 | 1 | - | 16 |
| 14. | Bangka Belitung | - | 2 | - | - | 2 |
| 15. | Lampung | - | 7 | - | 2 | 9 |
| 16. | West Kalimantan | - | 4 | - | - | 4 |
| 17. | Central Kalimantan | - | 1 | - | - | 1 |
| 18. | South Kalimantan | - | 14 | 4 | 4 | 22 |
| 19. | East Kalimantan | - | 2 | 1 | 1 | 4 |
| 20. | North Sulawesi | - | 7 | 2 | - | 9 |
| 21. | Central Sulawesi | - | 4 | - | - | 4 |
| 22. | South Sulawesi | 1 | 38 | 1 | - | 40 |
| 23. | South East Sulawesi | - | 5 | - | - | 5 |
| 24. | Gorontalo | - | 3 | - | - | 3 |
| 25. | Bali | - | 4 | - | - | 4 |

| NO | PROVINSI | NUMBER OF SCHOOLS | | | | TOTAL |
|-----|---------------------|-------------------|---------|-------------|-------------|-------|
| | | KINDERGART | PRIMARY | JUNIOR HIGH | SENIOR HIGH | |
| 26. | Nusa Tenggara Barat | - | 38 | 8 | 1 | 47 |
| 27. | East Nusa Tenggara | - | 12 | 3 | 4 | 19 |
| 28. | North Maluku | - | 4 | - | - | 4 |
| 29. | Papua | - | 4 | - | - | 4 |
| 30. | Maluku | - | - | - | - | 0 |
| 31. | Kepulauan Riau | - | - | - | - | 0 |
| 32. | Irian Jaya Barat | - | - | - | - | 0 |
| 33. | West Sulawesi | - | 2 | 1 | - | 3 |
| | TOTAL | 17 | 648 | 75 | 56 | 796 |

Source: Directorate of Special Education 2007

Tabel 4. Number of inclusive schools

| NO. | PROVINCES | NUMBER OF SCHOOL | NUMBER OF STUDENTS |
|-----|---------------------|------------------|--------------------|
| 1. | Jakarta | 60 | 478 |
| 2. | West Java | 132 | 1722 |
| 3. | Central Java | 126 | 2894 |
| 4. | Yogyakarta | 62 | 1060 |
| 5. | East Java | 77 | 1662 |
| 6. | NAD | 6 | 18 |
| 7. | North Sumatera | 14 | 251 |
| 8. | West Sumatera | 33 | 732 |
| 9. | Riau | 3 | 32 |
| 10. | Jambi | 7 | 128 |
| 11. | South Sumatera | 17 | 405 |
| 12. | Lampung | 17 | 367 |
| 13. | West Kalimantan | 6 | 165 |
| 14. | Central Kalimantan | 5 | 64 |
| 15. | South Kalimantan | 22 | 122 |
| 16. | East Kalimantan | 4 | 101 |
| 17. | North Sulawesi | 10 | 243 |
| 18. | Central Sulawesi | 4 | 49 |
| 19. | South Sulawesi | 37 | 628 |
| 20. | South East Sulawesi | 5 | 40 |
| 21. | Bali | 6 | 28 |
| 22. | West Nusa Tenggara | 49 | 1642 |
| 23. | East Nusa Tenggara | 19 | 666 |
| 24. | Maluku | 1 | 1 |
| 25. | Papua | 4 | 30 |
| 26. | Bengkulu | 4 | 30 |
| 27. | Banten | 63 | 1317 |
| 28. | Gorontalo | 8 | 106 |

| NO. | PROVINCES | NUMBER OF SCHOOL | NUMBER OF STUDENTS |
|-------|-----------------|------------------|--------------------|
| 29 | Bangka Belitung | 6 | 56 |
| 30 | North Maluku | 4 | 88 |
| 31 | West Sulawesi | 3 | 15 |
| TOTAL | | 814 | 15181 |

Source : Directorate of Special Education 2007

The Program on Inclusive Education in 2006 – 2008

The following activities have been carried out to implement inclusive education in Indonesia:

• Awareness program

Awareness program was conducted through various programs, such as seminar and workshop, socialization to stakeholder, media tabloid, and Television program.

- The seminar and workshop involved many related sides such as bureaucrats from Ministry of National Education, provincial and district level as well as teacher, parents, community leader-religious resource persons, Member of Parliament at provincial and district level, NGOs. With various forums, wide scope from central to village level, various background of community at central to village level, population which has various education, economy, politics background and interest makes this stage into the most challenging one. Many doubts and resistance at this stage with partly-truly and logical reasons and the rest is due to lack of understanding of the concept of inclusion. This period drain the energy and time to explain and convince that inclusive education is a better quality education for all and that it is the development of thinking and concepts as well as implementation which shall not be stopped.
- Socialization to stakeholder was held in order to increase the level of acceptance and supported by good synergic and productive cooperation among stakeholders in particular the government, educational institutions, related

institutions, parents as well as society.

- Awareness program through media is implemented by distributing monthly tabloid namely “Spirit”. The content of the tabloid is about programs and activities related to development of special education including inclusive education.
- Advertising on television to raise the awareness about inclusive education is also conducted by collaboration with some national television channel.

To enhance the awareness of society on inclusive education and further disseminate the concepts and practices of Inclusion, Directorate of Special Education actively collaborate and even facilitate private foundation, non government organizations, and other organizations to further seek those objectives. To name a few: ICEVI (International Council of Education for Visual Impairment), Mitra Netra (Indonesian Blind Organization), Helen Keller International Indonesia, Pelita Hati (in autism).

• Books

A long with the development of curriculum 2004 to competence-based Curriculum at school level, Directorate of Special Education has distributed the following books:

- Identification of Students with special needs
- Guideline to implement inclusive education
- Curriculum Development
- Supplement Curriculum
- School Management
- Teaching Learning Process
- Standard Operational Procedure Inclusive Schools

- Education Infrastructure Management
- Skill Books
- Braille Books

• **Human Resources Development**

Human Resources Development is conducted to improve the teacher's professionalism and capability in teaching students with special needs in following activities:

- Training for teacher in regular school. The aim of this training is to give information to regular teacher about students with special needs and how to deal with them.
- Training for itinerant resource teacher. The role of the resource teachers, whether these are itinerant or work full time in one school should be strengthened, to ensure that all children with special needs that are enrolled in inclusive school as well as their parents and class teacher receive sufficient support.
- Workshop of writing test
- Workshop of writing model of inclusive education
- Upgrading teacher qualification

• **Educational Facilities**

The Directorate of Special Education distributes teaching aids and media to be used in the teaching learning process as well as equipment for practice and for the students. The teaching aids that has been distributed to schools are for students with visual impairment, such as freedom box, abacus, talking books, etc; hearing impairment, such as hearing aid, sign languages dictionary; physical impairment, such as wheel chairs, tripod, walker, stick, crawler, stall bars, exercise mat; mentally impairment; teaching aids for talented students, such as guitar, keyboard, etc.

• **Subsidy Granting**

The Directorate of Special Education every year provides grants to schools. The grant can be used appropriate with the aim of the type of grant and to improve the quality of education programs

as well as to increase the number of students' enrollment. There are some types of grant such as grant for building a new school, classroom, infrastructure, accessibility, operational cost for inclusive schools, e-learning and digital library, backstopping grant for university that join with MONE in learning disability, and operational cost for special educational services.

• **School Management**

To improve the school management, the school managers are trained in school management and administration. Emphasis is now given to school based management. With the decentralized system, schools have to be encouraged to make their own decisions instead of waiting for guidance from the central office and the provincial office. The manager of each school is responsible for the program implementation and provision of the resources for the school. The central office is only providing the basic guidelines and each school is able to improvise and adjust to their local needs and situation.

• **Scholarships**

Directorate of Special Education gives scholarship to the students with special needs who enroll in inclusive schools. The scholarship is for school fee, transport and stationary. The scholarship is also given to teachers for upgrading teacher qualification. The minimum teacher qualification is Strata 1 (under graduate). The scholarship is for the teachers in semester VII and VIII and has high IP.

Since 2007, the scholarship is not under the authority of the Directorate of Special Education. The scholarship is now under authority Directorate General for Quality Improvement of Teacher and Education Personnel, Ministry of National Education.

• **Vocational skills**

Since it has been proven that the students with special needs can be trained in limited vocational skills, the students are trained in vocational skills.

These following skills are taught to the students and teachers:

- Food science
- Floral arrangement
- Beauty
- Massage
- Hairdressing
- Ceramics
- Photography
- Broadcast
- Painting
- Music and sing
- Spa therapist
- Acupuncture

The students may choose what kind of skills that they want to learn. Besides students, teachers are also trained to be able to teach the vocational skills. Equipment is provided for schools.

• Backstopping Program

Backstopping program is the collaboration program between University (especially the Faculty of Math and Science, Psychology, and Special Education) and the schools in order to help the teacher to develop the school programs. Directorate of Special Education gives some fund to a University and the University collaborates to at least 3 schools for developing schools' programs.

Table 5: Universities Involved In the Joint Programs with MONE In Learning Disabilities

| NO | UNIVERSITY | PROVINCES |
|----|------------------------------------|----------------|
| 1 | STIMIK Sinar Nusantara | Central Java |
| 2 | Univ. Muhammadiyah Surakarta | Central Java |
| 3 | Univ. Negeri Sebelas Maret | Central Java |
| 4 | Univ. Islam Indonesia | Yogyakarta |
| 5 | Univ. Gajah Mada | Yogyakarta |
| 6 | Univ. Padjadjaran | West Java |
| 7 | Univ. Pendidikan Indonesia | West Java |
| 8 | Univ. Islam Nusantara | West Java |
| 9 | Univ. Merdeka Malang | East Java |
| 10 | Univ. Airlangga | East Java |
| 11 | Univ. Muhammadiyah Malang | East Java |
| 12 | Univ. Brawijaya | East Java |
| 13 | Univ. Negeri Surabaya | East Java |
| 14 | Univ. Negeri Malang | East Java |
| 15 | Institut Teknologi Bandung | West Java |
| 16 | Institut Seni Indonesia Surakarta | Central Java |
| 17 | Institut Seni Indonesia Yogyakarta | Yogyakarta |
| 18 | Institut Seni Indonesia Denpasar | Bali |
| 19 | Univ. Indonesia | West Java |
| 20 | Univ. Muhammadiyah Jakarta | Banten |
| 21 | Univ. Andalas | West Sumatera |
| 22 | UHAMKA | Jakarta |
| 23 | Univ. Negeri Semarang | Central Java |
| 24 | Univ. Sumatera Utara | North Sumatera |
| 25 | Univ. Negeri Bengkulu | Bengkulu |
| 26 | Univ. Negeri Riau | Riau |

| NO | UNIVERSITY | PROVINCES |
|----|--|---------------------|
| 27 | Univ. Bung Hatta | West Sumatera |
| 28 | Univ. Negeri Jakarta | Jakarta |
| 29 | Univ. Negeri Gorontalo | Gorontalo |
| 30 | Univ. Samratulangi | North Sulawesi |
| 31 | Univ. Negeri Manado | North Sulawesi |
| 32 | Univ. Tadulako | Central Sulawesi |
| 33 | Univ. Syah Kuala | NAD |
| 34 | Univ. Lampung | Lampung |
| 35 | Univ. Jenderal Soedirman | Central Java |
| 36 | Univ. Halu Oleo | South East Sulawesi |
| 37 | Univ. Muhammadiyah Kendari | South East Sulawesi |
| 38 | Univ. Nusa Cendana | East Nusa Tenggara |
| 39 | Univ. Cendrawasih | Papua |
| 40 | Univ. Hasanuddin | South Sulawesi |
| 41 | Univ. Islam Negeri Syarif Hidayatullah | Banten |
| 42 | Univ. Muhammadiyah Maluku Utara | North Maluku |
| 43 | Univ. Islam Negeri Sunan Kalijaga | Yogyakarta |

Source : Directorate of Special Education 2007

Challenges in Implementing Inclusive Education

A research study explored several problems in implementing inclusive education, as follows:

- Basic Comprehension about inclusive education: mostly low and various
- Less Provincial Government commitment
- Role of School committee, Professions Group, University : need to improve
- Limited the number of itinerary teacher
- Inclusive schools mostly do not have resource room
- Classroom management and assessment is various
- No flexible Curriculum assigned (mostly use Regular Curriculum)
- Lack of data accuracy of special children and educational services
- No assessment centre to identify disability of children
- Low awareness of the society
- Lack of human recourses in inclusive education

- Limited Operational budget for itinerary teacher
- Teacher quantity and quality

Further Efforts in ongoing programs

In conformity with the Salamanca Statement made in 1994 which further enunciated as Bandung Declaration in 2004, the government of the Republic Indonesia commit itself to provide education to all of its citizens which has been articulated into one of three pillars of education policy namely on “the expansion of access to education”. The program to support this policy is the Compulsory Nine-year Basic Education Program which is stipulated in Article 34 of the Education Act that “every child can enroll in basic education at age of six”. The strategies for the completion of the universal 9 year basic education are:

- Empowerment of General and Religious Basic Education (Primary School and Junior Secondary School) in improving access (New building unit and building new classroom)
- Build integrated building unit (primary school

and junior secondary school in one roof) especially in remote area.

- Providing School operational fund (Including students' scholarship, Incentive fund for teachers)
- Improving efforts of intense education campaign across the country concerning of the equality of education opportunity.

To enforce this policy, the government set the target of 95%-net participation rates for primary school and 95%-gross participation in junior secondary school by the end of 2009. Various modes of provision have been developed, such as formal, non formal and in formal education.

The following are ongoing programs for expanding and developing inclusive education in Indonesia:

- Enlarge socialization
- Training of itinerary/shadow teacher
- Subsidy (new school, accessibilities, school operation)
- Educating life skills
- Scholarship
- Workshop (provision of guidelines, standard operational procedure)
- Developing human resources through national and international seminar, workshop, conference
- Involvement of the University and Association Profession (backstopping program)
- Coordination with provincial educational offices, Non Government Organization, National and International Organization.

Conclusion

Children with disabilities and other children with special needs in Indonesia have equal rights to obtain quality education. They deserve to develop their potentials to be best citizens, so that they have the foundation to be human interactions with dignity.

Despite of several problems and challenges faced, with the strong commitment, international support as well as good networking Indonesia can best provide educational services, so that we can reach the un-reach. Indonesia has enough knowledge, policy and diversity culture to move towards inclusive education, however, it is obvious we need more resources and data integration.

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Collaboration between Thailand and Japan about In-service Training of Deaf Education

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Abstract: This article is the practice report about in-service training of deaf education in Thailand which have conducted by Setsatian School for the Deaf (Thailand) and incorporated nonprofit organization, Asia Mind (Japan). It is reported from the both Thailand part and Japan part by two authors, Sommart Traiwicha and TEJIMA Satoru. Several in-service training projects are set up and run by collaboration between Thailand and Japan, and are successful in strengthening teachers' expertise for deaf education in Thailand recently. For further development, continuous efforts are required to make improvements the education for children with disabilities.

Rehabilitation for the hearing impaired children

Rehabilitation for the hearing impaired children is an important work in schools for the deaf in Thailand. It is necessary for the administrators and teachers to have knowledge of rehabilitation for the hearing impaired children, such as basic knowledge of hearing aids, auditory testing, speech training, in order to make deaf children study more successfully.

Teachers training for hearing impaired children

The Ministry of Education and the management of Setsatian school for the deaf have been collaborating with NPO Asia Mind in Japan since 1998. Setsatian school for the deaf is the first school for the deaf in Thailand. It provides education for the hearing impaired students from kindergarten level to grade 12. In 2008 there are 228 deaf students, 43 teachers. Thanks to the co-operation between teachers of Shakuji school for the deaf in Tokyo and

teachers of Setsatian school for the deaf in Bangkok teachers training program for the hearing impaired children has started. NPO Asia Mind has provided teachers training in knowledge of rehabilitation for the hearing impaired children by inviting 2-5 teachers to Japan once a year for 45 days.

In this connection, NPO Asia Mind has also allocated a budget to hold seminars for teachers in schools for the deaf in Thailand to help promoting more awareness about using and fitting hearing aids, and speech training. Teachers can understand the disabilities of hearing loss better. They are also trained to help improving capabilities in speech, thoughts and feeling of the hearing impaired children.

Interesting activities are held every year to promote and make teachers gain knowledge in rehabilitation for the hearing impaired children. NPO Asia Mind in Japan, in collaboration with the Ministry of Education, provides a budget to support activities for teachers in schools for the deaf all over the country which are very encouraging to take part.

As already mentioned, NPO Asia Mind has been actively providing assistance to the hearing

impaired children. Their role is very well recognized and supported by the Thai government and the Ministry of Education.

It can therefore be seen that the Thai government, NPO Asia Mind and teachers in schools for the deaf in Thailand work in close harmony. In some cases, for example, projects are undertaken where the Thai government provides financial support in holding seminars in Thailand while NPO Asia Mind provides the necessary experts and support staffs. In this connection NPO Asia Mind also provides financial support for teachers during training in Japan

Teachers training for the hearing impaired children projects have been successful because of the powerful leadership of administrators of the Ministry of Education, capable school management and the potential of teachers who have been trained. The teachers bring the knowledge gained from Japan to perform their task for the deaf children in Thailand more effectively.

The result of this project

The Japanese and Thai government, especially Japanese and Thai schools for the deaf are working hand in hand in teachers training and seminars. It helps developing the technique of rehabilitation for the hearing impaired children.

Regarding future efforts at the international collaboration, Thailand is also planning to expand the close co-operative ties in this field with other NGO, such as Rotary Club of Singapore, Japan etc, in order to perform this project more successfully.

Conclusion

All of the issues above represent a broad picture of school management concerning collaboration with NPO Asia Mind in Japan and teachers training for the hearing impaired children. The quality and standard of teaching and developing the hearing impaired children in Thailand has improved significantly. It is the

fact that collaboration with the communities is very important for the more productive and more effective education and development of the disabled persons.

(Sommart Traiwicha)

Activities of Asia Mind, an NPO

The Tokyo Metropolitan Shakuji School for the Deaf, at which many of the staff members worked when this organization was established in 1998, received overseas trainees (Niger, Morocco, Ghana, Thailand, and so on) from JICA^{note} annually and was fully involved in international cooperative activities.

Such efforts of the school and teaching staff spread through its students; they became keenly interested in international exchange and volunteer activities, with the student council

playing the central role in taking action. In such a context, the students began the volunteer activity of donating used hearing aids to schools for the deaf in Thailand. At the same time, students who took leadership in collecting hearing aids visited Thailand, and served as pioneers in cultural exchange with students in schools for the deaf in Thailand while gaining field experience in volunteer activities. With the participation of working adults and college and university students who have graduated from the school, this has now grown to a much closer exchange.

While the exchange continued as an annual event, Japanese participants offered advice based on their expertise, and initiated a technical transfer activity. It has now developed into technical training sessions on audiometry and hearing aid fitting, and joint study of the teaching staff's hands-on work in the classroom, such as presentation of the actual processes of giving guidance on auditory function, vocalization and speaking, as practiced in the kindergarten and the elementary school in Japan.

In addition to its work in Thailand, Asia Mind's activity in Myanmar is now in its fourth year. Deaf education experiences accumulated in Japan are

taken up as the subject of study in various senses in Southeast Asian countries. Japan, too, has learned much from the past exchange as a matter of course.

The advancement of Southeast Asia, particularly with respect to the economy, is remarkable indeed.

In the area of special needs education, however, Southeast Asia still relies on Japan's know-how. Although it is unknown how our activities will develop in the future, it is hoped that exchange on a grassroots level will continue.

Background of Activities

We would like to express our sincere gratitude to the Thai Ministry of Education and all parties concerned for their close cooperation. Activities continuing thus far have been rewarded by the steady progress in hearing aid- and fitting-related skills of teachers at schools for the deaf in Thailand.

By now, most schools for the deaf in Thailand have adopted the total communication method. This is meant to foster and compensate for communication ability (ability to collect information) in children with hearing impairment through total utilization of hearing aid fitting, guidance in practical use of auditory sense, speech and language intervention, pronunciation drills, speech reading instruction, and sign language.

The total communication method produces an effect only when the above- mentioned practical instruction is organized into a curriculum so that all the parts maintain organic relationships with each other. Particularly, hearing aid fitting serves as the basis of guidance on practical use of auditory sense, speech and language intervention, and pronunciation drills. While the direction of education through the total communication method as stated above is



shown, concrete teaching methods have not yet been established. It is important to further improve basic know-how on the handling of apparatuses needed at school, and to use the educational infrastructure more efficiently.

With the aim of solving the above problems, training for effective use of apparatuses was started with the introduction of the hearing aid system, and training sessions have been held continuously ever since. Technical assistance activities in Thailand (seminars and workshops on hearing aids and related apparatuses) is presently positioned as a collaborative project with the Thai Ministry of Education, and local seminars attract a large number of teachers each year.

We discussed the possibility of good use of the local JICA's grassroots subsidization in order to further adapt our activities to local needs and raise their effectiveness. After consulting with the Thai Ministry of Education and JICA's Tokyo and Thai offices, we created a program to upgrade training in Japan for teachers in Thai schools for the deaf. The following is an outline of the program.

^{note)} **JICA:** Is the Japan International Cooperation Agency - an independent administrative corporation and international cooperative body founded with the aim to contribute to the economic and social development of developing regions and other areas in need, and to help to promote international cooperation. Its predecessors were corporations having a special semi-government status under the Ministry of Foreign Affairs; in 1974 the Overseas Technical Agency and the Overseas Emigration Agency were combined into the International Cooperation Agency. JICA is involved in a wide range of projects, with "international cooperation through human beings" as its foundation.

Need for Training in Japan

Children in kindergarten and the elementary grades of Japanese schools for the deaf receive thorough training in practical use of hearing aids. Hearing aid fitting is closely connected to guidance in the practical use of auditory sense, speech and language intervention, and pronunciation drills. Here in Japan, hearing aid fitting, guidance in practical use of auditory sense, speech and language intervention, and pronunciation drills are included in the curriculum of each school as “auditory functional training,” so that its importance can be recognized by the entire school. Thus, a detailed instruction method has been established.

How hearing aids are used is monitored by each school, and students use them efficiently. The use is checked periodically on the basis of collected data and adjusted to users’ growth and any change in the degree of disability.

At present in Thailand, there is no training corresponding to the “auditory functional training” as taught in Japan. Auditory functional training requires a definite instructional plan on a long-term basis and it is hard to sustain it without a mechanism for the whole school to grapple with it.

The objective of training Thai teaching staff in Japan is to give them support so that they have direct contact with education actually given in the classroom, in which they personally ascertain the general view of total communication for framing their own curricula, with a view on how education for children with hearing impairment should be in the future. They can also carry out teaching staff training according to their own plans. Therefore, we hope to select teachers whose achievements in local training sessions are excellent, i.e., those who are enthusiastic enough to be core members in education for the deaf in Thailand in the future, and train them in such a way that they can gain deeper understanding of the Japanese educational interface in one of the most important areas of education for the deaf. We plan for them to see how auditory functional training is actually given



in the kindergarten and elementary classrooms, and confirm the results and problems of training in the lower and upper secondary departments. One of the major reasons for providing training in Japan is that trainees can be trained in both areas during the same period of time.

Japan’s education of the deaf has a history of more than one hundred years. Each school has established its own instruction method after trial and error. The know-how accumulated here contains something helpful for persons involved in similar education in Southeast Asia. So far, our organization has provided technical assistance mainly in the method of using mechanical equipment (hardware) such as hearing aids, audiometers and other characteristic apparatuses. From this grassroots aid, we intend to move into the software area of deaf education, which includes drawing up a curriculum based on the use of hearing aids.

Training in Japan is planned to give trainees field experience in this area, including:

- ① Classroom training at a school for the deaf in Japan (to study the actual process of auditory functional training and the content of a curriculum)
- ② Training with facilities and equipment of a school for the deaf in Japan (to be trained in the method of actually making good use of a hearing aid system)
- ③ Confirmation and review of skills acquired in local training
- ④ Study on institutions supporting education for

the deaf, including visits to vocational training facilities for the hearing impaired, a hearing aid manufacturing plant, and so forth

- ⑤ Study on the individual methods and theories which support total communication education (to gain field experience in speech and language intervention, pronunciation drills, instruction on hearing aid fitting, etc.)

Training Facilities

(A) Tokyo Metropolitan Katsushika School for the Deaf

- Preschool education (practical training in giving guidance to children with hearing handicaps and their guardians in the stage prior to entering a school for the deaf. There is currently no guidance given to guardians in Thailand.)
- A practical method of giving guidance in the active use of hearing aids, oral language, speaking and vocalization in the kindergarten and the elementary departments
- Practice in hearing aid fitting
- Positioning of hearing aids in the curriculum

(B) Tokyo Metropolitan Shinagawa School for the Deaf (or Kanagawa Prefectural Yokohama School for the Deaf or Tokyo Metropolitan Otsuka School for the Deaf)

- Preschool education (practical training in giving guidance to children with hearing handicaps and their guardians in a stage prior to entering a school for the deaf)
- A practical method of giving guidance in the active use of hearing aids, lip-reading, speaking and vocalization in the kindergarten and the elementary departments
- Practice in hearing aid fitting
- Positioning of hearing aids in the curriculum
- * Training in the same subjects at two schools will teach trainees how the curriculum differs from school to school and be of help in their creating of their own curricula upon their return home.

(C) Tokyo Metropolitan Shakujii School for the

Deaf (Tokyo Metropolitan Tachikawa School for the Deaf)

- Upper secondary department education (the development of students who receive education using hearing aids actively in the stage of compulsory education can be known. The effect of education will be recognized through comparison with Thai students in the same age bracket)

(D) National Institute of Special Education

For the purpose of obtaining first-hand information about the way to provide professional and technical training to personnel involved in special education, we visited the (then) National Institute of Special Education in 1977 and 1998 and, as trainees, attended lectures given by researchers in charge of education for hearing impairments. On these occasions, much was learned about the know-how of information exchange.

Goal to Be Achieved at the End of the Project

- To enable trainees (persons in charge of auditory functional education) to carry out hearing aid fitting correctly (so that they can acquire an adaptation skill for performing audiometry and fitting in schools for the deaf in their country)
- To develop personnel who can organize workshops and/or build a network for teaching staff of schools for the deaf in Thailand. (Teaching staff will be trained to serve as lecturers in local training. There will be two persons from each school, eight in total, for the initial year.)
- For trainees to understand the roles of hearing function and hearing aids in Japanese education for the deaf
- For trainees to take charge of delivering a lecture on Step 1 (active use of audiometry and the record of its results) at local seminars held by our organization
- For local schools for the deaf to simulate hearing aid utilization programs tailor-made for themselves
- To make it possible for all of the schools

participating in the project to carry out the fitting in their own schools when the project terminates. (That is, to train staff in charge of hearing aids.)

- To make it possible that local teaching staff plans and holds training sessions where staff in charge of auditory functional education will analyze and report audiometry results (audiograms) of students at their own schools and discuss special features and problems of the respective schools; to establish a scheme for information exchange including technical training sessions on the fitting

Services Offered by the Japanese Side

- ① Round-trip airfare between Bangkok and Narita (including landing charge)

- ② Accommodation while in Japan

- ③ Meals and domestic transportation fees while in Japan

- ④ Coordinator while in Japan (for training hours from 9:00 to 16:00)

- ⑤ Interpreter while in Japan (interpretation between Thai and Japanese during training sessions, for training hours from 9:00 to 16:00)

Expenses for the above services will be covered by financial support from various foundations. In the past three years, the training of Thai teaching staff in Japan was carried out as a project commissioned by JICA.^{note)}

(TEJIMA Satoru)

Statistics and Indicators in Asia-Pacific Countries 2008

**Summaries on Education for Children
with Disabilities in Asia-Pacific Countries**

We would like to thank all who sent us the country data, we appreciate the contribution to make it as complete and update as possible.

Anna-Marie White•Fiona Forbes (Australia), Md. Jahangir Hossain (Bangladesh), Cuihang Liu (China), Joko Adi Sasmito (Indonesia), Hyeun Jin Kim (Korea), Mohamad Nor Bin Mohamad Taib (Malaysia), Hari Ram Pant (Nepal), Adele Peart-Baillie (New Zealand), Maqbool Ahmad Khan (Pakistan), Veneriza Nazareno Trillo (Philippines), H. A. H. K. Nimal Hettiarachchi (Sri Lanka), Somporn Warnset (Thailand).

National Institute of Special Needs Education, Japan



2008 the Basic Data 1- (1) General Information

| | Area | Population | Capital | Ethnicity/Race | Language | Religion |
|------------|-----------------|---------------|----------|---|---|---|
| Australia | 7,692,024 sq km | 21,412,584 | Canberra | Most of Australia's population is of Anglo-Saxon and European descent. 24% of Australia's population was born overseas. The largest group is from the UK (23%), New Zealand (10%), Italy (4%), China (4%) and Vietnam (4%) | English | 18.7% : Anglican 25.8% : Catholic 5.7%: Uniting Church 3% : Presbyterian and Reformed 5%: other religions 18.7% state that they have no religion or did not adequately describe it. (www.abs.gov.au) |
| Bangladesh | 147,570 sq km | 140.6 Million | Dhaka | Mostly Bengalis | Bangla (National Language) | 89.6% Muslim 9.2% Hindu 0.7% Buddhist 0.3% Christain.G3 |
| China | 9,600,000sq km | 1,321,290,000 | Beijing | Han people(92% of total population) and 55 ethnic minorities | Mandarin (Chinese) language | Buddhism, Islam, Christianity, etc. |
| India | 3,287,263 sq km | 1,028,610,000 | DELHI | Indo-Aryan, Dravidian, Mongolian etc. | Hindi is the national language Hindi & English is the official language There are 23 more languages and numerous dialects | Hindus - 827,579,000 (80.5%) Muslims -138,188,000 (13.4%) Christians - 24,080,000 (2.3%) Sikhs - 19,216,000 (1.9%) Buddhists - 7,955,000 (0.8%) Jains - 4,225,000 (0.4%) other religions - 6,640,000 (0.7%) |
| Indonesia | 1,890,000 sq km | 222,2 million | Jakarta | Mostly of mixed Malayan origin (generally divided into 27 tribes including Javanese and Indonesian) | Indonesian (National Language); Javanese, Sundanese, | 87% Muslim, 10% Christian, 2% Hindu, rest Buddhist |
| Japan | 377,835 sq km | 127,433,494 | Tokyo | Japanese, Ainu, Korean | Japanese | Shinto, Buddhism, Christianity |
| Korea | 99,274 sq km | 48,606,787 | Seoul | Korean | Korean | 22.8% Buddhist, 18.3% Christian, 10.9% Roman catholic rest Confucian and Chondogyo |

| Per Capita GNP | Per Capita GNI | Literacy Rate | Economic Growth Rate | Unemployment Rate | Current Regime |
|---|-------------------|---|----------------------|--|--|
| US\$36,258 | US\$35,990 (2006) | The Adult Life Skills Survey (AALS) measures the literacy of people aged 15-74 years. In 2007, approximately 46% had scores of level 1 or 2 on the prose scale, 37% at Level 3, 16% at Level 4/5. 47% scored Level 1 or 2 on the document scale, 36% at Level 3 and 18% at Level 4/5. | 4.5% | 4.3% | Head of State Governor General, Ms Quentin Bryce AC System of Government Federal system Prime Minister The Hon Kevin Rudd MP Political Party Australian Labor Party |
| US\$554 | US\$599 | (age7+) : 52.5% | 6.2% | 3.3% | Head of State Professor Dr. Iajuddin Ahmed (President) System of Government Parliamentary Democracy Prime Minister Dr. Fakhruddin Ahmed (Chief Advisor) Political Party Non Political Neutral Care Taker Government |
| applicable but information and source not found | US\$2,010 (2006) | 90.7% (2006) | 11.4% (2007) | 4.1% (2007, registered unemployment rate in urban areas) | Head of State President System of Government The People's Congress Prime Minister Wen, Jiabao Political Party Communist Party of China |
| US\$540 (2003) | N/A | 64.8% | 6.9% | N/A | |
| US\$ 1,850 (2007) | US\$ 1,632 (2007) | 91.9% (2006) | 6.3% (2007) | applicable but information and source not found | Head of State President System of Government Republic Prime Minister Susilo Bambang Yudhoyono Political Party Coalition of Democrat Party and Golkar Party |
| US\$35,672 | US\$38,410 | 99.8% | 1.6% | 4.0% | Head of State Not Stated in the Constitution System of Government Constitutional Monarchy Prime Minister Taro Aso Political Party Coalition of the Liberal Democratic Party and New Komeito Party |
| US\$1,400 (2007) | US\$20,045 (2007) | not applicable the result will be reported in November | 4.0% (2006) | 3.1 % (2008.08) | Head of State Lee, Myoung Bak System of Government Presidential Government Prime Minister Han, Seung-Su Political Party Party of Han Na Ra |

2008 the Basic Data 1- (2) General Information

| | Area | Population | Capital | Ethnicity/Race | Language | Religion |
|-------------|--------------------------------------|------------------------------|---|---|---|--|
| Malaysia | 330,252 sq km | 27,759,934 | Kuala Lumpur (Putrajaya: the new Federal Government) | Malay, Chinese, Indian, Pakistanis, others | Malay language (national language), Chinese, Tamil, English | Islam (official religion), Buddhist, Hindu, Christian, Taoist, Others |
| Nepal | 147,181 Sq Km | 27,133,000 (27.1 Million) | Kathmandu | Tamang, Magar, Gurung, Tharu, Limbu, Rai | Nepali | Hindu, Buddhist, Muslim, Others |
| New Zealand | 275,340 sq km | 4,268,400 | Wellington | Mostly of Anglo Saxon descent; 14.6% (about 565,329) native Maori (2006 census) | English, Maori, New Zealand Sign Language | 79.6% Christian (11.8% Anglican, 7.0% Presbyterian, 17.2% Catholic, 2.5% Method-its); 34.7% atheist. (2006 census) |
| Pakistan | 796,095 sq km | 169,270,617 | Islamabad | Punjabi, Sindhi, Pathan, Baluchi | Urdu (National) English (Official) | Islam (Official Religion) |
| Philippines | 299,404 sq km 30 million hectares | 88.706 million | Manila | Christian: 91.5% Muslim: 4% Chinese 1.5% others: 8% | Filipino / English | Catholic: 82.9% Islam: 4.6% Protestant: 5.4% Iglesia: 2.6% |
| Sri Lanka | 65,610 sq. km | 20,010,000 | Sri Jayawardanapura Kotte | Sinhalese, Tamils, Moors, Burgers | Buddhism, Hinduism, Islam, Catholics | Buddhism, Hinduism, Islam, Catholics |
| Thailand | 513,115 sq km | 65,970,000 | Bangkok | Thai | Thai | Buddhism, Islam, Christianity, |

| Per Capita GNP | Per Capita GNI | Literacy Rate | Economic Growth Rate | Unemployment Rate | Current Regime |
|-----------------------|-------------------|---|----------------------|---|---|
| US\$6,719 (2007) | US\$6,770 (2008) | 95.3% (Male) 89.6% (Female) (2006) | 6.3% | 1st Quarter 2008 3.6% 2nd Quarter 3.5% | Head of State HRH Tuanku Mizan Zainal Abidin (elected every five years from among 9 Rulers) System of Government Constitutional Monarchy Prime Minister Dato' Seri Abdullah Ahmad Badawi Political Party Barisan National (Coalition of 15 parties) |
| US \$ 320 (2008) | US\$322 (2006) | 63% (6+ age)-FY 2007-08 | 2.5% | applicable but information and source not found | Head of State Dr. Rambaran Yadav System of Government Federal Democratic Republic Prime Minister Puspa Kamal Dahal 'PRACHANDA' Political Party Nepal Communist Party Maoist, Nepal Communist Party UML, Madhesi Janadhikar Forum and other smaller parties |
| US\$30,234 (2008) | US\$27,250 (2006) | 100% | 3.0% (December 2007) | 3.4% (December 2007) | Head of State Queen Elizabeth II of New Zealand System of Government Parliamentary Democracy based on the Westminster System Prime Minister Helen Clark Political Party The Labour Party of New Zealand |
| US\$652 approximately | US\$ 770 (2006) | 51.6% | 4.5% | 6.6% | Head of State President, Asif Ali Zardari System of Government Parliamentary Form Prime Minister Syed Yousaf Raza Gilani Political Party Pakistan Peoples Party |
| US\$1,777 (2007) | US1,420 (2006) | 92.6% | 6.3% | 8.0% | Head of State President System of Government Democratic Prime Minister None Political Party Lakas, CMD, Kampi, LDP, NPC,NP, LP, PDP, Laban and UNO |
| US \$ 1,620 | US \$ 1,617 | 96.0% | 6.7% | 6.5% | Head of State Hon. Mahinda Rajapaksha System of Government Democratic Socialist Republic Prime Minister Hon. Ratnasiri Wickramanayake Political Party United Peoples' Freedom Alliance |
| US\$3,720 (2007) | US\$2,990 (2006) | Adult Literacy 93%, Youth Literacy 98% | 6.8% | 1.4% | Head of State Not Stated in the Constitution System of Government Constitutional Monarchy Prime Minister Mr. SOMCHAI WONGSAWAT Political Party People Power Party and Co-Political Party, Democratic Party. |

2008 the Basic Data 2- (1) Regular Education

| | Legislation Relevant to Education | Recent Development in Education Policy | Structure of Government Concerning Education and their Roles |
|-------------------|--|---|---|
| Australia | <p>Key legislation relating to school education in Australia Schools Assistance (Learning Together - Achievement through Choice and Opportunity) Act 2004; Disability Discrimination Act 1992 and the related Disability Standards for Education 2005; Education Services for Overseas Students Act 2000; Each state and territory also has its own legislation to govern school education. From the beginning of 2008, the Australian Government has been working with state and territory governments through the Council of Australian Governments (COAG) to develop a new legislative framework to underpin investment in school education in Australia. This new legislation will come into effect from the beginning of 2009.</p> | <p>The Australian Government Supports the rights of students with disability/special needs to have the same educational opportunities as other students and is committed to providing ongoing funding for this purpose. The Australian Government provides substantial funding to the states and territories, including targeted funding to support educationally disadvantaged students, but the constitutional responsibility for the equitable distribution of these funds is that of each state or territory. The Australian Government also funds research projects into the professional development of teachers to assist students with disability to attend and participate in mainstream schools and classes. The Australian Government is implementing a new initiative in response to increasing numbers of students with autism spectrum disorder (ASD) in Australian schools. The Helping children with autism initiative is being jointly delivered by the departments of Families, Housing, Community Services and Indigenous Affairs, Health and Ageing and Education, Employment and Workplace Relations. There are two components of the initiative which deal with education. They are professional development for teachers and other school staff who are working with students with ASD to increase their understanding, skills and expertise in working with these students and workshops and information sessions for parents and careers of school aged children with ASD to assist them to develop productive partnerships with their child's school teachers and school leaders.</p> | <p>In Australia the states and territories have the primary responsibility for funding state government schools. They also provide supplementary assistance to non-government schools. The Australian Government is the primary source of public funding for non-government schools, while also providing supplementary assistance to government schools. Most non-government schools have some religious affiliation, with approximately two-thirds of non-government school students enrolled in Catholic schools. Overall, state government schools enroll 66.4 per cent of students, while non-government schools enroll 33.6 per cent of students.</p> |
| Bangladesh | <ol style="list-style-type: none"> 1. The Primary Education ordinance, 1981. 2. The Primary Education Act, 1981. 3. The Primary Education (Compulsory) Act, 1990. 4. Registration of private school ordinance, 1962. 5. The intermediate and secondary education ordinance, 1961. 6. Bangladesh University Grant Commission Act, 1973. | <p>Information is not available</p> | <ol style="list-style-type: none"> 1. Ministry of Education. 2. Ministry of Primary & Mass Education. 3. Directorate of Secondary Education and its subordinate districts and upazilla offices. 4. Directorate of Primary Education (DPE) and its subordinate districts and papilla offices. 5. Educational Boards (General-6, Technical-1, Madrasha-1, Total-8). 6. National curriculum Textbook Board (NCTB) <p>* Ministries and Directorates are looking after policy issues and general administration of the schools, colleges, Madrasahs and such other equivalent level educational institutions through their district and upazilla levels offices. ** Educational Boards are responsible for quality control of education and administer the public examinations like secondary school certificate (SSC) and Higher Secondary Certificate (HSC) and equivalents. *** National Curriculum Textbook Board (NCTB) is a central Organization and is responsible for preparing curriculums and in some cases print textbook for different grade for the schools and colleges.</p> |
| China | <p>Education Law(enacted 1995) Compulsory Education Law(enacted 1986, last amended 2006) The Teacher Law(enacted 1993) Vocational Education Law(enacted 1996) Higher Education Law(enacted 1998) Private School Promotion Law(enacted 2002)</p> | <p>Students of compulsory education are free from tuition and fees since autumn 2008. In undeveloped region, expenditures for textbooks and boarding of students are provided by government finance. The goal is achieving the balanced development of compulsory education through more financial aid and resource support to the students and schools of rural area and west region. Government increase financial support and intensify assistance for secondary vocational or technical education.</p> | <p>Central government: administer state educational undertakings, investigating and putting forward the guiding principles and policies of education, drafting relevant rules and regulations, mastering plans for education development and establishing standards. Local government(province, city, county): The departments in charge of education administration at and above the county level supervise and manage education work within the jurisdiction of the respective administrative region. County level and city level manage primary and secondary education. Province level manage local higher education.</p> |
| India | | | |

| Structure of Education | | | Regular School Education | | |
|--|---|--|--|--|---|
| Structure of School Education | Compulsory Education age / years | Curriculum Standards in Education | Elementary Education | Lower Secondary Education | Upper Secondary Education |
| <p>School education has a similar structure across Australia with only slight variations between states and territories. School education is thirteen years and divided into:</p> <ul style="list-style-type: none"> • a preparatory year before Year 1: not compulsory but almost universally undertaken; • primary schooling: six or seven years – Years 1-6 or 1-7; and • secondary schooling: five or six years – Years 7-12 or 8-12. <p>Postsecondary education is offered in two sectors – the vocational education and training (VET) sector and the higher education sector.</p> <p>(Source: Country Education Profile, Australian Education International)</p> | <p>Compulsory education is established under state legislation. ACT: 6-15 years; NSW: 6-15 years; QLD: 6-16 years; VIC: 6-16 years; WA: 6-17 years; SA: 6-16 years (17 years from 2010); TAS: 5-16 years; NT: 6-15 years.</p> | <p>Australian Education ministers, in collaboration with the Catholic and independent school sectors, are developing a new National Declaration on Educational Goals for Young Australians. Once agreed, the National Goals will provide a policy framework for school education in Australia for the next 10 years. Each state and territory has responsibility for developing its own curriculum. In 2007, the Australian Government committed to the development of a rigorous and world-class national curriculum from kindergarten to Year 12, starting with the key learning areas of English, mathematics, the sciences and history. National curriculum will be developed by 2010, and implemented by the states and territories from 2011. As a second phase of work, national curriculum will be developed in languages and geography. The development of national curriculum will be overseen by the National Curriculum Board.</p> | <p>Total Number of Students 3,416,523 Total Number of Schools 6,517 School Attendance Rate this information is not available Class Size 24.2</p> | <p>Total Number of Students 1,969,303 Total Number of Schools 1,486 School Attendance Rate this information is not available Class Size 24.2</p> | <p>Total Number of Students not applicable Total Number of Schools not applicable School Attendance Rate not applicable Class Size not applicable</p> |
| <p>1. Primary School Education and Equivalent, 5 years, (Age: 6 years-10 years). 2. Lower Secondary School Education or Equivalent, 3 years. (Age : 11-13 years). 3. Secondary School Education or Equivalent, 2 years. (Age : 14-15 years). 4. Higher Secondary Education or equivalent 2 years (colleges etc.), Age 16 -17 years. 5. Under graduate 3/4 years (Bachelor) and Post graduate 2/1 years masters level (Universities and graduate colleges). * In our system grade 1-5 is elementary education, grade 6-8 is lower secondary and grade 9-12 is upper secondary.</p> | <p>Primary School Education (6 years old - 10 years old), 5 years.</p> | <p>National Curriculum set by Government through NCTB.</p> | <p>Total Number of Students 1,63,12,907 Total Number of Schools 81,434 School Attendance Rate 82 % (Approximate) Class Size 49</p> | <p>Total Number of Students 61,79,131 Total Number of Schools 26,844 School Attendance Rate 68.1% Class Size 28</p> | <p>Total Number of Students 40,71,731 Total Number of Schools 29,864 School Attendance Rate 72.0% Class Size 21</p> |
| <p>Kindergarten, 6-3-3 system (6 years of primary school, 3 years of junior high school, 3 years of senior high school) and University(college)</p> | <p>9 years (6 years old - 15 years old)</p> | <p>Ministry of Education establish national curriculum standard</p> | <p>Total Number of Students 109,766,964 Total Number of Schools 341,639 School Attendance Rate 99.3% Class Size not applicable</p> | <p>Total Number of Students 60,083,851 Total Number of Schools 60,550 School Attendance Rate 100% Class Size not applicable</p> | <p>Total Number of Students 43,418,552 Total Number of Schools 16,153 School Attendance Rate 75.7% Class Size not applicable</p> |
| | | | | | |

2008 the Basic Data 2- (2) Regular Education

| | Legislation Relevant to Education | Recent Development in Education Policy | Structure of Government Concerning Education and their Roles |
|------------------|---|---|--|
| Indonesia | Indonesia Constitution 1945 Law No. 4 of 1997 Law No.23 of 2002 Law No. 20 of 2003 | Nine years basic education of Learning compulsory was launched on 2 May 1994 and it is expected to be completely finished in 2003/2004. However, as the impact of economic crisis in 1997 the eradication target was delayed and activities were lead to survive development achieved. In order to accelerate reach of educational movement of nine years basic education learning compulsory, in 2006 government released President Instruction Number 5, 2006 dealing with National Accomplishing Acceleration Movement of Nine years Basic Education learning compulsory and illiteracy. Various related agencies were involved in doing accelerating efforts of the nine years basic education and illiteracy. | Central Government Local Government Indonesia comprises 33 provinces, and 440 city/districts. City/district educational office is in charge of basic education (Elementary School and Junior High School, where as Senior High School and Special Education are under authority of provincial educational office). |
| Japan | Fundamental Law of Education(enacted 1947, last amended 2006) School Education Law (enacted 1947, last amended 2007) Ordinance for School Education Law (enacted 1953, last amended 2007) Rule for School Education Law (enacted 1947, last amended 2008) | In 2007, the School Education Law was amended and accordingly, the national curriculum of kindergarten, elementary school and lower secondary school was revised. It will be put into effect in 2009. The MEXT aims at fostering three major elements of academic ability; first is basic knowledge and skill; second is the ability to think, make decision and express; and third is the motivation for learning. The number of class hours will increase in order to develop such abilities. | Central government Local government Prefecture (47 prefectures) Municipal (1,804 municipalities) The prefectural board of education are responsible for upper secondary schools and special schools, and the municipal board of education are for regular compulsory schools on the elementary and the lower secondary levels. |
| Korea | The Constitution (promulgated on July 17, 1948) defines South Korea's educational philosophy and lays down the basic framework for administering its educational system. The Education Fundamental Act (promulgated in December 13, 1997) lays down the primary principle concerning the entire area of education. | We have made it a core mission to nurture the basic learning capacity in pre-school children, and provide appropriate education for primary and secondary students with special ability in certain fields. It is also of our keen interest to push forth strongly with the specialization policy for higher education, so that universities may gain international competitiveness and cultivate talents qualified for the industry and local society. At the same time, there will be focused endeavors to expand lifelong learning programs and access across Korea. While there may be numerous different approaches and voices to education, there exists one common understanding, which is that education should offer hope and create better opportunities for all. This is a crucial time for the ministry, the country, and the people, to work together in earnest for that very goal. | Korean Ministry of Education, Science and Technology Development |
| Malaysia | Education Ordinance 1953 Education Ordinance 1957 Education Act 1961 Universities and Universities College Act 1971 Education Act 1996 Private Higher Educations Act, 1996 Universities and Universities Colleges (Amendment) Act 1996 National Accreditation Board Act 1996 | In January 2007 the Education Development Master Plan (EDMP) 2006-2010 was launched. EDMP aims to develop human capital with individual characteristics that reflect progressive Malaysian Society, to ensure the sustainability of access, equity and quality as the basis of the education agenda, and to pioneer and lead changes towards achieving a world-class education system by 2020. The six strategic thrusts in the EDMP are nation building, developing human capital, strengthening the national school, bridging education gap, elevating the teaching profession and accelerating excellence of educational institutions. | Centralized system of educational administration. Federal level: acts as decision maker/Policy and Planning Committee. State Education Level/Department: Coordinate and monitor the implementation of national education program, projects and activities. District Education Level: serves as an effective link between the school and State Education Level/Office |
| Nepal | The Interim Constitution of Nepal, 2006 Education Act 1971, (Amendment 2006) Education Regulation 2002, (Amendment 2006) Local Government Act - 1998 | The government has changed the structure of school education and it will be effected from 2009. Ministry of Education , Curriculum Development Center has developed ' National Curriculum Framework, and accordingly the revision of textbooks is in process. The Interim Constitution 2006 has declared education as fundamental right of people and also ensured the right to get basic education in the mother tongue. The Three Year Interim Plan has undertaken policy to provide education in their mother tongue and to adopt the trilingual policy. | Ministry of Education : Policy formulation Department of Education : Planning, Monitoring Regional Educational Directorate (5): Monitoring and Reporting District Education Office (75) and District Education Committees Resource Centres (1,091) , Schools (29,448) Ministry of Education is central level responsible body for overall education. The Ministry formulates policy and set standards, the Department plans the programs, develops implementation strategy and guidelines. The District Education Offices are district level authority to take decision in decentralized context and implement educational programs at school level. The Village Development Committee or the Municipality board govern the education locally in term of cost sharing and management. |

| Structure of Education | | | Regular School Education | | |
|--|--|---|---|--|--|
| Structure of School Education | Compulsory Education age / years | Curriculum Standards in Education | Elementary Education | Lower Secondary Education | Upper Secondary Education |
| 4 Levels: Kindergarten (2 years) Primary School (at least 6 years) Junior Secondary School (at least 3 years) Senior Secondary School (at least 3 years) | 9 years compulsory education Primary School (6), 7--12 years old Junior Secondary School (3), 13-15 years old | Curriculum at educational institution level is a curriculum which is arranged and implemented by each educational institution. The curriculum developed at institution level is based on local condition and learner ability. The government in this case Ministry of National Education has decided content standard and graduates competence standard including Competence Standard and Basic Competence Standard | Total Number of Students 27,269,409 Total Number of Schools 146,813 School Attendance Rate applicable, but not found Class Size 35:1 | Total Number of Students 8,482,294 Total Number of Schools 24,686 School Attendance Rate applicable, but not found Class Size 40:1 | Total Number of Students 6,024,501 Total Number of Schools 16,314 School Attendance Rate applicable, but not found Class Size 40:1 |
| 5 basic levels - Kindergarten (nursery),Elementary school, Lower secondary school, Upper secondary school(Secondary education school) and University(College, etc.) | Elementary/ Lower secondary school (6 years old - 15 years old) , 9 years | National curriculum guidelines set by central government | Total Number of Students 7,133,000 Total Number of Schools 22,693 School Attendance Rate 99.9% Class Size 25.7 | Total Number of Students 3,615,000 Total Number of Schools 10,955 School Attendance Rate 99.9% Class Size 30.2 | Total Number of Students 3,406,000 Total Number of Schools 5,313 School Attendance Rate 97.7% Class Size Constant is 40. |
| 6-3-3-4 system: kindergarten (3 years from ages 3-6) ; primary school (6 years from ages 6-12); secondary school (3 years from ages 12-15); high school (3 years from ages 15-18); and college (18 years and older); graduate school (22 years and older) | Primary / junior high school education (6 years from ages 6-12 and 3years from 13-15) Total years of compulsory education is 9. | Development of the 7th National-level curriculum in 2000 and has been operated until 2005/ Partial Revision of 7th curriculum is researched according to 5 work-day per week | Total Number of Students 3,672,207 Total Number of Schools 5,813 School Attendance Rate 99.0% Class Size 29.2 | Total Number of Students 2,038,611 Total Number of Schools 3,077 School Attendance Rate 93.2% Class Size 34.7 | Total Number of Students 1,906,978 Total Number of Schools 2,190 School Attendance Rate 90.0% Class Size 33.7 |
| Preschool education (Age:5 - 6) Primary education (Year 1-Year 6)/(Age 7 - 12) Lower secondary education (Form 1 - 3)/(Age 13 - 15) Upper secondary education (Form 4 - 5)/(Age 16 - 17) Post secondary education (Form 6 /Matriculation/Polytechnics) Higher education (Colleges/ Universities) | Age:7 year olds 6 years of schooling (Year 1 -Year 6) Compulsory education begins in 2002 targeting 100% rate of children participation at primary school | National Curriculum | Total Number of Students 3,153,779 Total Number of Schools 7,644 School Attendance Rate NA Class Size 29.48 | Total Number of Students 1,397,139 Total Number of Schools 2,181 School Attendance Rate 100% Class Size 32.45 | Total Number of Students 913,500 Total Number of Schools 2,181 School Attendance Rate NA Class Size 28.48 |
| 1-5 Primary Level 6-8 Lower Secondary Level 9-10 Secondary Level 11-12 Higher Secondary Level | 1-5 Primary education (5-9years), 5 years until now. The government has declared basic and primary education compulsory. With the implementation of School Sector Approach form 2009, grade 1-8 will be basic and primary level free and compulsory. | National Curriculum Framework set by the government. | Total Number of Students Preprimary /ECD class 8,23,106 and Primary 44,18,713 Total Number of Schools Preprimary /ECD class 19,936 and Primary 29,220 School Attendance Rate 68.9% Class Size Average- 38, Community school- 42 | Total Number of Students 1,443,515 Total Number of Schools 9,739 School Attendance Rate 72.9% Class Size Average -52, Community School -68 | Total Number of Students 671,183 Total Number of Schools 5,894 (level) School Attendance Rate 69.9% Class Size Average - 32, Community School - 42 |

2008 the Basic Data 2- (3) Regular Education

| | Legislation Relevant to Education | Recent Development in Education Policy | Structure of Government Concerning Education and their Roles |
|--------------------|---|--|--|
| New Zealand | The Education Act 1989 | The Ministry of Education in New Zealand's policy and strategy efforts result in laws to improve education and access to education for all. Work continually in progress includes improving social and academic outcomes for all students by focusing on factors making the biggest difference to student learning; helping schools better determine their curriculum, teaching, learning and assessment criteria; and promoting the effective use of information and communication technologies in NZ schools. This is done through targeted government initiatives and through the day to day running of the ministry. Some recent developments include Ka Hikitia, the Maori education strategy and the recent launch of the revised Pacifica education plan. Schools Plus - an initiative to keep students engaged in education until age 18 has also recently been launched. Special education policy also includes SE 2000 and the requirements of the New Zealand curriculum 2007. | Funded by central government through the Ministry of Education |
| Pakistan | Federal Supervision of Curricula, Textbooks and maintenance of standard of Education Act 1976 (X of 1976). Vide constitution of Pakistan 1973 education is a Federal subject at No.38 of the concurrent list. | Aims and objectives of Education and training are to enable the citizens of Pakistan to lead their lives according to the teaching of Islam as laid down in the Qur'an and Sunnah and to educate and train them as a true practicing Muslim reflecting responsible & productive citizenship. Eradication of illiteracy through formal and informal means for expansion of basic education through involvement of community. The current literacy rate of about 51.6% will be raised up to 70% by the year 2010. The new National Education Policy is underway. However, the textbooks and learning material policy has been notified in 2007 whereby: i) A well regulated system of competitive publishing of textbooks and learning materials shall be introduced as part of an enhanced public-private partnership in the development of education in Pakistan. ii) Textbook Boards shall be transformed into competent facilitating, regulating and monitoring authorities, and shall review and help support the process of approval of textbooks for use in schools in their respective areas of jurisdiction. | Federal Govt./Federal Capital, FATA and FANA Provincial Governments (4) Local Governments - Punjab (35), Sind(22), Baluchistan (27) and NWFP(22). |
| Philippines | The Philippines has long been committed to ensuring the rights of children, particularly their rights to survival, protection, development and participation. The 1987 Constitution, in particular, took cognizance of the important role of child development in national development by mandating highest budgetary priority to education. As early as 1974, the Philippines had already enacted the Child and Youth Welfare Code, which defines the rights and responsibilities of the child. After the United Nations Convention on the Rights of the Child was approved by the United Nations on 20 November 1989, the Government of the Philippines (GOP) immediately took measures to pave the way for its ratification. Thus, on 26 July 1990, the Philippines became the 31st State to ratify the Convention by virtue of Senate Resolution 109. The Philippine Government formulated the framework of the National Plan for Children in the 1990s, a corresponding plan of action initially for 1990 to 1992. | Implementing rules and regulations on Executive Order no. 210 establishing the policy to strengthen the use of English Language as medium instruction in the education system. | The Department of Education serves as the nation's center for educational concerns. Under which are the Bureau of Elementary Education, Bureau of Secondary Education, and the bureau of Special Education. Through its offices in each region of the country is reaches out of the schools in the provinces. Furthermore, the regions have been divided into smaller divisions and districts. Each division has their own Division Superintendent as the overseer of the area. The principals of each school have been given considerable authority to ensure the management of their programs. |

| Structure of Education | | | Regular School Education | | |
|--|---|---|--|--|---|
| Structure of School Education | Compulsory Education age / years | Curriculum Standards in Education | Elementary Education | Lower Secondary Education | Upper Secondary Education |
| Early Childhood education is not compulsory but actively supported by government policies. 6 years at Primary Schools - up to 5 year at Secondary schools. Post secondary there are a range of tertiary options. | Compulsory schooling 6-16 yrs (although children may begin at 5 years and most do) | National Certificate of Educational Achievement | *Primary Education Total Number of Students 436,543 Total Number of Schools 2,034 School Attendance Rate 100% Class Size 15 - 20 | *Secondary Education Total Number of Students 270,149 Total Number of Schools 336 School Attendance Rate 100% Until 16 Class Size 20 -30 | |
| Pre-School (3-5), Primary (Grades 1-5) (5-10 years), Middle (Grades 6-8) (10-12 years), Secondary Grades 9-10) (13-14 years M/o Education, Higher Education (17 years & over) - Higher Education Commission. | Primary / 5 years | The National bureau of Curriculum and Textbooks operate at the Federal Level. While similar bureau and boards also exists in the provinces. The curriculum content offered nationally is generally same but becomes diversified after class IX when students can choose from three stream of courses, arts, science and technical/vocational. The Goal of Curriculum is that it must inculcate self esteem, concern and love for others, it should be related to immediate needs and environment, to provide school learners at various levels with some marketable skills for earning livelihood. | Total Number of Students 22,096,740 Total Number of Schools 195,308 School Attendance Rate applicable but information and source not found Class Size applicable but information and source not found | Total Number of Students 2,133,008 Total Number of Schools 22,909 School Attendance Rate applicable but information and source not found Class Size applicable but information and source not found | Total Number of Students 853,535 Total Number of Schools 2,996 School Attendance Rate applicable but information and source not found Class Size applicable but information and source not found |
| Primary, Secondary, Tertiary, Elementary, High School and College | Elementary Education of 6 year levels starts at 6/7 years old up to 12/13 years old | The features that make the new 2002 curriculum for elementary and secondary education different from previous curricula (NESC and NSEC) are: (i) restructuring of the learning areas, reducing them to five (Filipino, English, science, mathematics and Makabayan); (ii) stronger integration of competencies and values within and across learning areas; (iii) greater emphasis on the learning process and integrative modes of teaching; and (iv) increased time for tasks to gain mastery of competencies of the basic tool subjects. The objectives are expressed in terms of competencies, which are knowledge, skills and attitudes that the learner is expected to acquire at the end of the programme. A significant feature of the competencies is the inclusion of the use of ICTs, articulated in terms of skills in accessing, processing, and applying information, and using educational software in solving mathematical problems and conducting experiments. Content is delivered using a variety of media and resources. The teaching-learning process considers the learner an active partner rather than an object of pedagogy. The learner takes on the role of constructor of meaning, while the teacher serves as facilitator, enabler and manager of learning. (Department of Education, 2002). | Total Number of Students 13,145,210 Total Number of Schools 42,152 School Attendance Rate 99% Class Size 1:35 | Total Number of Students Not specified Total Number of Schools Not specified School Attendance Rate Not specified Class Size Not specified | Total Number of Students 6,363,002 Total Number of Schools 8,455 School Attendance Rate 99.0% Class Size 1:39 |

2008 the Basic Data 2- (4) Regular Education

| | Legislation Relevant to Education | Recent Development in Education Policy | Structure of Government Concerning Education and their Roles |
|------------------|---|---|--|
| Sri Lanka | Legislation Regarding compulsory education act 1939 Kannangara education development Report -1943/ Education Ordinance- 26 of 1947/ Education Reforms - No 5 of 1951 Education Ordinance - 1953 | Decentralization of Education -1989/ Secondary Education Modernization Project – 1992/ Education for all -1994/ Education Reforms – 1997/Education Sector Development Project - 2005 | Ministry of Education (Central Govt.) – Policy Decision and Implementation, Provincial Ministry of Education (09 Provinces) Provincial Director of Education (09 Provincial Departments) Zonal Director of Education – 92 Zones, Divisional (Assistant) Director of Education - 304 Divisions, National Institute of Education – Curriculum development and Professional Development, Colleges of Education – Teacher training |
| Thailand | National Education Act of B.E. 2542 (1999) and Amendments (Second National Education Act of B.E. 2545 (2002). | In 2002, Thailand legislation relevant to education include : (1) Unity in policy and diversity in implementation; (2) Decentralization of authority to educational service areas, educational institutions and local administration organizations; (3) Setting of educational standards and implementing system of quality assurance for all levels and all types of education;(4) Raising the professional standards of teachers, faculty staff and educational personnel, who shall be developed on a continuous basis; (5) Mobilization of resources from different sources for provision of education;(6) Partnerships with individuals, families, communities, community organizations, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions | Central government. Office of the minister. Office of the basic education commission. Vocational education commission. Office of the education council. Commission on higher education. The Office of the basic education commission (OBEC) is for regular compulsory early childhood education (0-5 ears old), Elementary education school, Secondary education school and responsible for special education (Special education school and Special education center) The Commission on higher education is for regular compulsory University and College. The Vocational education commission is to provide access in technical and vocational education for the general public. |

| Structure of Education | | | Regular School Education | | |
|--|--|--|---|---|---|
| Structure of School Education | Compulsory Education age / years | Curriculum Standards in Education | Elementary Education | Lower Secondary Education | Upper Secondary Education |
| Ministry of Education (Central Govt.)- National Schools 1 AB Provincial Ministry of Education 1AB,1 C ,type2 ,3 schools (Note:- Type 1AB schools have Science/ Arts/ Commerce- Year 12/13 Classes (year 1-13) / Type 1C schools have (year 1-13) Arts/ Commerce Advance Level Classes, Type 2 schools have classes from 1-11 , Type 3 schools have classes from 1-9) | Enforced by Law – ages from Year 5 to Year 14 of all children | Developed and Ensure National Institute of Education | Total Number of Students 1,621,513 Total Number of Schools 9,360 School Attendance Rate 86.0% Class Size 19 | Total Number of Students 1,285,841 Total Number of Schools 6,756 (included in to the above total) School Attendance Rate 85.0% Class Size 20 | Total Number of Students 1,034,973 Total Number of Schools 6,756 (included in to the above total) School Attendance Rate 72.0% Class Size 20 |
| The educational system is 6-3-3-4. Free public education is compulsory for all children from ages 6-17, providing 12 years of compulsory education. Pre-school for the children ages 3-5, primary for ages 6-11, lower secondary for ages 12-14 and upper secondary for the ages of 15-17, is available. Higher education is generally provided in a 4-year program for the bachelor degree. | Elementary school, Secondary education school (6 years old – 17 years old) 12 years. | National curriculum guidelines set by The Ministry of Education in Thailand. | Total Number of Students 4,011,083 Total Number of Schools 29,517 School Attendance Rate 72.0% Class Size 18.8 | Total Number of Students 2,257,350 Total Number of Schools 2,580 School Attendance Rate 82.0% Class Size 23.0 | Total Number of Students 988,738 Total Number of Schools 2,580 School Attendance Rate 39.0% Class Size 34.5 |

2008 the Basic Data 3- (1) Special Education

| | Legislation Relevant to Special Education | Recent Development in Special Education Policy | Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education) |
|-------------------|--|--|--|
| Australia | Schools Assistance Act 2004 - Targeted Funding is provided through the Schools Grants element of the national Literacy, Numeracy and Special Learning Needs (LNSLN) Program which is funded through the Schools Assistance Act 2004. The Disability Standards for Education came into effect in August 2005. | The Australian Government (AG) supports the rights of students with disability/special needs to have the same educational opportunities as other students and is committed to providing ongoing funding for this purpose. The AG provides substantial funding to the states and territories who have the responsibility, management and control of schools. AG targeted funding supports educationally disadvantaged students, but the responsibility for the equitable distribution of these funds is that of each state or territory education authority. The AG also funds research projects into the professional development of teachers to assist SWDs to attend and participate in mainstream schools and classes. | Aged 0-4 years 53,500; Aged 5-14 years 266,400. |
| Bangladesh | Bangladesh Disability Welfare Act-2001 Disability Welfare Rules-2008 National Policy for disability affairs-1995 | To make primary education accessible to all children (Tribal, Special Needs/Disability, Vulnerable, Gender) under the Primary Education Development Project (PEDP)- II, the DPE has issued a circular for the primary school to enroll the students with special needs who have reasonable amounts of disability in the 2006. | 45,680 Physical Disabled |
| China | 1. Education Law of the People's Republic of China, Article 2, 10, 38 2. Law of the People's Republic of China on the Protection of Disabled Persons, Article 3(18-26) 3. Compulsory Education Law of the People's Republic of China, Article 9 4. Higher Education Law of the People's Republic of China, Article 9 6. Vocational Education Law of the People's Republic of China, Article 7,15,32 7. Law on Protection of Minors(enacted in 1991) | Develop special education in middle and west region of China. In order to ensure disabled children to receive compulsory education, those counties whose population are more than 300,000 and have no special education school are supported by central finance to build a special education school. Construct and enhance support system for students with disabilities learning in regular school. Improve the development of vocational education of persons with disability. | 721,754(date of blind, deaf and mental retardation, 6-15) |
| India | | | |
| Indonesia | Indonesia Constitution 1945 Law No. 4 of 1997 Law No.23 of 2002 Law No. 20 of 2003 | In line with trend of world development demand of inclusive education, in 2004 Indonesia held a national convention with its result Bandung Declaration, i.e., Indonesia commitment lead to inclusive education. In 2005, international symposium was held in Bukittinggi resulted Bukittinggi Recommendation which its content among others emphasize on developing continues the inclusive education program as a way to guarantee that children acquire quality education. | 317,016 (21.42%) (5-18 years old) |
| Japan | Fundamental Law of Education(enacted 1947, last amended 2006) School Education Law (enacted 1947, last amended 2007) Ordinance for School Education Law (enacted 1953, last amended 2007) Rule for School Education Law (enacted 1947, last amended 2008) Fundamental Law for People with Disabilities (enact 1970, last amended 2004) Based on Law Concerning of Persons with Developmental Disabilities(enact 2004, last amended 2008) | The recent development in special needs education is driven by two main actors: 1) the diversification and severity of disabilities as well as the increase in the number of children with multiple disabilities in special schools and 2) the recognition of support needs of children with LD (learning disabilities), ADHD and others in regular classes. The MEXT made reforms in 2006 to make resource room services available for children with LD and ADHD. In 2007, the School Education Law was amended to change disability-category specific special schools to special needs schools that may accept multiple types of disabilities. The Law also clearly stated that special needs education be promoted also in regular schools. | 216,898(1.9%) (6~15 years old) |

| Categories of Disability | School Placement of Children with Disabilities | | |
|--|---|---|---------------------------------------|
| | School Placement Procedure | School Placement Criterion | Where the Authority for Final Resides |
| <p>Main disabling condition for children with a disability 0-14 years: Intellectual/learning: 112,900 Psychiatric: 8,200 Sensory/speech: 52,300 Physical/diverse: 120,900 Acquired Brain Injury: 2,100</p> | <p>In Australia there are a range of educational settings available for students with disability including special schools, special classes/units in mainstream schools and mainstream schools with additional support. The educational setting in which a student with disability is placed depends on the needs of the student and the ability of the setting to meet these needs. Parents have the right to decide in which setting their child is educated.</p> | not applicable | Refer to School placement procedure |
| <p>visual impairment hearing impairment intellectual disabilities physical disabilities mentally retired.</p> | <p>Catchments area Survey Moderate disabled Children are enrolled in Primary School. Severe disabled Children are reared to special schools.</p> | The Primary Education Ordinance 1981. | Department of Primary Education. |
| <p>Blind, Deaf and Mental Retardation</p> | <p>Public health department identified the type and level of disabilities. Education department cooperated with disabled person federation evaluate disabled children`s learning ability and give suggestion to parent. Disabled children`s parent or legal guardian make final decision.</p> | not applicable | not applicable |
| | | | |
| <p>Visual Impairment Hearing Impairment Mild intellectual Disability Moderate Intellectual Disability Mild Physical Impairment Moderate Physical Impairment Emotional Social Behavior Autistic Multiple Disability</p> | <p>Activity of identification implemented is to find out whether a child is categorized as a special need or not. Based on assessment result the child ability and disability can be seen. The assessment is conducted by professional worker collaborated with teacher where as the teacher will design a learning program for her/his class. The assessment is also used to measure and obtain information about the children status of social, economic and her family.</p> | <p>Criteria used is based on child need and condition. For example, when a child found has IQ 50 then the learning program needed must be in line with child IQ 50. This learning program includes learning material, method, and lesson plan</p> | Government |
| <p>visual impairment, hearing impairment, intellectual disabilities, physical/motor disabilities, health impairments, speech and language impairment, autism, emotional disturbance, LD(learning disabilities), ADHD(attention deficit hyperactivity disorder), multiple disabilities</p> | <p>School placement procedure is specified in the School Education Law amended in 2007, and school placement criterion is specified in School Education Ordinance Article 22-3. Municipal board of education must make a list of children expected to enter elementary schools and hold medical checkup for them. According to the level of severity of disabilities as defined in the criterion, school placement of the child is determined- regular class, special class in regular school and special school. Children with severe disabilities are notified to the prefectural board of education which is in charge of special schools.(Children enrolled in special schools currently comprise 0.5% of the entire compulsory age population). However, despite the severity of disability, if the municipal board of education judges that children with disabilities can receive appropriate education, such children are approved to enter regular elementary schools.</p> | <p>Ordinance for School Education Law Article 22-3</p> | Municipal board of education |

2008 the Basic Data 3- (1) Special Education

| | School Placement of Children with Disabilities | | Educational Environment for Children with Disabilities | |
|-------------------|---|--|--|---|
| | | | Special Schools (Elementary, Middle and High School Education) | |
| | Parent Participation in Decision Making | Procedural Due Process | Total Number of Children Enrolled in Special Schools and Rate | Total Number of Schools by Disability Categories |
| Australia | Refer to School placement procedure | Refer to School placement procedure | 150,482.2 (Number of SWDs funded by the AG based on per capita through the schools grants element of the LNSLN Program including full time equivalent of part-time SWDs) | applicable but information and source not found |
| Bangladesh | Parents participation have been ensured through School Management Committee | There is no system specialized procedural due process. But the aggrieved person can go for writ petition to the Supreme Court of Bangladesh. | 852 (1.87%) | 5 School for visually impaired 64 Integrated School Programme for visually impaired. 7 School for hearing impaired 1 School for mentally retarded student. Total : 77 |
| China | Parent make the final decision | not applicable | 160,337 (27%) | blind: 36 deaf: 688 mental retardation: 361 composite: 582 |
| India | | | | |
| Indonesia | Community participation in education is through Education Board and School Committee. School program must be agreed by child parent represented by the school committee known by the education board. | Based on the result of assessment of the experts. | 72,425 (22.85%) | A- Visual Impairment: 631 B- Hearing Impairment: 1,271 C- Mild Intellectual Disability: 1,306 C1-Moderate Intellectual Disability: 887 D- Mild Physical Impairment: 348 D1- Moderate Physical Impairment: 90 E- Emotional Social Behavior: 78 F- Autistic: 267 G- Multiple Disability: 51 |
| Japan | Parent participation was specified in the School Education Law amended in 2007. The law provided that municipal board of education has to hear opinion not only from experts but also from parents. For school placement of children with severe disabilities, refer to "School Placement Procedure". | There is no system specialized procedural due process. General lawsuit system corresponds to it. | 58,285 (0.5%) | blind:71 deaf:102 intellectual disabilities:592 physical/motor disabilities:249 health impairment:106 |

Educational Environment for Children with Disabilities

| Special Schools (Elementary, Middle and High School Education) | Special Classes (Elementary, Middle and High School Education) | | |
|--|--|---|--|
| Total Number of Children in Special Schools by Disability Categories | Total Number of Children Enrolled in Special Classes and Rate | Total Number of Classes by Disability Categories | Total Number of Children in Special Classes by Disability Categories |
| <p>Elementary Dept/ applicable but information and source not found</p> <p>Lower Secondary Dept/ applicable but information and source not found</p> | <p>Of 264,300 children with a disability aged 5-14 years, 9% attend special schools while 89% attend mainstream schools.</p> | <p>Elementary School/ applicable but information and source not found</p> <p>Lower Secondary School / applicable but information and source not found</p> | <p>applicable but information and source not found</p> |
| <p>Elementary School/(Run by DSS) For visually impaired -25 For hearing impaired-35 For mentally retarded-05</p> <p>Lower Secondary School/(Run by DSS) For Visually impaired -25 For hearing impaired-35 (Note : Both lower and upper secondary school)</p> | <p>Children enrolled in elementary education and lower secondary education: 445 (0.97%).</p> | <p>Applicable but information not found.</p> | <p>Elementary Dept/ Visually impaired : Grade-I :130, Grade-II : 62, Grade-III : 42, Grade-IV : 49, Grade-V : 32 / Hearing impaired : Grade-I : 183, Grade-II : 47, Grade-III : 43, Grade-IV : 41, Grade-V : 27 / Mentally impaired : Grade-I : 21, Grade-II : 13, Grade-III : 11, Grade-IV : 7, Grade-V : 4</p> <p>Lower Secondary Dept/ Visually impaired : Grade-VI : 33, Grade-VII : 24, Grade-VIII : 24</p> <p>Upper Secondary Dept / Visually impaired : Grade-IX : 24, Grade-X : 26, Grade-XI : 4, Grade-XII : 05</p> <p>Total Student----- 852</p> <p>N.B. : In Grade : 6-12 there is no enrolment of Hearing impaired and Mentally impaired.</p> |
| <p>visual disability: 14,048 hearing disability: 88771 mental retardation 57,518</p> | <p>not applicable</p> | <p>classes for blind students: 202 classes for deaf students: 878 classes for student with mental retardation: 1,72</p> | <p>Elementary School/ not applicable</p> <p>Lower Secondary School/ not applicable</p> |
| <p>Elementary School A- Visual Impairment: 2,683 ; B- Hearing Impairment: 16,655 ; C- Mild Intellectual Disability: 23,199 ; C1- Moderate Intellectual Disability: 10,284 ; D- Mild Physical Impairment: 977 ; D1- Moderate Physical Impairment: 497 ; E- Emotional Social Behavior: 430 ; F- Autistic: 1,423 ; G- Multiple Disability: 273</p> <p>Lower secondary School A- Visual Impairment: 580 ; B- Hearing Impairment: 3,371 ; C- Mild Intellectual Disability: 4,481 ; C1- Moderate Intellectual Disability: 1,992 ; D- Mild Physical Impairment: 143 ; D1- Moderate Physical Impairment: 93 ; E- Emotional Social Behavior: 430 ; F- Autistic: 1,423 ; G- Multiple Disability: 273</p> | <p>There is no special classes anymore. Children with special needs learn together in the regular classroom. not applicable not applicable</p> | <p>not applicable</p> | <p>not applicable</p> |
| <p>Elementary Dept visual impairment:1,559, hearing impairment:2,987, intellectual disabilities:28,867, physical/motor disabilities:13,011, health impairment:7,615 [Total:54,039]</p> <p>Lower Secondary Dept visual impairment:985, hearing impairment:1,796, intellectual disabilities:21,522, physical/motor disabilities:7,570, health impairments:5,343 [Total:37,216]</p> | <p>Children enrolled in elementary education and lower secondary education: 113,377 (1.0%)</p> | <p>Elementary School / low vision:194, hard of hearing:473, intellectual disabilities:13,736, physical/motor disabilities:1,772, health impairment:716, speech and language impairment:344, emotional disturbance:9,062</p> <p>Lower Secondary School / low vision:67, hard of hearing:214, intellectual disabilities:6,731, physical/motor disabilities:617, health impairment:292, speech and language impairment:58, emotional disturbance:3,665</p> | <p>Elementary School low vision:245, hard of hearing:865, intellectual disabilities:44,228, physical/motor disabilities:3,015, health impairment:1,346, speech and language impairment:1,223, emotional disturbance:27,934 [Total:78,856]</p> <p>Lower Secondary School low vision:85, hard of hearing:343, intellectual disabilities:22,483, physical/motor disabilities:976, health impairment:480, speech and language impairment:87, emotional disturbance:10,067 [Total:34,521]</p> |

2008 the Basic Data 3- (1) Special Education

| | Educational Environment for Children with Disabilities | | |
|-------------------|--|--|---|
| | Regular Classes (Elementary, Middle and High School Education) | | Other Special Needs Education Service |
| | Total Number of Children with Disabilities Enrolled in Regular Classes and Rate | Support and Accommodation Provided in Regular Classes | |
| Australia | applicable but information and source not found | applicable but information and source not found | applicable but information and source not found |
| Bangladesh | 640 (Integrated education programme for the visually impaired student in Elementary & Secondary level). | Hostel-28 Resource room-28 Resource teacher-64 Braille books- as per need (Integrated education programme for the visually impaired student). | Private Sectors and voluntary organizations are providing other special needs education service such as autism physical and motor disabilities intellectually impaired children. |
| China | 422,346(71%) | individual education program, use of resource rooms and information assistive devices | At present, China has established the National Rehabilitation Research Center for Deaf Children, in addition to 26 provincial-level rehabilitation centers for deaf children and over 1,000 rehabilitation stations, kindergartens and training classes for disabled children. Moreover, there are a total of nearly ten thousand organizations serving orphans and disabled persons in communities throughout China, such as rehabilitation centers, training classes for mentally retarded children, rehabilitation stations for disabled children and community rehabilitation stations. |
| India | | | |
| Indonesia | Special Education Services: 814 Schools Number of Children: 15,181 | Some schools have empowered parent skills to teach, doing assessment and guiding special needs children. | Children who get obstacles or problems in learning will be guided in special class in line with the problem faced. |
| Japan | In 2002, MEXT carried out a survey which estimated that 6.3% of students in compulsory education have LD, ADHD or high-functioning autism.*1 | Team teaching, achievement based teaching, teaching in small groups, support assistants, use of information assistive devices, and others.*2 | "Resource rooms" is one of special support services in regular elementary and lower secondary schools. Children with disabilities who are enrolled in and studying most of the time in regular classes may visit resource rooms few times a week to receive special instructions. The disabilities covered in this program are low vision, hard of hearing, physical/motor disabilities, health impairment, speech and language impairment, emotional disturbance, autism, LD and ADHD. |

Reconsideration of Special Education System in view of "Convention on the Rights of Persons with Disabilities"

| Legal Definition of Inclusion | Legal Revision | Reasonable Accommodation | Others |
|---|-----------------|---|--|
| not applicable | not applicable | not applicable | Australia ratified the UN Convention on the Rights of Persons with Disabilities on 18 July 2008. |
| <p>* The terms 'inclusion' literally means providing all the facilities that allow everyone to fully access and participate in their environment in terms of their individual needs. However, inclusion in education is a continuous process of enabling all children to participate and learn within regular schools instead of separate schools for children with different abilities or needs (DCDD).</p> <p>* Bangladesh has been trying to implement universal education for all children. The right of education is mentioned in Article-17 of the Constitutions of Bangladesh as 'the state shall adopt effective measures for the purpose of-</p> <p>a. establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children,</p> <p>b. relating education to the needs of society and producing properly trained and motivated citizen to serve those needs,</p> <p>c. removing illiteracy within such time as may be determine by law.</p> | Not applicable | Not applicable | After signing and ratifying the UN convention on the rights of persons with disabilities and optional protocol government of Bangladesh is assessing the situation, holding workshops and seminars to develop appropriate laws, rules, policy and action plan to protect the refights of persons with disabilities as well as ensure the education for individuals with special needs. |
| not applicable | not applicable | applicable but information and source not found | applicable but information and source not found |
| | | | |
| Inclusive education is the focused on minimization and elimination of various obstacles toward access, participation and learning for all children, particularly for those who socially discriminated as consequence of their disabilities and deficiencies. | not applicable | not applicable | Recommendation of Bandung Declaration. Parts of Bandung Declaration are (1) ensure that every child with disabilities and other children with special needs receives equal access in all aspects of life- in education, health, social, well being, security and other aspects- so that they will become trustworthy succeeding generation, (2) ensure that every child with disabilities and other children with special needs grow as dignified individual to receive good humane treatment, quality education which develops their potentials and meets demands of the society without discriminative treatment that would harm their life physically, psychologically, economically, legally, politically as well as culturally. |
| Not applicable. However, "Joint Activities and Learning", which is a form of partial inclusion, is specified in the law. | Not applicable. | Not applicable. | The following opinion report was presented by the Council to the government. Concerning what revisions should be made in the legal system to promote the employment of persons with disabilities, ample discussion is needed on the issue of providing reasonable accommodation at work place because it is a concept which did not exist so far in our country. For this end, it is appropriate to quickly start gathering and systematizing ideas and opinions on reasonable accommodation, including those from employers and employees, organizations of disabled persons and others, and to star making necessary improvements in work environment. |

2008 the Basic Data 3- (2) Special Education

| | Legislation Relevant to Special Education | Recent Development in Special Education Policy | Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education) |
|--------------------|--|--|--|
| Korea | " Special Education Act for Individuals with Disabilities and Others" | <p>The policy on "expanding special education opportunities" that led special education is now changed to the policy for "substantialization of special education".</p> <p>And to improve special education policies toward more stable and aggressive policies, another full revision of "the Special Education Promotion Law" was enacted.</p> <p>On April 30, 2007, "the Special Education Law for Individuals with Disabilities" was passed the National Assembly, and proclaimed on May 25, 2007.</p> <p>Korea is striving toward realization of the educational welfare society, the place where whomever, whenever, and wherever can receive special education.</p> <p>Following is a chart that shows directions of Korean government, and its tasks.</p> <p>Direction Total support for full educational opportunities of students with disabilities.</p> <ul style="list-style-type: none"> - Promote equal development of special education within the country by vitalizing the Special Education Support Center. - Students with disabilities to carry out their roles as members of schools and social communities just as general students do | 68,248(number) /7,617,796 (total) 0.9% (6years old-18 years old) |
| Malaysia | <p>Education Act 1996 (Act 550)</p> <p>Education Act (amended) 2002</p> <p>Education Regulations (Special Education) 1997</p> <p>Person with Disabilities Act 2008 (Act 685)</p> | In the process of reviewing to widen the categories of children with special needs | 31,049 |
| Nepal | <p>Interim Constitution of Nepal 2006</p> <p>Education Act (enacted in 1971, last amended 2006)</p> <p>Education Regulation (enacted 2002, last amended 2006)</p> <p>Special Education Implementation Guideline(2003)</p> <p>Protection and Welfare of Persons with Disability Act 1983 and Rules 1994.</p> | The Interim Constitution has guaranteed the primary education to all children including children with disability. The government has given priority to educate children with disability and make necessary arrangement for supporting them. Disability issue has been addressed in and given priority to the government's long term plan and programme. Besides, disability has been defined broadly and, National Policy and Action Plan for Disability-2006 is being implemented. The government's priority is to promote inclusive education ensuring access to home base school for children with mild and moderate difficulties. | 63,106 (1%) (5- 15 + years old: + mean above 15 years of age group.) |
| New Zealand | The Education Act 1989 | Policy supports all schools to develop capability to support students with special needs, of those with the highest needs, 73% attend a regular school. | Number of Children in State Special Schools: 2,812 |
| Pakistan | <p>There is no law in Special Education. There is only one Ordinance i.e. Disabled Persons (Employment and Rehabilitation) 1981. The Ordinance provides for the establishment of national Council which has been mandated to perform the following functions:</p> <ol style="list-style-type: none"> a) To formulate policy for the employment, rehabilitation and welfare of the disabled persons. b) To evaluate / asses and co-ordinate the execution of its policy by the Provincial Council. c) To have overall responsibility for achieving the purpose of the ordinance. | <p>National Policy for Persons with Disabilities 2002</p> <p>Vision: The overall view of the National Policy for Persons with Disabilities in keeping with our Islamic way of life, is to provide by 2025 an environment that would allow full realization of the potential of persons with disabilities through their inclusive mainstreaming and providing them full support of the government, private sector, and civil society.</p> <p>Goal: Empowerment of persons with disabilities irrespective of caste, creed, religion, gender or other consideration for realization of their full potential in all sphere of life especially social economic, persons and political.</p> | 28,230 |

| Categories of Disability | School Placement of Children with Disabilities | | |
|---|---|---|--|
| | School Placement Procedure | School Placement Criterion | Where the Authority for Final Resides |
| visual impairment/ hearing impairment/ mental retardation/ physical disability/ emotional behavioral disorder/ autism spectrum disorder/ learning disabilities/ speech-language impairment (communication disorder)/ health impairment/ developmental delay other disabilities specified by the order of the Ministry of education and Human Health Resources | <ul style="list-style-type: none"> ▶ Selecting and placing the students with special needs · Students with special needs and their parents : <ul style="list-style-type: none"> - Applying directly to the school on choice - Request selection and placement of schools to the superintendent of educational affairs · Superintendent of educational affairs and/or the superintendent of education : <ul style="list-style-type: none"> - Assigning the municipal/provincial committee or the municipal/local committee to evaluate the situation - Selecting schools - Selecting schools for the students with special needs in order of : general schools with inclusive education; special classrooms in general schools; and special schools. | <p>Superintendent of educational affairs and/or the superintendent of education :</p> <ul style="list-style-type: none"> - Assigning the municipal/provincial committee or the municipal/local committee to evaluate the situation - Selecting schools - Selecting schools for the students with special needs in order of : general schools with inclusive education; special classrooms in general schools; and special schools. | <p>Superintendent of educational affairs and/or the superintendent of education :</p> |
| Visual Impairment 757 Hearing Impairment 3,524 Learning Disabilities 26,830 | Diagnosed and certified by recognized medical practitioner Registration with District Education Office Discussion between parents and Special Education Unit (in State Education Department) for placement of school/types of programs. | Based on diagnoses, certification and referral made by Medical Practitioner | Division of Special Education: placement in Special Education School. Special Education Unit (in State Department of Education): placement in Special Classes |
| With the decision on government of Nepal August 2006, the categories of disabilities are: 1) Physical disability, 2) Blind and Low Vision, 3) Deaf and Hard of Hearing, 4) Deaf Blind, 5) Vocal and Speech related disability, 6) Mental Disability ; 6.1: Intellectual disability, 6.2: Mental Illness, 6.3 : Autism, 7) Multiple Disabilities | For school placement Education Act 1971, Article 6 (A) 1 has said special Education will be managed as general education. Education Regulation 2002, Rule 63 and 65 explain the procedures of opening special school. Special Education Implementation Guidelines-2003 controls for placement and operation of special school. Besides, Special resource classes in an integrated approach in national education program is primarily based on the demands of local school community based on the data of children with disabilities. The resource class is planned by the District Education Office in its annual strategic plan and finally approved by National Planning Commission. | Education Regulation 2002 and Special Education Implementation Guidelines 2003 | Ministry of Education and The Special Education Council |
| Visual, Deaf and Hearing Impaired, Physical Disabilities, Health, Intellectual, Learning/ Social Difficulties | Students are accepted into regular state schools or into special schools dependant on their circumstances and educational requirements. To access education in a special school, a section 9 agreement must be approved. Under the education act 1989, Section 9 is a provision for accessing Special Education and requires agreement between parents and the secretary for education. Students go through an assessment process to ensure special school placement is the best learning solution for them. | In Special Schools it is if the school is the best learning environment for the student. | It is an agreement between parents and the secretary for education. The Ministry has final decision and the decision making authority is delegated from the secretary for education to the special education regional manager. |
| Mentally Retarded, Visually Handicapped, Hearing Impaired, Physical Disabled and multiple Handicapped. More than one disabilities (270; 31.9%) Hearing Impairment (93; 17.9%) Visual Impairment (54; 10.4%) Mental Retardation (41; 7.9%) Physical Disability (39; 7.5%) Multiple Disability (23; 4.4%) Total: (520; 100%) *Survey | Mostly single disability but there are some schools with more than one disabilities. The province of Punjab has established 111 Special Education Centers where students of four disabilities (Hearing Impairment, Visual Impairment, Physical disability and Mental Retardation are studying) | A child of 5 to 14 years of age suffering from one or more Disabilities. | Head of the institution after assessment of the child allows admission in the institution. |

2008 the Basic Data 3- (2) Special Education

| | School Placement of Children with Disabilities | | Educational Environment for Children with Disabilities | |
|--------------------|--|--|--|---|
| | | | Special Schools (Elementary, Middle and High School Education) | |
| | Parent Participation in Decision Making | Procedural Due Process | Total Number of Children Enrolled in Special Schools and Rate | Total Number of Schools by Disability Categories |
| Korea | <p>Students with special needs and their parents :</p> <ul style="list-style-type: none"> - Applying directly to the school on choice - Request selection and placement of schools to the superintendent of educational affairs | <p>▶ Selecting and placing the students with special needs</p> <ul style="list-style-type: none"> - Students with special needs and their parents : <ul style="list-style-type: none"> - Applying directly to the school on choice - Request selection and placement of schools to the superintendent of educational affairs - Superintendent of educational affairs and/or the superintendent of education : <ul style="list-style-type: none"> - Assigning the municipal/ provincial committee or the municipal/local committee to evaluate the situation - Selecting schools - Selecting schools for the students with special needs in order of : general schools with inclusive education; special classrooms in general schools; and special schools. | 22,424 /68,248 32,9% | visual impairment : 12 hearing impairment : 17 mental retardation : 94 physical disabilities : 19 emotional behavioral disorder : 7 |
| Malaysia | Parent can make request for placement of their children in special education school or special education integration program according to types of disabilities | One month duration From application to placement | 2,488 | Visual Impairment 8 Hearing Impairment 23 Learning Disabilities 0 |
| Nepal | School Management Committee, Parents' Teachers Association and Resource Management Committee. Furthermore, parents are consulted in assessment of the child, progress making and feedbacks. The school Management Committee and local level government also invite the parents and get their suggestion for making decision. | There is no specialized procedural due process. | 63,106 (1%) | Deaf -191 Blind -76 Intellectual Disability - 128 Physical Disability -1 (managed by government) (Note : The number including of special schools and regular schools with special resource classes.) |
| New Zealand | Parent and caregivers are very involved in this process. Caregivers visit the schools and help in the selection process. | An application for a section 9, agreement by the parents, school and district manager then approved by the regional manager. | 2,812 (Total) Not distinguished by disability category | Visual - 1 Deaf and Hearing Impaired -2 Physical Disabilities-3 Health- 3 Intellectual-26 Learning/Social Difficulties-6 *1 (excluded Six Health Camp Schools) |
| Pakistan | In Punjab, PTAs (Parent Teachers Associations) help to improve quality of education, provision of services and missing facilities. PTAs have been provided funds to meet their requirements. | To increase school placement, in Punjab, every child studying in Special Education institution is provided free education, free hearing aid, free pick and drop facility, free pack of milk daily, free books, free Braille books, etc. | 28,230 | Organizations Hearing impairment:267 Mental retardation:253 Visual impairment:175 Physical disabilities:248 Multiple disabilities: 120 Total:1,063 Special Schools public:227 private:243 Total:520 |

Educational Environment for Children with Disabilities

| Special Schools (Elementary, Middle and High School Education) | Special Classes (Elementary, Middle and High School Education) | | |
|---|--|--|--|
| Total Number of Children in Special Schools by Disability Categories | Total Number of Children Enrolled in Special Classes and Rate | Total Number of Classes by Disability Categories | Total Number of Children in Special Classes by Disability Categories |
| <p><Elementary school> visual impairment : 369, hearing impairment : 330, mental retardation : 4,602, physical disabilities: 1,391, emotional behavioral disorder : 710 , communication disorder : 46, learning disabilities :3, health impairment : 7 [Total : 7,458] < Middle School> Visual impairment : 279, hearing impairment : 320, mental retardation : 4,574, physical disabilities : 297, emotional behavioral disorder : 383, communication disorder : 13, learning disabilities : 1, health impairment : 3 [Total : 6,346] < High School > visual impairment : 742, hearing impairment : 390, mental retardation : 6,353, physical disabilities : 751, emotional behavioral disorder : 361 , communication disorder :17, learning disabilities : 3, health impairment : 3 [Total : 6,865]</p> | <p>37,223/68,248(total) , 54.2%</p> | <p>There is no data about the number of classes by disability</p> | <p>Elementary school visual impairment : 157, hearing impairment : 502, mental retardation : 11,003, physical disabilities :2,203, emotional behavioral disorder : 3,654 , communication disorder : 402, learning disabilities :4,671 health impairment : 295 [Total : 22,887] Middle school visual impairment : 79, hearing impairment : 174, mental retardation : 5,516, physical disabilities : 625, emotional behavioral disorder : 867, communication disorder : 53, learning disabilities : 938, health impairment : 128 [Total : 8,380] High school visual impairment : 68, hearing impairment : 108, mental retardation :4,604, physical disabilities : 379, emotional behavioral disorder : 425 , communication disorder :29, learning disabilities : 289, health impairment : 54 [Total :5,956]</p> |
| <p>Elementary Dept/ Visual Impairment 239 Hearing Impairment 1503 Learning Disabilities 0 Secondary Dept/ Visual Impairment 147 Hearing Impairment 461 Learning Disabilities 128</p> | <p>28,561</p> | <p>Elementary School/ Visual Impairment 57 Hearing Impairment 128 Learning Disabilities 2,769 Secondary School / Visual Impairment 77 Hearing Impairment 168 Learning Disabilities 1,523</p> | <p>Elementary School/ Visual Impairment 155 Hearing Impairment 587 Learning Disabilities 16,942 Secondary School/ Visual Impairment 235 Hearing Impairment 973 Learning Disabilities 9,760</p> |
| <p>Primary Dept Blind and visual impairment :3,103. Deaf and hearing impairment :9,364. Intellectual disability :15,978. Physical disability : 17,647. Other disabilities :2,307 Lower Secondary Dept Blind and visual impairment : 304. Deaf and hearing impairment :1,963. Intellectual disability :2,031 Physical disability :5,348. Other disabilities :780. Secondary Dept Blind and visual impairment :449. Deaf and hearing impairment :609. Intellectual disability:593. Physical disability:2,291. Other disabilities:339.</p> | <p>No segregated data available.</p> | <p>No segregated data available.</p> | <p>No segregated data available.</p> |
| <p>not applicable</p> | <p>Schools are able to create classes to meet the needs of their students and some have "special" classes. The Ministry does not fund these separately and does not collect information as to how many there may be.</p> | <p>not applicable</p> | <p>not applicable</p> |
| <p>applicable but information and source not found</p> | <p>applicable but information and source not found</p> | <p>Elementary School applicable but information and source not found Lower Secondary School applicable but information and source not found</p> | <p>Elementary School applicable but information and source not found Lower Secondary School applicable but information and source not found</p> |

2008 the Basic Data 3- (2) Special Education

| | Educational Environment for Children with Disabilities | | |
|--------------------|--|---|--|
| | Regular Classes (Elementary, Middle and High School Education) | | Other Special Needs Education Service |
| | Total Number of Children with Disabilities Enrolled in Regular Classes and Rate | Support and Accommodation Provided in Regular Classes | |
| Korea | 8,601/ 68,248(total) 12.6% | teaching in small group, support assistants, use of assistive devices, alternative assessment, and others | inclusive class, Hospital class, special education support center, counseling support, therapeutic support, support assistants, support to approach the information, and others. |
| Malaysia | Not applicable. We did not collect the data of students enrolled in special classes separately from children with disabilities enrolled in regular classroom. Meaning the students in special classes is considered as disabled students in regular classroom. | Piloting Smart Partnership with NGOs to provide support in regular classes | Special Education Service Centre: provides consultation and special needs services/ in selected primary special education schools |
| Nepal | No segregated data available. | Group teaching, assessment and individual need base teaching in small group and individually, counseling service, providing assistive devices, talking library, reading materials e.g. . Braille books, sign language materials, etc. | Resource class /rooms are used to assess the individual needs and possibilities of each child ,and for providing counseling service to the parents and children, managing extra tutorial classes to needy students, extra support to mother tongue speakers, special classes to displaced and conflict victim children. Furthermore, the classroom management, materials and teaching delivery are focused on the special needs children in the classroom. Continuous assessment, formative evaluation and remedial teachings to special needs children are the major services of resource room/class. |
| New Zealand | not applicable | not applicable | Resource Teachers of Behavior and Learning (780 full time equivalent positions) Supplementary Learning Support Teachers,(150 full time equivalent positions) |
| Pakistan | applicable but information and source not found | applicable but information and source not found | Education, Guidance and Counseling, Vocational Training, Sports and Recreation, assessment, Rehabilitation, Therapeutic Services(physic, speech, musical etc.). Early Identification/Intervention, Community Services, Prevention, Medical Treatment/Alternative Medicine, Social Uplift/ Empowerment, employment, Outreach Programme, Old age Benefits |

Reconsideration of Special Education System in view of "Convention on the Rights of Persons with Disabilities"

| Legal Definition of Inclusion | Legal Revision | Reasonable Accommodation | Others |
|--|--|---|--|
| Students who has special needs can participate in the proper education with their friends in regular school without discrimination | not applicable | A responsible person have to find out and offer the reasonable accommodations(e.g. access facilities, assistants, finger language interpretation, learning assessment. and others) to learner in order to there's no disadvantages. | not applicable |
| An Inclusive education program for pupils with special needs and who are able to attend normal classes together with normal pupils | Reviewing Education Regulations (Special Education) to widen the categories of children with special needs | not applicable | Access for education: Private School involvement / Disabled friendly in all aspects in Government Schools and Private Schools Access to formal education: vocational education/life long learning/education to children with multiple disabilities |
| "Nepal has defined that Inclusive Education in Nepal must secure the right of all children to relevant education in their own community. It must promote and educational system that celebrates the rich cultural differences of the country upholding non-discriminatory environments. Inclusive education acknowledges the demand and the necessity for community ownership of the school. Inclusive education believes that all children can learn given the appropriate environment and support. It is a strategy that identifies children who for any reason are excluded or who are at risk of drooping out from schooling in a particular context. These groups should be identified at both national and local levels. Moreover, inclusive education facilitates a process that meets the social, cultural and academic needs through a child centered approach." Department has made this definition of Inclusive Education in June 2004 with the participation of stakeholders and has been in the use but it is not written in legal documents. | Not applicable | Not applicable | Nepal government signed the CRPD in January 2008 and is in the process of ratification. National Policy and Plan of Action on Disability 2006 is being implemented. Five percent quota reservation to person with disabilities in Civil Service has highly motivated PWDs to get employment. Moreover, the government has started amendment process of 'Protection and Welfare Act of Disabled,1982 with the spirit of CRPD. Furthermore, special education has been considered as the right of person with disabilities. To promote special education, PWDs are appointed as teachers and they are teaching children with respective disabilities. There is a movement towards right-based and inclusive education. |
| not applicable | not applicable | not applicable | not applicable |
| not applicable | not applicable | not applicable | Pakistan is a co-signatory of UN convention on the Right of persons with disabilities. All out efforts are made to implement the decisions of the convention in its true spirit. |

2008 the Basic Data 3- (3) Special Education

| | Legislation Relevant to Special Education | Recent Development in Special Education Policy | Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education) |
|--------------------|---|---|--|
| Philippines | <p>Policies and Guidelines for Special Education. Research and Special Studies: Research relevant to the education of children with special needs shall be conducted to provide empirical basis for the improvement of instruction at all levels. Parent Education and Community Involvement: Parents of children with special needs are valuable members of the educational team in the program of rehabilitation for independent living of their children. Linkages: Linkages with government and non-government organizations shall be established, maintained and expanded. Public Information, Education and Communication: A nationwide information dissemination campaign on the prevention, early identification and intervention of children with special needs shall be intensified.</p> <p>Funding: The cost of educating children with special needs shall be borne by the national and local governments.</p> <p>Policy Support Legislation: Legislative measures to strengthen the special education program shall be passed.</p> | <p>In line with the thrust on access to quality education, this Department through the Bureau of Secondary Education (BSE) shall institutionalize the Special Education Program at the Secondary Level. All divisions shall organize SPED programs in schools where there are identified learners with special needs. Teachers and administrators who have attended training programs in SPED shall assist in the orientation or Training of teachers to help these students. Training programs for teachers of students with special needs at the regional, division and school level shall be initiated and conducted by the identified regional trainers in Special Education. To sustain the continuing interest of supervisors, administrators and teachers in the implementation of the SPED program. Every Learner with Special needs has a right to an education program that is suitable to his needs. Special education shares with regular education basic responsibilities of the educational system to fulfill the right of the child develop his full potential. The policies and guidelines shall apply to all schools, centers and classes national or local, public or private, formal or non-formal established under the educational system of the Philippines for the Education of the learners with Special needs. The curriculum of the secondary level for Special Education shall be based on the curriculum prescribed for the regular schools by the Department of Education with scheme modification for particular case/type of exceptionalities.</p> | 92,429 |
| Sri Lanka | <p>Compulsory Education act 1939, Kannangara Education Reforms -1943 Arampath Report - 1971, Read Report on Special Education -1972, Gregory Report on Special Education -1973</p> | <p>Salamanca Declaration -1994, Education for all -1994, Inclusive Education reforms -1997, Education Sector Development Project -2005</p> | <p>Special Classes in Special Schools – 40,000 Under inclusive Education - 75,000</p> |
| Thailand | <p>Education for the disabled Act B.E.2551 (2008) Ministerial regulations Act B.E.2550 (2007) Rehabilitation of Disabled Persons Act B.E. 2550 (2007)</p> | <p>The Special Educational Development Zone with particular strategies:</p> <ul style="list-style-type: none"> o to provide education in security, o to stimulate equality in education, o to support religious education, o to promote education that is fit for employment, and o to strengthen the administration of education | <p>236,500 (3.57%) (All students = 6,622,777)</p> |

| Categories of Disability | School Placement of Children with Disabilities | | |
|--|--|---|--|
| | School Placement Procedure | School Placement Criterion | Where the Authority for Final Resides |
| Learning disability Hearing Impairment Visual Impairment Mental Retardation, Behavior Problem Orthopedically Handicapped/ Health Problems Children with Autism Speech Defect, Chronically III and Cerebral Palsy | <p>The school and the community utilizing appropriate assessment instruments shall conduct identification, screening, assessment and evaluation of the learners with special needs. Learners with Special needs shall be provided with a variety of educational programs and services. Programs may be organized in a variety of settings; Integration/Mainstreaming, Resource Room Plan, Itinerant Teacher Plan, Cooperative Class Plan, Special Education Center, Residential School, Hospital Instruction, Homebound Instruction, and community Based Delivery System</p> <p>Appropriate referral system shall be established if the result of the assessment merits residential school placement, e.g. for the learner who lives too far from existing special education services. Otherwise, homebound instruction shall be provided, Special supportive services, and administrative modifications shall be provided to learners with special needs when necessary. Learners with special needs may be admitted anytime during the year, if circumstances warrant such admission. Students aged 16 or older shall be admitted to an appropriate regular or alternative special program. The synthesis of identification and diagnostic information shall be the basis for the appropriate educational placement of the learner with special needs.</p> | <p>Criteria for admission for learner with special needs shall take into account the following factors: Good Health, Financial Status and Distance of residence</p> | <p>Department of Education (DepEd SPED Department)</p> |
| Vision impaired (Blind) Hearing impaired (Deaf) Mentally Retarded Down Syndrome Autism Hyper-active Learning Difficulties Multiple Weaknesses | <p>Students are admitted according to existing normal circulars at 4 years 9 months. Students in special classes are put into normal classes under inclusive education</p> | <p>According to compulsory education act- 1939 the disable children are placed in special education classes in special schools and special classes in normal schools. Then they are included in to normal classes</p> | <p>Secretary - Ministry of Education, Secretary – Provincial Ministry of Education, Provincial Director of Education</p> |
| visual impairment hearing impairment intellectual disabilities physical/motor disabilities or health impairments speech and language impairment behavior/emotional disturbance LD(learning disabilities) autism and multiple disabilities. | <p>The teaching and learning of special education is organized in both special and inclusive schools. Two types of curricula are used: 1) special curricula offered in special schools such as the School for the Deaf and the School for the Blind; and 2) regular curricula used in inclusive schools which may be adjusted to meet the special needs of children.</p> | <p>Education for the disabled Act B.E.2551 (2008) Rehabilitation of Disabled Persons Act B.E. 2550 (2007)</p> | <p>Bureau of special education administration</p> |

2008 the Basic Data 3- (3) Special Education

| | School Placement of Children with Disabilities | | Educational Environment for Children with Disabilities | |
|--------------------|--|---|--|--|
| | | | Special Schools (Elementary, Middle and High School Education) | |
| | Parent Participation in Decision Making | Procedural Due Process | Total Number of Children Enrolled in Special Schools and Rate | Total Number of Schools by Disability Categories |
| Philippines | Parents of learners with special needs are valuable members of educational team in the program of learning and rehabilitation for independent living of their children. | Promotion of learners except for gifted/talented/fast learners and for those with cognitive deficit/mental retardation and multiple handicapped with special needs shall follow the promotion policy for the regular year level. Educational programs for mentally challenged shall include: a) transition program-this a preparatory placement program in a parallel academic class, thereafter the learner with cognitive deficiency maybe integrated in the regular class b) vocational program/adult outcomes program- this is an alternative program for learners who may not be eligible secondary regular academic programs. Levels are defined in terms of expected outcomes. For the multiple handicapped, individualize promotion shall be adapted on a case to case basis. | Elementary Dept / 92,429 Secondary Dept/ not applicable | Not indicated |
| Sri Lanka | 1. Parents have to get necessary medical report and submit them to school authorities before they enter the school at 4 years and 9 months. 2. The School conducts advisory service to parents of disable children and parents have to attend. 3. Parents attend class level meetings with teachers. | Under general lawsuit and compulsory education act repealed in 1989 | 2,910 – 0.07% | Hearing impaired 18 Vision impaired 13 Mentally retarded 12 Physical/Motor disabilities 03 The total number of Special schools is 25 but some schools have classes for more than one category of disability. |
| Thailand | Parent involvement is parent participation in activities that are part of their children's education - for example, conferences, meetings, newsletter, tutoring, and volunteer services. Collaboration is the development and maintenance of positive, respectful, egalitarian relationships. It includes mutual problem-solving and shared decision-making. Parent participation was assembled the IEP to specified curriculum for each childhood. | Some schools both in urban and rural areas implement integrated school program where children with disabilities mix with normal children. However, due to limited budget, the program has not been very successful. In practices. We use a SEAT (S=Students, E=Environments, A=Activities, T=Tools) framework to process special educational for children with disabilities in a regular school. | 13,495 (0.2%) | Totals: 43 (Blind:2, deaf:20, intellectual disabilities:19, physical/motor disabilities: 2) |

Educational Environment for Children with Disabilities

| Special Schools (Elementary, Middle and High School Education) | Special Classes (Elementary, Middle and High School Education) | | |
|---|--|---|--|
| Total Number of Children in Special Schools by Disability Categories | Total Number of Children Enrolled in Special Classes and Rate | Total Number of Classes by Disability Categories | Total Number of Children in Special Classes by Disability Categories |
| Not indicated | Not specified | Elementary School/ Not specified Lower Secondary School / Not Specified | Elementary Dept / 92,429 Learning disability - 48,441 Hearing Impairment 12,220 Visual Impairment - 2,795 Mental Retardation - 14, 222 Behavior Problem - 6, 251 Orthopedically Handicapped / Health Problem - 868 children with Autism - 6,342 Speech Defect - 1,036 Chronically Ill - 186 Cerebral Palsy - 68 Lower secondary School / Not specified |
| Elementary Dept Vision impaired 258, Hearing impaired 1,031, mentally retarded 402, physical/Motor disabilities 33 Lower Secondary Dept Vision impaired 156, Hearing impaired 702, mentally retarded 295, physical/Motor disabilities 43 | 118,419 – 3.03% | Elementary School Vision impaired 26, Hearing impaired 310, mentally retarded 484 Lower Secondary School Vision impaired 30, Hearing impaired 350, mentally retarded 256 | Elementary School Vision impaired (Blind) 1,850, Hearing impaired (Deaf) 2,291, Mentally Retarded 8,206, Down Syndrome 710, Autism 131, Learning Difficulties 9,980, Multiple Weaknesses 568 Lower secondary School Vision impaired (Blind) 1,363, Hearing impaired (Deaf) 1,265, Mentally Retarded 5,821, Down Syndrome 595, Autism 70, Learning Difficulties 6,997, Multiple Weaknesses 540 |
| Totals: 13,495 (Visual impairment : 326, hearing impairment : 5,992, intellectual disabilities : 6,838 , physical/motor disabilities or health impairment : 339) | Children enrolled in elementary education and lower secondary education : 1,315,487 (0.2%) | Totals: 1,425 (Low vision: 39, hard of hearing: 639, Intellectual disabilities: 705, physical/motor disabilities or health impairment : 42) | Totals: 13,495 (Low vision: 274, hard of hearing: 6,264 , Intellectual disabilities: 5,726, physical/motor disabilities or health impairment : 271, speech and language impairment : 0, emotion disturbance: 4, autism: 573, LD:10,multiple disabilities:373) |

2008 the Basic Data 3- (3) Special Education

| | Educational Environment for Children with Disabilities | | |
|--------------------|---|---|---|
| | Regular Classes (Elementary, Middle and High School Education) | | Other Special Needs Education Service |
| | Total Number of Children with Disabilities Enrolled in Regular Classes and Rate | Support and Accommodation Provided in Regular Classes | |
| Philippines | applicable but information and source not found | <p>Programs may be organized in a variety of settings, namely; Integration/ Mainstreaming/ Inclusion/ resource room plan/ itinerant teacher plan/ cooperative class plan/ special education center/ residential school/ hospital instruction/ home bound instruction/ community-based delivery system. Special Guidance Programs for the learners with special needs shall established and maintained. Individual conferences, community sponsored programs, scholarship societies, career and vocational counseling, peer coaching, family support program, parent education program, sign language training program, reading and guiding program for the visually impaired shall be made available in school.</p> | <p>Special schools shall provide the following levels of instruction by themselves or in consortia with other institutions. Continuing education for technical and vocational training if faculty and facilities are available and upon approval by proper authorities. Special School shall expand their role from being primarily an educational institution to that of a resource development and service center for the special education program in the community.</p> |
| Sri Lanka | 40,206 – 1.01% | <p>Free education, Free Text books, Free Uniforms, Free Mid-Day Meal. Provision of free eye glasses, free hearing aids, free medical services.</p> | <p>Advisory service as identified by resource centres, Access facilities</p> |
| Thailand | <p>In 2005, OBEC carried out survey and report The number of disabled students with access to basic education is 238,479 (2.77%) *1</p> | <p>Team teaching, achievement based teaching, teaching in small groups, support assistants, use of information assistive devices and others. *2</p> | <p>“The Facilitations, Medias, Services, and other forms of educational aid” is one of special support services for the special needs students schools in Thailand. The Facilitations to afford loan, Medias to be owner, Services are provide to help anything, Medias and Services are manage by “Coupon for Education System”. Each student that has the special needs will receive the money “2,000” Baht for one year.</p> |

Reconsideration of Special Education System in view of "Convention on the Rights of Persons with Disabilities"

| Legal Definition of Inclusion | Legal Revision | Reasonable Accommodation | Others |
|---|---------------------------|---|---|
| <p>The country's annual nationwide observance of the National Disability Prevention and Rehabilitation Week (NDPI Week) every 17-23 July is the Philippines' major vehicle to raising public awareness on disability issues and concerns. The annual NDPR is a means to raise awareness about the rights, needs, potentials and contribution to development of persons with disabilities. The Department of Education promotes inclusive education that mainstreams students with disabilities in regular classes. Education department records indicate that an average of 500 deaf and blind students are mainstreamed in regular schools annually. The Department of Education has issued policies through department orders:</p> <ul style="list-style-type: none"> • Department Order No. 14 Series of 1993: Creation of Special Education Council • Department Order No. 12 Series of 1999: Production of textbooks for learners with visual impairments • Department Order No. 11 Series of 2000: Recognizes Special Education Centers in the Philippines | <p>Not updated</p> | <p>Every learner with special needs has a right to an education program that is suitable to his needs</p> | <p>The National Council for the Welfare of Disabled Persons (NCWDP) is the focal point for disability issues and concerns. It has an inter-sectoral and multidisciplinary composition. It has a Board composed of national government agencies, non-government organizations, representatives of organizations of persons with disabilities as well as civic and cause-oriented groups. The sectoral representative of the National Anti-Poverty Commission sits on the Board. Youth with disabilities are represented by a member from the National Youth Commission. The Board has an Executive Committee that serves as a clearinghouse to process and review policy recommendations and concerns before the Board acts on them. The Council has five interagency sub-committees focusing on particular areas of concern: Subcommittee on Health, Subcommittee on Education, Subcommittee on Auxiliary Social services, Subcommittee on Employment, Subcommittee on Accessibility and Telecommunications Persons with disabilities are represented on all subcommittees. The Consultative and Advisory group, composed of leaders with disabilities from various disabled people's organizations, also provides for representation and participation. The Consultative and Advisory Group serves as a consultative body on issues affecting the sector as well as providing the Council with recommendations and relevant information on disability as a basis for policy and program development.</p> <p>Institutionalized regular consultation with persons with disabilities, concerned government and non-governmental organizations is undertaken by the NCWDP both at the national and local levels. NCWDP has organized committees for the welfare of Disabled Persons at the regional, provincial, municipal and city levels with representation from the sector. These committees serve as a mechanism for monitoring programs and services for persons with disabilities, from which sectoral issues and concerns are generated and discussed. Job fairs and employment "talk-shops" were held in different parts of the country to promote the "employability" of persons with disabilities. Annual trade fairs showcasing products made by persons with disability have been conducted in the country's big shopping malls. Advertising agencies have likewise included disability dimensions in their program concepts for commercial advertisements.</p> |
| <p>Acceptance of Salamanca declaration, implemented by Tangerine Summit of 2003.</p> | <p>No recent revision</p> | <p>Free Accommodation for students of special schools.</p> | <p>At least 3% of job opportunities set apart for the disable. Added facilities for disable students at public examinations.</p> |
| <p>National Education Act An Education Reform Act for Future Development of the Thai People "Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided."</p> | <p>Not applicable.</p> | <p>Not applicable.</p> | <p>The following opinion report was presented based on law and the government policy. Concerning, how to promote the quality of education in a holistic and integrated manner in ways that will support the intellectual, spiritual, emotional and physical development of each individual disabilities persons. Thai action plan for disabilities persons : training or attachment for parent in the fields of early intervention , sensory integration, apply home and community to gain learning experience and the performance of disabilities child , conducting to mainstreaming and support for environment, assistive technology, include training program for parents and persons in communities, building schools networking through multidisciplinary team and healthcare organization, training teachers on special education by conducting the joint short courses training. Transition project joint to vocational education institutions to promote the employment of persons with disabilities and promote to leadership for them.</p> |



Statistics on Education for Children with Disabilities in Japan

Excerpt from :

Ministry of Education, Culture, Sports, Science and Technology, Elementary and Secondary Education Bureau, Special Needs Education Division (2007). Data on Special Needs Education

Statistics on Education for Children with Disabilities in Japan

1 Outline of survey

(1) Number of special schools and enrollment , number of teachers and staffs - total for national, public and private institutions

| Number of schools | Enrollment | | | | | Num. of teachers and staffs | | |
|-------------------|------------|----------------|-----------------|----------------------|----------------------|-----------------------------|------------------|----------------|
| | Total | Preschool div. | Elementary div. | Lower secondary div. | Upper secondary div. | Total | Num. of teachers | Num. of staffs |
| 1,013 | 108,173 | 1,653 | 33,411 | 24,874 | 48,236 | 82,164 | 66,807 | 15,357 |

(As of May 1, 2007)

(2) Number of special schools and number of classes established according to standards, enrollment of special schools - total for national, public and private institutions

| Type of disabilities | Number of schools | Number of classes | Enrollment | | | | | Total |
|---------------------------------|-------------------|-------------------|----------------|-----------------|----------------------|----------------------|---------|-------|
| | | | Preschool div. | Elementary dep. | Lower secondary dep. | Upper secondary dep. | | |
| (1) Visual impairment | 71 | 1,317 | 260 | 656 | 480 | 2,195 | 3,591 | |
| (2) Hearing impairment | 102 | 2,001 | 1,268 | 2,184 | 1,354 | 1,712 | 6,518 | |
| (3) Intellectual disabilities | 505 | 15,417 | 66 | 19,091 | 15,521 | 33,379 | 68,057 | |
| (4) Physical/motor disabilities | 159 | 4,958 | 49 | 6,162 | 3,486 | 4,125 | 13,822 | |
| (5) Health impairment | 78 | 1,269 | — | 1,137 | 1,158 | 990 | 3,285 | |
| (1)+(2) | — | — | — | — | — | — | — | |
| (1)+(3) | — | — | — | — | — | — | — | |
| (1)+(4) | — | — | — | — | — | — | — | |
| (1)+(5) | — | — | — | — | — | — | — | |
| (2)+(3) | — | — | — | — | — | — | — | |
| (2)+(4) | — | — | — | — | — | — | — | |
| (2)+(5) | — | — | — | — | — | — | — | |
| (3)+(4) | 70 | 2,920 | — | 3,165 | 2,208 | 4,766 | 10,139 | |
| (3)+(5) | 8 | 294 | — | 343 | 272 | 479 | 1,094 | |
| (4)+(5) | 11 | 405 | 6 | 468 | 266 | 285 | 1,025 | |
| (1)+(2)+(3) | — | — | — | — | — | — | — | |
| (1)+(2)+(4) | — | — | — | — | — | — | — | |
| (1)+(2)+(5) | — | — | — | — | — | — | — | |
| (1)+(3)+(4) | — | — | — | — | — | — | — | |
| (1)+(3)+(5) | — | — | — | — | — | — | — | |
| (1)+(4)+(5) | — | — | — | — | — | — | — | |
| (2)+(3)+(4) | — | — | — | — | — | — | — | |
| (2)+(3)+(5) | — | — | — | — | — | — | — | |
| (2)+(4)+(5) | — | — | — | — | — | — | — | |
| (3)+(4)+(5) | 9 | 207 | 4 | 205 | 129 | 304 | 642 | |
| (2)+(3)+(4)+(5) | — | — | — | — | — | — | — | |
| (1)+(3)+(4)+(5) | — | — | — | — | — | — | — | |
| (1)+(2)+(4)+(5) | — | — | — | — | — | — | — | |
| (1)+(2)+(3)+(5) | — | — | — | — | — | — | — | |
| (2)+(2)+(3)+(4) | — | — | — | — | — | — | — | |
| (1)+(2)+(3)+(4)+(5) | — | — | — | — | — | — | — | |
| Total | 1,013 | 28,788 | 1,653 | 33,411 | 24,874 | 48,235 | 108,173 | |

(As of May 1, 2007)

* This chart displays the classification of disabilities which each school specifies according to their code of schools.

(3) Number of special classes and enrollment, number of teachers in charge - total for national, public and private institutions

| Type of class | Elementary schools | | Lower Secondary schools | | Total | |
|-------------------------------|--------------------|------------------|-------------------------|------------------|-------------------|------------------|
| | Number of classes | Number of pupils | Number of classes | Number of pupils | Number of classes | Number of pupils |
| Intellectual disabilities | 13,736 | 44,228 | 6,731 | 22,483 | 20,467 | 66,711 |
| Physical/motor disabilities | 1,772 | 3,015 | 617 | 976 | 2,389 | 3,991 |
| Health impairments | 716 | 1,346 | 292 | 480 | 1,008 | 1,826 |
| Visual impairments | 194 | 245 | 67 | 85 | 261 | 330 |
| Hearing impairments | 473 | 865 | 214 | 343 | 687 | 1,208 |
| Speech and language disorders | 344 | 1,223 | 58 | 87 | 402 | 1,310 |
| Emotional disturbance | 9,062 | 27,934 | 3,665 | 10,067 | 12,727 | 38,001 |
| Total | 26,297 | 78,856 | 11,644 | 34,521 | 37,941 | 113,377 |
| Num. of teachers in charge | 27,900 | | 12,469 | | 40,369 | |

(As of May 1, 2007)

(4) Number of pupils accessing resource rooms

| Type of resource rooms | Elementary schools | Lower Secondary schools | Subtotal |
|--|--------------------|-------------------------|-----------------|
| Speech and language disorders | 29,134 (67.6%) | 206 (9.5%) | 29,340 (64.9%) |
| Autism | 4,975 (11.5%) | 494 (22.8%) | 5,469 (12.1%) |
| Emotional disturbance | 2,628 (6.1%) | 569 (26.3%) | 3,197 (7.1%) |
| Visual impairment | 134 (0.3%) | 21 (1.0%) | 155 (0.3%) |
| Hearing impairment | 1,618 (3.8%) | 305 (14.1%) | 1,923 (4.3%) |
| Learning disabilities | 2,156 (5.0%) | 329 (15.2%) | 2,485 (5.5%) |
| Attention deficit hyperactivity disorder | 2,406 (5.6%) | 230 (10.6%) | 2,636 (5.8%) |
| Physical/motor disability | 11 (0.03%) | — (—) | 11 (0.02%) |
| Health impairment | 16 (0.04%) | 8 (0.4%) | 24 (0.05%) |
| Total | 43,078 (100.0%) | 2,162 (100.0%) | 45,240 (100.0%) |

* The figures may not add up to 100% as each figure is rounded off.

(As of May 1, 2007)

(5) State of enrollment in compulsory stage and all school ages

| | Compulsory education stage (elementary and junior high) | All stages (kindergarten to high school) |
|---|--|---|
| Number of pupils, all school ages | 10,815,272 (100.0%) | 15,982,464 (100.0%) |
| Number of pupils receiving special education out of all school ages | 266,786 (1.7%) | |
| Breakdown: Enrollment in special schools | 58,285 (0.5%) | 108,173 (0.7%) |
| Enrollment in special classes | 113,377 (1.0%) | 113,377 (0.7%) |
| Number accessing resource rooms | 45,236 (0.4%) | 45,236 (0.3%) |
| Number of children deferred or exempted schooling because of their disabilities | 77 (0.001%) | |
| Breakdown of above: | | |
| Blind/visual impairment | 1 | } 77 |
| Deaf/hearing impairment | 0 | |
| Intellectual disabilities | 7 | |
| Physical/motor disabilities | 16 | |
| Health impairment | 53 | |
| Enrolled in children's facilities/corrective institutions | 134 | |
| Others | 2,702 | |

(As of May 1, 2007)

(6) Ratios enrolled in classes for children with multiple disabilities

① Elementary and lower secondary department in special schools

| Type of schools | 1980 | 1985 | 1990 | 1995 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|------|------|------|------|------|------|------|------|------|------|------|
| Total (%) | 31.0 | 36.6 | 38.3 | 43.8 | 45.1 | 44.6 | 43.4 | 43.5 | 43.3 | 43.1 | 42.8 |
| Schools for children with visual impairment | | 26.6 | 30.9 | 35.4 | 41.9 | 43.3 | 43.8 | 42.3 | 44.5 | 46.4 | 46.0 |
| Schools for children with hearing impairment | | 12.7 | 12.7 | 15.7 | 17.9 | 17.4 | 17.9 | 17.9 | 18.4 | 19.4 | 18.8 |
| Schools for children with intellectual disabilities | | 34.1 | 34.0 | 37.2 | 37.6 | 36.7 | 34.9 | 34.9 | 34.3 | 34.3 | 34.3 |
| Schools for children with physical/motor disabilities | | 53.9 | 59.9 | 71.4 | 75.0 | 74.9 | 74.4 | 74.8 | 75.3 | 75.4 | 75.3 |
| Schools for children with health impairment | | 33.3 | 33.0 | 31.4 | 32.5 | 34.1 | 35.9 | 37.9 | 38.5 | 39.5 | 39.3 |

(As of May of each year)

② Upper secondary department

| Type of schools | 1980 | 1985 | 1990 | 1995 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|------|------|------|------|------|------|------|------|------|------|------|
| Total (%) | | | 15.6 | 18.8 | 23.9 | 23.2 | 23.0 | 23.1 | 22.4 | 22.4 | 22.0 |
| Schools for children with visual impairment | | | 7.2 | 8.0 | 7.6 | 7.9 | 8.3 | 8.0 | 7.5 | 7.7 | 7.9 |
| Schools for children with hearing impairment | | | 5.3 | 6.0 | 7.9 | 7.3 | 7.2 | 8.0 | 8.9 | 9.5 | 7.9 |
| Schools for children with intellectual disabilities | | | 9.0 | 13.6 | 17.9 | 17.1 | 16.5 | 16.8 | 16.2 | 16.5 | 16.3 |
| Schools for children with physical/motor disabilities | | | 32.3 | 51.1 | 60.5 | 59.5 | 60.8 | 60.8 | 59.6 | 58.1 | 57.9 |
| Schools for children with health impairment | | | 28.8 | 30.6 | 45.1 | 45.0 | 44.5 | 44.5 | 41.6 | 44.2 | 39.5 |

(As of May of each year)

③ Ratios enrolled in special schools categorized by type of disabilities in 2007

| Type of disabilities | Elementary and lower secondary department | | Upper secondary department | | Elementary and lower & upper secondary dept. | |
|---------------------------------|---|-------------------|----------------------------|-------------------|--|-------------------|
| | Number of pupil | retention rate(%) | Number of pupil | retention rate(%) | Number of pupil | retention rate(%) |
| Total | 24,785 | 42.5 | 10,651 | 22.1 | 35,436 | 33.3 |
| (1) Visual impairment | 534 | 47.0 | 177 | 8.1 | 711 | 21.3 |
| (2) Hearing impairment | 692 | 19.6 | 137 | 8.0 | 829 | 15.8 |
| (3) Intellectual disabilities | 11,376 | 32.9 | 5,153 | 15.4 | 16,529 | 24.3 |
| (4) Physical/motor disabilities | 7,504 | 77.8 | 2,781 | 67.4 | 10,285 | 74.7 |
| (5) Health impairment | 790 | 34.4 | 423 | 42.7 | 1,213 | 36.9 |
| (1)+(2) | — | — | — | — | — | — |
| (1)+(3) | — | — | — | — | — | — |
| (1)+(4) | — | — | — | — | — | — |
| (1)+(5) | — | — | — | — | — | — |
| (2)+(3) | — | — | — | — | — | — |
| (2)+(4) | — | — | — | — | — | — |
| (2)+(5) | — | — | — | — | — | — |
| (3)+(4) | 2,914 | 54.2 | 1,590 | 33.4 | 4,504 | 44.4 |
| (3)+(5) | 205 | 33.3 | 126 | 26.3 | 331 | 30.3 |

| Type of disabilities | Elementary and lower secondary department | | Upper secondary department | | Elementary and lower & upper secondary dept. | |
|----------------------|---|-------------------|----------------------------|-------------------|--|-------------------|
| | Number of pupil | retention rate(%) | Number of pupil | retention rate(%) | Number of pupil | retention rate(%) |
| Total | 24,785 | 42.5 | 10,651 | 22.1 | 35,436 | 33.3 |
| (4)+(5) | 560 | 76.3 | 191 | 67.0 | 751 | 73.7 |
| (1)+(2)+(3) | — | — | — | — | — | — |
| (1)+(2)+(4) | — | — | — | — | — | — |
| (1)+(2)+(5) | — | — | — | — | — | — |
| (1)+(3)+(4) | — | — | — | — | — | — |
| (1)+(3)+(5) | — | — | — | — | — | — |
| (1)+(4)+(5) | — | — | — | — | — | — |
| (2)+(3)+(4) | — | — | — | — | — | — |
| (2)+(3)+(5) | — | — | — | — | — | — |
| (2)+(4)+(5) | — | — | — | — | — | — |
| (3)+(4)+(5) | 210 | 62.9 | 73 | 24.0 | 283 | 44.4 |
| (2)+(3)+(4)+(5) | — | — | — | — | — | — |
| (1)+(3)+(4)+(5) | — | — | — | — | — | — |
| (1)+(2)+(4)+(5) | — | — | — | — | — | — |
| (1)+(2)+(3)+(5) | — | — | — | — | — | — |
| (2)+(2)+(3)+(4) | — | — | — | — | — | — |
| (1)+(2)+(3)+(4)+(5) | — | — | — | — | — | — |

(As of May 1, 2007)

* This chart displays the classification of disabilities which each school specifies according to their code of schools.

* Retention rate is the quotient which is obtained by dividing number of children with multiple disabilities who are enrolled in classes of each department by all the pupils.



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