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# Prefatory Note

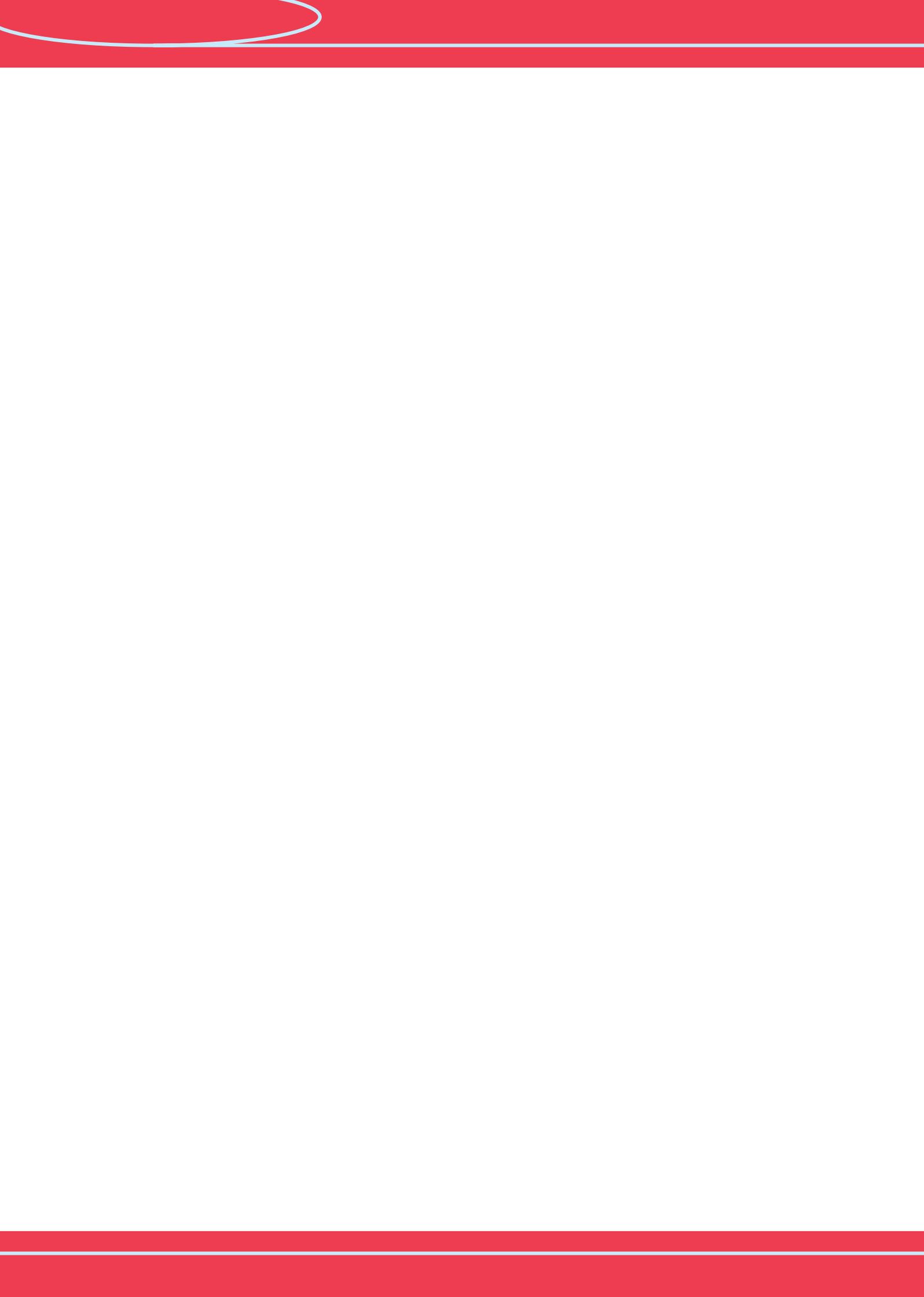
ODA Yutaka  
President, National Institute of Special Needs Education, Japan

It has already been five years since the first issue of Journal of Special Education in the Asia Pacific (JSEAP) was published. It is a great honor for us to introduce our latest issue of JSEAP Vol. 5 to whom persons involved in this field. For the past five years there have been significant changes of educational environment for us. Convention of the Rights of Persons with Disabilities has adopted in United Nations General Assembly. As of 2009 November, more than 140 countries have come to sign and 71 countries have already approve ratifications. We have to make our way to cohesive society for all the children with or without 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 4 manuscripts and 2 statistics papers 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.



# Journal of Special Education in the Asia Pacific (JSEAP)

Vol.5 December, 2009

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# **Role that Special Unit Plays in Japanese Elementary and Lower Secondary Schools**

## **- Addressing Educational Needs of Individual Children -**

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### **Overview**

There are two systems of special units in elementary and lower secondary schools in Japan: the “classes for special needs education”, established in elementary and lower secondary schools, and “special needs services in resource rooms” (resource room), where the students enrolled in regular classes receive special instruction as required. In Japan, we investigated how we would develop special needs education in the 21st century in 2001. The report proposed to systematically unify the two special units by flexibly operating the “class for special needs education” and “resource room” in future special needs education for elementary and lower secondary schools. We call the new classroom a “special needs resource room (tentative name)” and are now examining the system.

### **1. Introduction**

Currently in Japan, there are two systems for educating children with special needs in elementary and lower secondary schools. One is the “classes for special needs education”, established inside elementary and lower secondary schools, and the other is “special needs services in resource rooms”, in which students go to the special classroom from regular classes. If students do not fall into either category, the regular classroom teacher will educate them with special care.

### **2. About the “classes for special needs education”**

(1) Establishment situation of “classes for special

needs education”

The contents of “classes for special needs education” are regulated by Article 81 of the School Education Law of Japan. These classes educate students who need special support, so they can overcome difficulties in learning and in their lives because of disability.

The classes for special needs education are established in elementary and lower secondary schools as separate classes. At present, the maximum number of students who can be enrolled in one such class is 8 (Figure 1). If the number of enrolled students exceeds 8, two classes must be opened. In 2009, the average number of enrolled students per class for special needs education is approximately 3.2. In one class for special needs education of public elementary and lower secondary schools, one teacher shall be allocated for one class from the nation. In Japan, classes for special needs education are being opened for each type of disability.

The types of disability in these classes and the history of starting them are as follows (Table 1): low-vision class in 1964, hard of hearing class in 1960, intellectual disability class in 1948, physical/motor disability class in 1956, health impairment class in 1951, speech and language impairment class in 1958, and emotional disturbance class in 1969.

The total number of elementary schools in 2009 is 22,476, and the number of classes for special needs education in elementary schools is 27,674 (Table 2). The total number of lower secondary schools is 10,915, and the number of classes for special needs education in lower secondary schools is 12,330. This means that most

## “Classes for Special Needs Education”

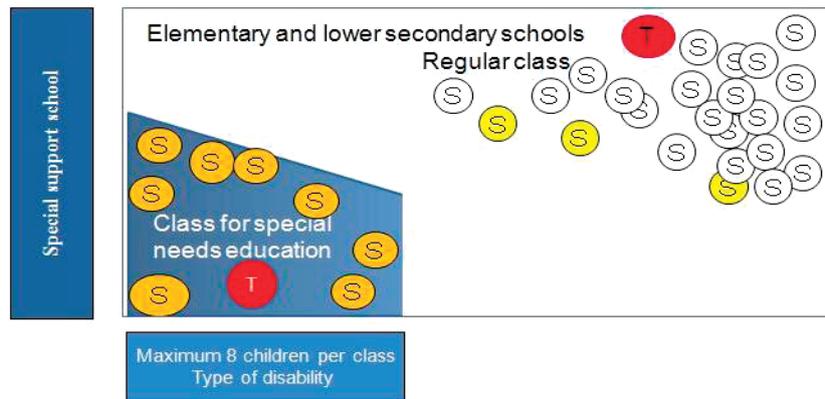


Figure 1 “Classes for Special Needs Education”

elementary and lower secondary schools in Japan have at least one class for special needs education for some type of disability. The 126,166 students enrolled in classes for special needs education account for approximately 1.2% of all school children in compulsory education. The classes are opened based on types of disability, so if the school does not have a class for one type of disability, a student with that disability who goes to the class may enroll in a class for special needs education in a nearby school.

### (2) Composition of class for special needs education

To educate students with disabilities, special care is taken with regards to the class composition and the placement of teachers, since the disability, capability and competence will vary. The class composition and the constant number of teachers of public schools for special needs education, the regular classes and the classes for special needs education in elementary and lower secondary schools are regulated by law (Law concerning the standard of class composition and constant number of teachers in public compulsory education schools). In Japan, the constant number of teachers per class has been deliberately upgraded according to the improvement plan (Table 3). Around 1959, one class for special needs education of elementary

and lower secondary schools was composed of 15 students, but in 2009, one class has a maximum of 8 students.

### (2) Learning content of “classes for special needs education”

The learning in a class for special needs education is carried out based on national curriculum guidelines prepared by the government, according to the disability of individual students. The contents of learning include “subjects” (national language, mathematics, science, social studies, physical education, music, art, domestic science, English, etc.), “moral education”, “comprehensive learning”, and “special activities” (Figure 2). In addition to these, special instruction is to be given for children with disability. The special instruction conducted in a class for special needs education is carried out by referring to the “activities to promote independence” as a curriculum of the school for special needs education. For students in a class for special needs education, the time of “joint activities and learning” with a regular class is provided according to the instruction plan.

For example, students hard of hearing learn “national language” and “English”, which are deeply related to the environment of sound and communication measures, in a class for special needs education; and they may learn “science”,

**Table 1 Historical Sequence of Classes for Special Needs Education (Start Year)**

	Type of disability	Start year of class
Classes for special needs education	Low-vision	1964
	Hard of hearing	1960
	Intellectual disability	1948
	Physical /motor disability	1956
	Health impairment	1951
	Speech and language impairment	1958
	Emotional disturbance	1969

**Table 2 Number of Classes/Students of Classes for Special Needs Education (2009)**

	Type of disability	Number of classes (elementary/ lower secondary schools)	Number of students (elementary/ lower secondary schools)
Classes for special needs education	Low-vision	280	347
	Hard of hearing	706	1,229
	Intellectual disability	21,139	71,264
	Physical/motor disability	2,485	4,201
	Health impairment	1,092	2,012
	Speech and language impairment	450	1,411
	Autism/emotional disturbance	13,852	43,702
Total (elementary/lower secondary schools)		40,004	126,166
* Elementary schools		27,674	86,331
* Lower secondary schools		12,330	37,835

**Table 3 Improvement of Class Composition Standard in 1st to 7th Improvement Plans**

		Year						
		1st 1959 - 1963	2nd 1964 - 1968	3rd 1969 - 1973	4th 1974 - 1978	5th 1980 - 1991	6th 1993 - 2000	7th 2001 - 2005
Elementary school	One class	50	45	45	45	40	40	40
	Special class	15	15	13	12	10	8	8
Lower secondary school	One class	50	45	45	45	40	40	40
	Special class	15	15	13	12	10	8	8
School for special needs education	Elementary/lower secondary school part	10	10	8 Duplication 5	8 Duplication 5	7 Duplication 3	6 Duplication 3	6 Duplication 3

“social studies”, “physical exercise” and “art” in a regular class. On the other hand, even a student with hearing impairment can learn “music” in a regular class when experiencing group singing is necessary for education. Students with intellectual disability may learn the general nature of subjects by setting a time for “unit of living”, for example.

A teacher of a class for special needs education

may go to a regular class to instruct in a particular subject, and a regular classroom teacher may conduct instruction in a class for special needs education for several hours a week.

- (3) Contents of special instruction on “activities to promote independence”

The “activities to promote independence” of

## Learning Contents of “Classes for Special Needs Education”

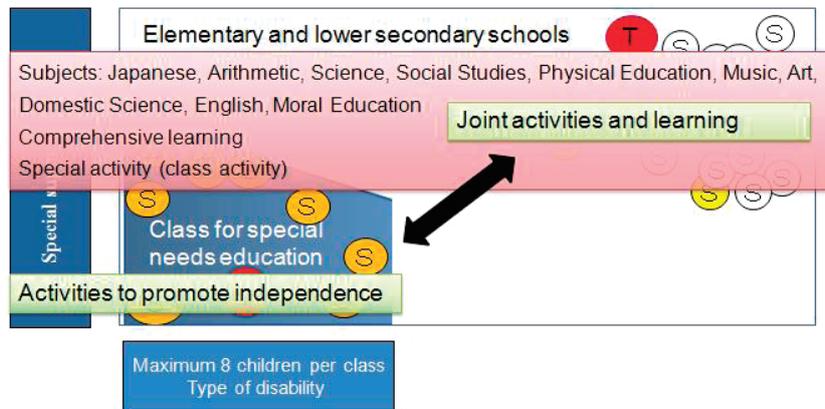


Figure 2 “Learning Contents of Classes for Special Needs Education”

## Contents of Special Instruction on “Activities to Promote Independence”

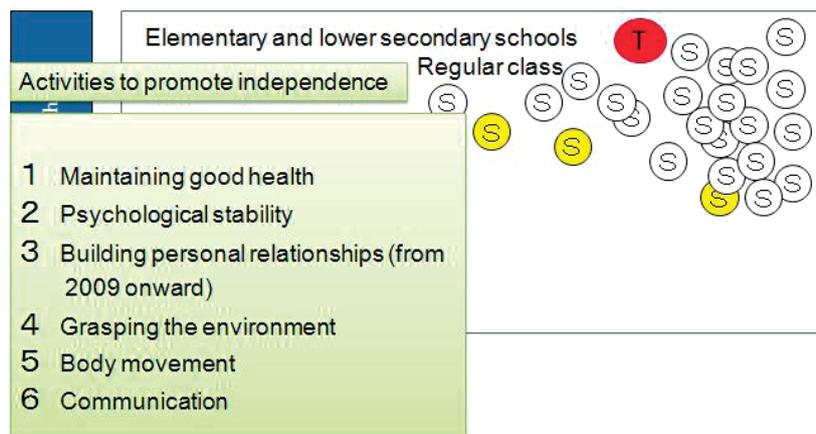


Figure 3 Contents of Special Instruction on “Activities to Promote Independence”

special instruction cope with the factors necessary for people to perform basic actions. The factors are composed from those needed to improve or overcome the difficulties in learning or living because of disability. The target of “activities to promote independence” is for individual students to develop knowledge, skills and attitude, and cultivate the basics of development of mind and body in harmony, aiming at their independence.

There are six “activities to promote independence”: (1) Maintaining good health,

(2) Psychological stability, (3) Building personal relationships (from 2009 onward), (4) Understanding the environment, (5) Body movement, and (6) Communication (Figure 3). The instruction of necessary contents is based on individualized instruction plans.

### 3. About “special needs services in resource rooms”

The “special needs services in resource rooms” are commonly called the “resource room”, which is

**Table 4 Start Year of Special Needs Services in Resource Rooms**

	Type of person with disability	Start year of class
Special needs services in resource rooms	Person with low-vision	1993
	Person with hard of hearing	
	Person with intellectual disability	Not targeted
	Person with physical/motor disability	
	Person with health impairment	1993
	Person with speech and language impairment	
	Person with emotional disturbance	
	Person with autism	2005
	Person with learning difficulty	
	Person with attention-deficit hyperactivity disorder	

**Table 5 Number of Students Targeted to Instruction by Special Needs Services in Resource Rooms (2009)**

	Type of person with disability	Number of targeted students (elementary schools)	Number of targeted students (lower secondary schools)
Special needs services in resource rooms	Person with low-vision	137	16
	Person with hard of hearing	1,616	299
	Person with intellectual disability		
	Person with physical/motor disability	13	1
	Person with health impairment	9	10
	Person with speech and language impairment	29,635	225
	Person with emotional disturbance	3,009	580
	Person with autism	6,301	746
	Person with learning difficulty	3,149	533
	Person with attention-deficit hyperactivity disorder	3,087	319
Subtotal		46,959	2,729
Total		49,685	

a place for special instruction targeting students with relatively lighter disabilities among those enrolled in elementary and lower secondary schools. The “special needs services in resource rooms” are based on Article 140 “Special curriculum according to disability” of School Education Law Implementing Regulations. The system of special needs services in resource rooms has been conducted since 1993. The students with disabilities targeted by this system were those enrolled in regular classes, including persons with low vision, hard of hearing, physical/motor disability, health impairment and emotional disturbance, at the start of the system. The “special

needs services in resource rooms” for persons with intellectual disabilities were not conducted.

The students enrolled in classes for special needs education are not covered by the special needs services in resource rooms. From 2005, the scope of persons to be covered by “special needs services in resource rooms” was expanded (Table 4) to include persons with autism, learning difficulty and attention-deficit hyperactivity disorder. Until 2005, most students with autism were included in the category of persons with emotional disturbance in the special needs services in resource rooms.

With special needs services in resource rooms

## “Instruction through special needs services in resource rooms”

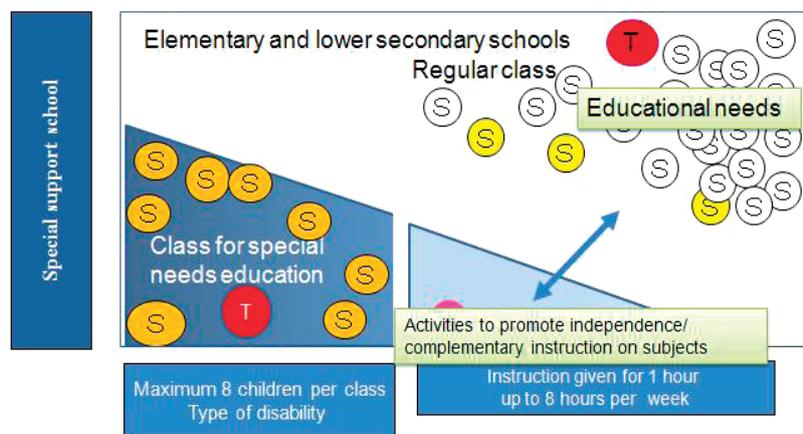


Figure 4 “Instruction through *Tsukyu*”

in elementary and lower secondary schools that started in 1994, one class has around 10 students or more. From 2000, a resource room conducted by a school for the deaf, etc. was added institutionally, and a teacher of a school for the deaf has started directly instructing hearing impairment students and speech and language impairment students enrolled in elementary and lower secondary schools.

Teachers in charge of resource rooms are allocated in the annual budget range of the nation, prefecture or city. Therefore, even if several students who would normally be students of “special needs services in resource rooms” are enrolled in elementary and lower secondary schools, the resource room will not always open. In such cases, the form of “special needs services in resource rooms of other schools” in which those students go to nearby elementary and lower secondary schools or schools for the deaf and receive instruction is used, or they are instructed with special care in a regular class.

At present in 2009 (Table 5), a total of 49,685 students — 46,959 in elementary schools and 2,729 in lower secondary schools — are receiving special needs services in resource rooms, which account for 0.5% of all school attendant students in 2009.

(2) Learning contents of “special needs services in resource rooms”

The students who receive special needs services in resource rooms will be instructed according to their disabilities. The special instruction includes “activities to promote independence” and “complementary instruction of subjects”. The special instructions are conducted by adding them to the regular curriculum of elementary or lower secondary school or replacing part of the standard curriculum. The students will go to a resource room for the instruction. The instruction time is 35 to 280 units a year, i.e., instruction is performed from one hour to an upper limit of eight hours a week (Figure 4). Persons with learning difficulty receive instruction of 10 to 280 units a year, so instruction of at least one hour a month can be conducted. The “activities to promote independence” conducted by special needs services in resource rooms are performed with reference to the contents of “activities to promote independence” conducted by a school for special needs education. In that case, since the target students of special needs services in resource rooms can basically also participate in learning in regular classes and need some special instruction, special instruction is given based on the fact that the degree of disability is light.

## “Special Needs Resource Room (tentative name)”

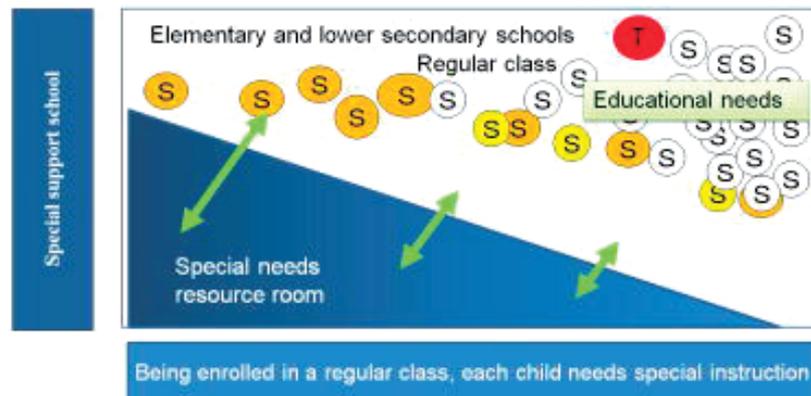


Figure 4 “Special Needs Resource Room (tentative name)”

### 4. Study in “Special Needs Resource Room (tentative name)” to address individual educational needs

In 2001, Japan considered how to develop special education in the 21st century. The report proposed to systematically unify the systems by flexibly operating the “class for special needs education” and “resource room” practically in special needs education of elementary and lower secondary schools. We call the new classroom a “special needs resource room (tentative name)” (Figure 4).

The special needs resource room (tentative name) aims to have an education system for all students with disabilities: not only the target students of the classes for special needs education in the current system — students with low vision, hard of hearing, intellectual disabilities, physical/motor disability, health impairment, speech and language impairment and emotional disturbance — but also LD, ADHD and High Functioning Autism (HFA) students in regular classes. Special instruction according to the individual disabilities in designated places at the necessary time is aimed.

When considering the future education system, we are trying out this strategy by making use of the current systems “classes for special needs

education” and “special needs services in resource rooms” and the social resources, and will probably switch from the current system to the inclusive education system in a soft landing manner. From 2007 to 2009, the research issues for the “special needs resource room (tentative name)” were as follows:

#### Research issues in 2006:

- (1) Investigation of operation method toward the actual status of “special needs resource room (tentative name)” from the current systems “classes for special needs education” and “special needs services in resource rooms”
- (2) Supporting method for teachers in charge of classes for special needs education to the students of LD, etc. enrolled in regular classes
- (3) Building cooperation and support system among the teachers in schools and districts
- (4) Promoting joint activities and learning

#### Research issues in 2007:

- (1) Clarifying the necessity and ground of support time for students who require special educational needs
- (2) Method of flexible operation for effective “classes for special needs education” and “special needs services in resource rooms”

- (3) Seeking a method to measure the effect of supporting students who need special support
- (4) Seeking a method to effectively make use of special support education subsidiary

#### **Research issues in 2008:**

- (1) Quantitative and qualitative improvement of joint activities and learning
- (2) Collective instruction for teachers other than those in charge of “classes for special needs education”
- (3) Trying to further operate “classes for special needs education” and “special needs services in resource rooms” more flexibly
- (4) A method to increase the expertness of special support education assistants

The above research has been performed. Joint activities and learning have been prioritized in the revision of the 2009 national curriculum guidelines, so at present we have started to study the future Japanese-style inclusive education in a cohesive society, focusing on the actual status of joint activities and learning up to now. Currently, where students with and without disabilities learn subjects together, the following issues are emerging: “textbooks used”, “evaluation method”, “expenses of assistants, etc.” and “universal curriculum”.

In Japan, classes for special needs education have historically been opened by types of disability, so when inclusive education is examined in the future, coping with inheritance of “expertise of fostered instruction by types of disability” will also be an issue, based on the idea of normalization.

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# Inclusive Education of China and Resource Classroom in Regular School

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## **I. Inclusive education and “learning in regular classroom” (LRC) of China**

Since the 1980s, new concept of special education, such as “Integrating” “Returning to the mainstream” was accepted gradually in China. Influenced by these theories and practices, China began to set up an inclusive education system with China’s own characteristics, that is “Learning in Regular Classroom(LRC)” for disabled children.

In the September of 1988, “Learning in Regular Classroom” was brought forward formally in *the Outline of the Work for the Disabled in China During the 5-Year Plan Period (1988-1992)* which was issued by the State Council. In 1988, the Ministry of Education put forward to establish a new system about special educational system during the First National Conference of Special Education. In this system, the mainstay is special educational schools and the main body is LRC and special classes in regular schools. It showed the adjustment of government’s guidance objectives of special education.

In China, popularization of compulsory education and increasing the enrollment for children with disabilities are the most important goals to be emphasized. We cannot find a better way than LRC for the disabled children enrolled in schools when special education schools is not enough. But in practice, we have no enough expenditure for the necessary facilities and equipments for students with special education needs, no more details on the division staff, including resource room teachers, psychological counselors, physical therapists and other volunteers involved in individual education program of disabled children, just like developed countries. In China, special education resources and

staffs are comparatively inadequate, regular schools pay more attention on students’ academic achievement and the special needs of student are neglected.

## **II. Current situation of LRC in China**

### **1. The basic situation of LRC schools**

According the investigation, 35.8% of the counties and cities have less than 50% regular schools with LRC. 56.4% have more than 50% regular schools with LRC. About 7.8% of the local educational officials do not know the numbers of regular schools with LRC. The average students number of LRC schools is 1201.3. The average number of classes in LRC schools is 24.2. The size of class is 47.06 students. The average number of teacher and staff in LRC schools is 71.6, 60.5 teachers, 5.8 administrators and 5.3 staffs. On the average, there are 2.03 students with disabilities in one class. The type of LRC students is mental retardation (46.8%), learning with difficulties(17.7%), visual disability(8%), hearing disability (12.7%) and others such as physical disability, multiple disability (14.8%).

### **2. Support for LRC schools**

By the survey, 74% of the counties (cities, districts) report that they have set special education funds, 19.8% have no such funds, 6.2% do not report. The other questionnaire comes from LRC schools showing that only 51.6% LRC schools have been funded. 49% LRC schools say that they have neither resource room nor resource teachers to give special or remedial instruction for students with disabilities. 13.4% LRC schools show that they have special teachers or counselors. 17.5% LRC schools say that there are special education teachers around.

Only 9.3% special schools' resource room is open to students of regular schools. 22.3% LRC schools don't have any connection or cooperation with special schools.

### **3. Basic situation of LRC teachers**

According to the survey of LRC teachers, only 11.6% LRC teachers have special education background. Only 37.8% LRC teachers investigated say that they have received special education training, 62.2% say they have not.

## **III. Challenges of LRC**

- **Funding:** There are a lot of LRC schools in undeveloped areas have not been provided with the basic support needed in the areas of teaching aids, studying tools and equipment (e.g. Braille textbooks) and related service (e.g. sign language instruction or speech therapy).
- **Classroom Size:** Classrooms usually have between 40 and 55 students. The class size is still too large for teacher taking care of every student.
- **Low Enrolment and high dropout:** There are still many children with disabilities not in school, especially in undeveloped regions where the enrolment rate is no more than 60% and dropout rate is very high.
- **Curriculum and teaching:** Curricular adjustment and adaptation of instructional materials and practices must be made to satisfied the special needs of students with disabilities. Moreover, many disabilities (e.g. learning disability, autism) are not recognized or diagnosed effectively.

## **IV. Utilization of resource classroom**

### **1. Functions of resource classroom**

- **Reception office area.** It is for receiving students and parents.
- **Assessment and consultation area.** It is for identifying learning difficulties and special education need, assessing students' potential abilities, consulting, making up individual

education projects.

- **Observation and training area.** It is for students to carry out learning and rehabilitation activities by using of equipment, toys, teaching materials, etc.
  - **Teaching research and teaching resources area.** It is for teachers to manage the files of students, design and manufacture teaching aids, prepare for lessons. It is also a teaching research center for special education teachers, specialists.
- The efficiency of resource classrooms utilization can be improved through one space with multiple functions.

### **2. Duty of resource classroom teachers**

- Resource classroom teachers be responsible for analyzing and evaluating the special needs of students.
- Resource classroom teachers draw up individual educational projects.
- Resource classroom teachers select and develop teaching materials and aids.
- Resource classroom teachers join the implementation of individual education plan.
- Resource classroom teachers provide help to other teachers, disabled children and their parents.

### **3. Procedure of students entering resource classroom**

- **Report:** Teachers report the student in their class who need to be helped in the resource classroom.
- **Diagnose:** Organize teachers and resource classroom teachers and relevant persons (include the experts of the health and rehabilitation) to carry out diagnosing and analyzing.
- **Keep record** of the students which including the basic situation of the students, the results of the diagnosing, the former academic performance, and so on.

### **4. Operation of the resource classroom**

- **Establishing a special education office** in LRC school. This office is responsible for making overall plans and arrangements for the education of disabled students and the utilization of resource

## Index of evaluation

master index	detail index
management (1-6)	1. Principals are responsible for management, operation of the resource classroom.
	2. The work of resource classroom is brought into the whole plan of school.
	3. There are rules or regulations of resource classroom.
	4. There are training plan for resource classroom teachers.
	5. There are home-school co-operation projects.
	6. There are work plan to get support from society.
Operation (7-13)	7. Analyze and diagnose the special needs of students.
	8. Make up and carry out individual education plan.
	9. Carrying out healing training for disabled students.
	10. Help students with disabilities learning.
	11. Supplying teachers teaching information.
	12. Give professional support to the resource classroom teachers.
	13. Training and counseling for the parents.
Equipments (14-15)	14. Use of equipments
	15. Management and maintenance of equipments
Comprehensive assessment of the utilization of resource classroom	(describe in word)

Source: Qing Sulan, Liu Zaihua, Yang Xijie, He Er'shi, 2005

classroom. Its members usually include vice principal, senior teacher, resource classroom teacher and relevant teachers and persons. Individual education plan of student with disabilities should be discussed and approved by the office.

- Students with disabilities mainly study in the regular classroom, supplement in the resource classroom. The time studying in the resource classroom should be kept under 40% time in the school.

### 5. Evaluation of resource classroom

From the situation of LRC in China and utilization of resource classroom above, we can see although the system of inclusive education in China is imperfect and has suffered shortage of resources, utilization of resource classroom is vital to help disabled children integrated in regular schools.

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# The Role and Issues of Special Classes and Inclusive Classes in Regular School of Korea

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**Abstract:** This article will introduce the current status of education provided in both special classes and regular classes for students who qualify for special education, and look into current issues and the efforts to resolve these issues. Special classes in Korea tend to exhibit a pyramid shape as students advance toward higher level schools. Selection and placement process for students who qualify for special education in special classes should be enacted. It is important to apply curriculum inclusion to the educational plan, appropriately secure modification of instructional time per subject. Instead of accepting and implanting inclusive education without any evaluation, there should be studies on the collaborative instruction. In order for the inclusive education to succeed in the educational field, appropriate educational services for individual students must be provided, instead of just being satisfied at the physical placement of the students who require special education within general school. Providing appropriate educational services should not be a choice, but rather a must

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**Key word:** special class, inclusive class

## 1. Introduction

For the past few years, Korea has been pressing forward with much effort to propagate and implement the inclusive education policy (Chung, Kim, Park, Han, 2006). As a result, about 67.3% of the total population of students who qualify for special education, are receiving education in regular schools (Ministry of Education & Science and Technology, 2008). Despite of all these efforts, however, there have been few questions, not about the regular school placement of the students who qualify for special education, but regarding the appropriateness of education, which addressed whether the appropriate education was provided to students who qualify for special education to meet their variety of needs. If regular school is insufficiently prepared for inclusive education, it is possible that students who qualify for special education can be placed in an awkward situation being isolated and segregated both socially and educationally (Kim & Kang, 2008). Therefore, many special education professionals are showing great interests and putting much effort to address issues

regarding levels and extent of inclusion of students with disabilities in regular classes (Park, 2002).

This article will introduce the current status of education provided in both special classes and regular classes for students who qualify for special education, and look into current issues and the efforts to resolve these issues.

## 2. The Function of Special Classes in Regular School

Special classes in Korea have following characteristics. For placement, special classes are placed within general schools. For organization, each special class has a small number of general teachers and special teachers collaborating together either partially or fully to provide services. For operation, their main goal is supporting inclusive education while providing individualized special education. For administration and functions, they focus on providing the disability awareness education to general teachers and general students, finding children who are not yet school-aged, providing itinerant education for students with

disabilities home bound, and educating students with disabilities attending general schools.

To find reference to the regulations related to special classes, we need to look at “the Special Education Act for Individuals with Disabilities and Others”, the newly enacted special education law in 2007. According to the Second Section of the same law, the definition of the special class is stated as “a class placed in general school to implement inclusive education of students who qualify for special education”(The Education Law Compliance Committee, 2008). The law also states that special class can be operated as full-day, hourly, special instruction, and itinerant instruction services based on the capabilities of children.

### 1) General status of special classes

Current status of special classes in Korea is as following. Special class, which was established and operated in Korea since 1971, 599 more classes since 2007, making it 6,352 classes as of April, 2008. The number of students receiving services from special classes increased as well 35,340 students in 2007, 37,857 students in 2008.

Special class, making it 6,352 classes as of April, 2008. The number of students receiving services from special classes increased 37,857 students in 2008. As of April 2008, 25.6% general schools out of all general schools in Korea operate special classes. The rate of each educational institute operating special class is as following. Kindergarten is at 2%, elementary school is at 56.5%, middle school is at 34.8%, and high school is at 19.9%. Hourly special classes provide 94.7% of total special classes. In average, each elementary school special class has about 3.5 students, each middle school special class has about 6.9 students, and each high school special class has about 8.3 students(Ministry of Education & Science and Technology, 2008).

Above results show that the operation of special classes based on the inclusive education focus has been speeding up. However, the classroom placement of students was not usually done based

on ‘disability categories’ or ‘grade level’. Also the definitions of operation type and specialty of the classes such as ‘hourly’ or ‘study assistant classroom’ were not clear. These issues show that the special class education is still operated under the influence of fixed and rigid structure instead of accepting diversity of needs of students with disabilities.

### 2) Educational activities in special classes

The basic and core purpose of operating special classes is to support the educational activities domain. In order to develop the educational plan to support the educational activities, teachers assigned to special classes fill out the educational plan report considering ‘the current status of students with disabilities in the class’ and ‘teacher’s own philosophical background.’ The operation plan for special classes include information on ‘individualized education (including IEP)’, and ‘inclusive education’ the most.

The educational activities in special classes include diagnosing evaluation of students, developing and implementing individualized educational plan, developing study materials, involving local community resources to learning, supporting inclusive education, transition education and vocational education, and managing students and evaluating student(Korea Institute for special education, 2005).

To select and place students who qualify for special education, and to develop Individualized Educational Plan (IEP), special class often performs evaluations of students whether they are new or transferred to the class. Special class also organizes the individualized education operation committee for the school to evaluate development and implementation of IEP, and to counsel ‘selection and placement needs of the students who qualify for special education.’ IEP is developed focusing on ‘tool subjects’ (basic subjects such as language and math), and it is based on ‘the additional diagnosis and evaluation for developing IEP.’

Teachers assigned to students usually develop

IEPs for their students. Comprehensive evaluation for these IEPs is done either at the end of the semester or the school year. It should be noted that implementing IEPs in a classroom where more students are placed than it can support has always been challenging.

Instructions in special classes can be modified based on individual student's study objectives. Instructions can be given based on skill levels of students after dividing students into different skill levels. Each class can be operated differentiating instructions based on subjects or students, or can be operated providing either group instruction or individualized instruction. The most popular contents in special classes include 'basic subject instruction' and 'functional life skills centered education.' Among the life domain related instructions in special classes, 'the basic life skills education' is the most popular subject, and 'challenging behavior education' is the second. The life skills program operated by each school includes 'the basic like skill education program,' 'the emotional behavioral education program,' and 'the safety education program.' Special classes also often involve local community resources for transition education and vocational education of the students. Students in special classes are managed and evaluated using the same progress reports used for general students.

### **3) The educational support activities status in special classes**

The educational support activities are very important domains that can make the educational activities more efficient while operating special classes. In other words, the efficiency of the educational support activities is directly linked to the success of the educational activities and the quality of education for the students who qualify for special education. The educational support activities include but not limited to 'developing and operating educational process,' 'supporting teacher in-service training,' 'supporting special education inspection,' 'supporting school leadership,'

'supporting special education para professionals,' 'supporting parent education,' and 'supporting facilities and finance.' Each of these activities will be discussed further.

Educational process in special classes are developed combining 'curriculum for inclusion classes' and 'curriculum for special education,' and considering general curriculum and individualized educational plan. In order to support efficient and effective education of students who qualify for special education in special classes, in-service training for general teachers regularly takes place. Local department of education inspect the effectiveness and efficiency of special education once each school term. Trainings for parents whose children attend special classes are provided once or twice a year. Because special classes are located within general schools, the interests of school leadership such as principals on special education can be vital to the quality of services provided by special classes. For the most schools, school principals show great interests in special classes and provide valuable supports. For the school leadership who do not show interests in special education, trainings such as 'understanding special education and students with disabilities,' 'the related information about special class operation,' and 'the basic knowledge to understand special classes' can be provided. Special classes are located 'near' general classrooms, and usually 1st floor to support accessibility of students with disabilities.

### **3. How they are utilized to meet special education needs of individual children**

It has been a trend around the world that special education around the world is aiming toward inclusive education of students who qualify for special education in general classes with general students, but not toward segregated education in special schools or special classes.

According to the law, inclusive education means that an individual who qualify for special education can receive appropriate education to

meet individualized educational needs, without discrimination in regards to the disability categories or severity, with peers in general schools (the 2nd Section of the Special Education Act for Individuals with Disabilities and Others). To support students who qualify for special education receiving inclusive education in general schools, special education teachers and special education related service professionals will be placed within general schools or the special education support center, provide itinerant education service (the 25th Section of the Special Education Act for Individuals with Disabilities and Others). The law also states that to prevent discrimination within inclusive education settings, principals of the schools where individuals who qualify for special education are applying for admission should not discriminate students with disabilities based on disabilities by denying application or admission of individuals who passed admission criteria. Principals also should not discriminate providing special education related services, participating classroom activities and other in and out of school activities, and participation of parents in individualized education support team (the 4th Section of the Special Education Act for Individuals with Disabilities and Others).

To promote understanding of inclusive education in each level of schools, it is required by law to provide in-service trainings related to special education for general school staff that support inclusive education (the 5th Section of the Special Education Act for Individuals with Disabilities and Others). To promote inclusive education, teachers responsible for inclusive education can receive additional points for the duration of their appointments (Subsection 4 – 3 of Section 41 of the Educational Public Officer Advancement Regulation).

Additionally, the law also requires providing services such as itinerant education to those who qualify for special education and require either long or short term absences. Itinerant education service is provided to students who qualify for special education, and have mobility issues or

severe physical disabilities which prevent students receiving education in schools and limit their activities at home, medical facilities, or welfare facilities (the 25th Section of the Special Education Act for Individuals with Disabilities and Others).

Even with all these effort to promote inclusive education, according to the status of students who qualify for special education and placed in inclusive classes, counseling inclusive class teachers, providing resources, placing special education para professionals, and providing study materials are happening at a slow pace. Also implementing curriculum modification and collaborative instruction as instructional support did not work out well. In other words, current inclusive education tends to provide physical inclusion in general class setting only. Therefore, students who require special education tend to be treated just as general students, and instructed based on the general curriculum. The reasons behind these issues include, 1) increased number of students who require special education participating inclusive education, 2) increased complaints from general teachers regarding awkwardness, rejection, and lack of self determination of students with disabilities toward the new classroom settings, 3) increased requests from general education teachers for various specific supports from special education teachers to compensate difficulties of facing double duties and implementing inclusive education curriculum, and 4) increased difficulties of providing appropriate supports to inclusive classes because of special education teachers' lack of knowledge about general curriculum and segregated placements and roles within school.

According to the survey on the most needed support for inclusive class teachers, the teachers requested 1) providing information for instructional plan, 2) providing information and resources for curriculum modification, and 3) supporting social inclusion so that students who qualify for special education can be accepted as members of the inclusive class and their peers accept them as friends.

#### **4. Issues involved and innovative efforts made**

##### **1) Issues of special classes**

First, special classes in Korea tend to exhibit a pyramid shape as students advance toward higher level schools. On the other hand, the number of students in special classes tends to exhibit an inversed-pyramid shape as students advance toward higher level schools showing unbalance between supply and demand for special education. To resolve such issues, in the future, demands of special education in different geographical areas of country should be considered, balanced placement of special classes should be implemented to support educational connection through different school levels for students who qualify for special education, and the number of students per middle and high school special classes should be decreased. Current students who participate in special classes have variety of disability categories and varying degrees of disability. It is expected that the focus on special schools and special classes will move toward focusing on general classes, and segregated education toward inclusive education. Therefore, the educational structure needs to be more flexible to expand its potential to support variety of disabilities and varying degrees of disabilities.

Second, selection and placement process for students who qualify for special education in special classes should be enacted. It is important to diagnose, evaluate, select, and place qualifying students through legalized process, and develop IEP based on the process. In order to accomplish curriculum inclusion for students who qualify for special education, the individualized education operation committee should be organized, and perform diagnose and evaluation through the committee. Then, legality of the selection, placement, and cancellation process can be secured. And the result of diagnose and evaluation should be reflected on IEP development. Especially, considering the academic aptitude evaluation per subject matter including intelligent and social

maturity of students for diagnose and evaluation will lead to developing better IEP for the students.

Third, it is important to apply curriculum inclusion to the educational plan, appropriately secure modification of instructional time per subject, operate modification of the instructions per subject, and modify evaluation per subject and method to report the results. Modifying instructional time per subject should be finalized through the school educational process committee and parents to meet the educational needs of students who qualify for special education. Instructional modification based on the individual capabilities of the students who qualify for special education can promote the education accountability of teachers toward students who qualify for special education, general students' acceptance of students who qualify for special education as classmates who will be staying and studying together, and pleasure of participation, on top of the knowledge gains, of students who qualify for special education.

Modifying evaluation and method to report results can provide clear understanding of the academic development of students who qualify for special education, and provide guidance for the future development. For example, in middle school, academic evaluation of students results numeric points per subject. It does not provide clear pictures of the academic achievement of the students who qualify for special education, and its only purpose is to show the participation in the evaluation. However, modifying evaluation and method to report results can provide solution for such issues.

##### **2) Issues of inclusive classes**

In order to accomplish the curriculum inclusion, and promote understanding of the importance of the accessibility of the students who qualify for special education to general curriculum, it is necessary to develop 'the comprehensive curriculum structure' for both general students and students who qualify for special education. In reality, it is difficult for one general class teacher to find separate time to instruct one student who

qualify for special education while instructing the whole class. Even with the help from a para professional to support the student who qualify for special education one-on-one base, without any effort to change instructions for the whole class in more efficient ways, it would be difficult to provide better educational opportunities for students who qualify for special education.

Difficulties while implementing inclusive education include 1) lack of understanding from general teachers and administrator leaderships in general schools, and 2) fixation of the dichotomous model between special education and general education. The solution for these issues is the collaboration between inclusive classroom teachers and special education teachers. From the curriculum planning in general schools point of view, it is still an issue that while planning a whole school curriculum, curriculum for students who require special education is not treated as important, but special class teachers personally develop IEP to meet the needs of students who require special education. However, to achieve curriculum inclusion between general students and students who require special education, and improve the quality of the inclusive education, the leadership of general schools should realize the responsibility and accountability of the school to plan the inclusive curriculum for the whole school and for students who require special education. School administrators and teachers of inclusive school must share a mental structure to develop an inclusive curriculum planning for the school as a whole, and for students who require special education. To resolve these issues, following ideas should be sought.

First, instead of accepting and implanting inclusive education without any evaluation, there should be studies on the collaborative instruction, which is the main structure of the inclusive education where more than two teachers share a same space, and preparation and implementation methods to carry out the instruction without discomfort to participants. Development of the

inclusive education model that meets specific school and social environments should be promoted.

Second, structures for collaborative study should be established, and inclusive education and the disability awareness program should be implemented. Specific suggestions include promoting collaboration relationship between teachers, providing in-service training for teachers on inclusive education, and providing trainings for parents on inclusive education. If continual support for educating parents to better understand disabilities and inclusive education, organizing the social relationship support group with general student members and carrying out activities, and supporting general teachers to modify curriculum and instructions are in place, we can surely hope for inclusive education blossoming in the near future.

Third, implementing social relationship support program can promote interaction. Special suggestions include organizing peer study supporters, operating school activity clubs, participating activities by dividing roles of students who require special education, and providing trainings for general students on disabilities and students who require special education. Also, inclusive and collaborative instruction with local special schools, and special classes in school can provided after school activities for students who require special education.

Fourth, the collaborative study process based on the instructional modification should be developed and implemented. Specific suggestions include developing modified curriculum for inclusive education, modifying text book contents for the study strategies, selecting types of inclusive and collaborative study models, modifying instructional content based on the curriculum analysis, and developing instructional modification.

## **5. Conclusion**

In order for the inclusive education to succeed in the educational field, appropriate educational services for individual students must be provided,

instead of just being satisfied at the physical placement of the students who require special education within general school. Providing appropriate educational services should not be a choice, but rather a must. Inclusive education has been discussed in philosophical level for many years. It is time for us to discuss the implementation methodologies. In other words, instead of resting on discussing its concepts, realistic implementation strategies of inclusive education should be discussed. Furthermore, varying differences of students should be accepted as diversity, but should not become basis of discrimination. And collaboration among teachers to promote inclusive education should be viewed as the shared accountability overcoming inherent divides such as general education and special education.

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# INCLUSIVE EDUCATION

## “CHILDREN WHO LEARN TOGETHER, LEARN TO LIVE TOGETHER”

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Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual.

Inclusive education means that all students in a school, regardless of their strengths and weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff.

In inclusive education one is ready to change and adjust the system, environment and activities in relation to and in consideration of all users needs. It is no longer the child with impairment who makes all adjustments in order to fit into the existing setting. This requires flexibility, creativity and sensitivity.

### **Inclusive schools or classroom are where:**

- ✚ All children are members of the same group
  - Interacting and communicating with each other
  - Helping each other to learn and function
  - Taking considerations to each other
- ✚ All children have the feeling of belonging and partnership
- ✚ Even of some children may for various reasons have a need to receive periodical attention outside the classroom.
  - Everyone will consider this as natural
  - This will not interfere with everyone’s feeling of membership of and belonging to the group/class.

### **A. Requirements to make the process of inclusive education possible**

Legislation and regulations alone cannot implement inclusive education. The process towards inclusive education is long and will require among other things.

- ✚ Change of heart and attitude
- ✚ Reorientation related to assessment, teaching methods and classroom management including adjustment of the environment.

- ✚ Redefinition of teachers’ roles and reallocation of human resources
- ✚ Redefinition of the role of existing special schools. Could these schools for example gradually start serving as outreaching resource centers
- ✚ Provision of professional assistance for teachers in need in the form of:
  - Reorientation in teacher education so that new teachers can contribute to the process towards inclusive education and relate to the flexibility that is necessary.
  - In service reorientation and upgrading of teachers, headmasters and head teachers so that they too will be able to contribute to the process towards inclusive education and relate to the flexibility that is necessary.
  - Itinerant service according to needs.
- ✚ Establishment, improvement and further development of partnership between teachers and parents, seeking mutual reorientation and upgrading and exchange of experiences, assistance and advice.

Inclusive education will also require a flexible educational system including curriculum and examination system.

## **B. Teachers Competencies, Teaching Strategies and Preparing for Inclusion.**

### **1. Teachers Competencies Needed**

#### **a. Competencies do general education teachers and special education teachers need to be competent inclusive teachers:**

- Ability to problem solves, to be able to informally assess the skills a student needs. Ability to take advantage of children's individual interests and use their internal motivation for developing alternative assessments.
- Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments
- Ability to make appropriate expectation for each student, regardless of the student's capabilities.
- Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part. This teaching skill can apply not just in the elementary or secondary level, but at the collage level as well. It will mean more activity-based teaching rather than seat-based teaching.
- Ability to learn how to solve all kinds of skills that the students bring to a class, not just the academic skills. In doing this teachers will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.
- Ability to provide daily success for all students. Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work.

#### **b. Other competencies that will help general education teachers in an inclusive environment include:**

- A realization that every child in the class is

their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.

- Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's need.
- Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.
- Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.
- Flexibility and a high tolerance for ambiguity.

### **2. Teaching Strategies**

#### **a. Content/Behavior Strategies**

Ideas for content area instruction in inclusive classroom:

- Inclusive education is nothing more than good teaching for all students.
- Students take responsibility for their education; they help create the structure of the classroom, including helping to establish rules and academic program.
- Teachers have high expectations that all students will meet the rules and academic challenges.
- Families are involved.
- Curriculum is focused on humanity, on one another's worth. The students tell their own stories or other's stories and learn about things that matter in their lives.
- Teachers throw out the worksheets and basal reader system; they create curriculum that involves students.

#### **b. Ideas for behavior strategies:**

- Classroom need one main rule – respect one another. If the students and teachers create

interesting curriculum with materials that matters in the students' lives then students will be interested, involved, and focused on what they've designed.

- Teachers need excellent observational skills to determine what caused a behavior problem.
- Structure the environment so students are actively engaged and motivated. That will be good teaching for all students. This will involve collaboration and networking. It also means the teachers is not always in control, but is one of the team of problem solvers including students, parents, and other teachers.
- Other common strategies for content area instruction and solving behavior problems include peer tutoring, cooperative learning, and reciprocal teaching. These are all instructional techniques that have been around for a long time and provide ways for a class to work together a common goal, but don't mean that everyone is doing the same thing.

A functional assessment of problem behaviors can help general education teacher deal with behavior assessment and curriculum modification. This is a proactive, deliberative approach that involves a team consisting of the students, parents, profession etc.

#### **c. Inclusive Classroom Look Like**

- Inclusive classrooms look different all the time because the environment is created by whatever interactions the teacher and students have as a group or as individuals in the group.
- It is a lot of students doing different things with people helping them, students moving from one to another. It's also a classroom where everybody is smiling, the students are actively engaged, and the teacher is delighted to be there.
- Students spend a lot of time in learning centers where they make a lot of choices about what they're working on. It's a classroom where learning often happens in small groups with peer helping and supporting each others.

- It's a classroom with a lot of time for social interaction that means something to curriculum expectations.
- It's a classroom that is student-centered. Students have a high level of responsibility for creating their community. They help structure the rules and are expected to follow them and to meet contracted expectation for curriculum
- It's a classroom where students know others will be doing different things and the issue of fairness doesn't come into play because that just the way it is.
- It's a classroom that reaches beyond the classroom and into the community as a resource for learning new skills.

#### **d. Nine Types of Adaptation**

- Size  
Adapt the number of items that the learner is expected to learn or complete.  
For example: Reduce the number of social studies terms a learner must learn at any one time.
- Time  
Adapt the time allotted and allowed for learning, task completion, or testing.  
For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.
- Level of Support  
Increase the amount of personal assistance with a specific learner.  
For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.
- Input  
Adapt the way instruction is delivered to the learner.  
For example: Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.
- Difficulty  
Adapt the skill level, problem type, or

the rules on how the learner may approach the work.

For example: Allow the use of a calculator to figure math problem; simplify task directions; change rules to accommodate learner needs.

- Output

Adapt how the student can respond to instruction.

For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.

- Participation

Adapt the extent to which a learner is actively involved in the task.

For example: In geography, have a student hold the globe, while others point out locations.

- Alternative

Adapt the goals or outcome expectations while using the same materials.

For example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.

- Substitute Curriculum

Provide different instruction and materials to meet a student's individual goals.

For example: During a language test, one student is learning computer skills in the computer lab.

### 3. Preparing for Inclusion

#### a. Preparing Students/Teachers/Schools/Parents for Inclusion

**Professional Concerns:**

- Diagnosing of disability (medical)
- Diagnosing needs for remediation; Physical, Intellectual, Social/Communication
- Appropriate placement (school)
- IEP development
- Transition to work

- Appropriate community
- Residence
- Life long services

**Families Concern:**

- Understanding of disability (social)
- Recognizing strengths
- Human
- Participation (school)
- IEP development/life dream goals; Friendships, Valued social place, thoughtful education
- Career
- Choice of residence
- Life long support

#### b. Involving Everyone as Part of an Inclusive Classroom Setting

Here are a few starting points for working to prepare students, teachers, and administrations to be part of an inclusive school.

- Address attitude and values.

Have involved persons identified what areas of inclusion they are comfortable with and what they are not comfortable with. Don't put values on these, just identify them.

- Information

Read books, watch videos, talk to teachers of inclusive classroom, do simulation activities for an inclusive classroom, visit inclusive schools to get information to build self-confidence and self-esteem for teachers and students to be part of inclusive education.

- Application

#### c. Helping Parents deal more Effectively with Inclusive Education

What could be done to help Parents deal more effectively with Inclusive Education?

Welcoming parents into a classroom and school is vital to having them be a part of the team for inclusive education. Parents of students with disabilities are often the driving force behind the push for inclusive education.

Parent education is the other key to help parents who may question the academic validity of inclusive education. Some parents may think their children will not make the same academic gains in an inclusive setting as students in a rigorous academic class. On the other hand, parents of students with disabilities are most concerned that their child will be teased or harmed and not be save.

Parents may support inclusive education when they understand one of its goals is to keep students in their neighborhood school, a school where siblings may attend. This makes easier for parents who may be more comfortable becoming part of school community that they already know.

#### **d. Role of administrators in Inclusive Education**

Administrators provide the impetus and support to make inclusive education happen. With their staff and parents, they need to think of the kind of people they would like their students to be good neighbors, people who will be productive, self motivated, and good decision-makers.

Staff training, continuing education, and ongoing professional development opportunities will be necessary. Administrators can support teachers in inclusive schools by providing in-service training that addresses teacher – identified needs; employing competent personnel to deliver the training, offering incentives to educator to participate, using a variety of methods, and coordinating the training with other districts or institutions.

#### **e. Inclusive Models for a Building Level**

In this part there are three models for a building level of education services in inclusive setting:

##### **Consultant Model**

In a building with a low incidence of special needs students and overall low student population, this model would be very compatible. The special education teacher is made available to re-teach a difficult skill or to help the student (s) practice a newly acquired skill. This is non intrusive approach that provides the special needs students with at

least two teachers to ask for help with curriculum problems. Regularly scheduled meetings are recommended rather than communication on an as needed basis.

##### **Teaming Model**

The special education teacher is assigned to one grade level team with one planning period per week for the team. The special teacher provides student information, possible instructional; strategies, modification ideas for assignments/tests, and behavior strategies. The team meets on a regular basis, establishing consistent communication among the team members. The team model is presented so teachers are not working independently to achieve success with their students. All team members work together and broaden their knowledge in various areas, whether they are from general education or special education.

The disadvantages of this model could include possible resistance to implementing the modifications, delayed assistance for students with difficulty, high student to teacher ratio, and limited opportunities for special teachers to work in the general education classroom.

##### **Collaborate, Co-teaching Model**

Using this model, the general education and special education teachers work together to teach students with/without disabilities in a shared classroom. Both are responsible for instruction planning and delivery, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and possible modified instruction. This model provides a minimum of scheduling problems, continuous and ongoing communication between educators, and lower student to teacher ratio than the teaming or consultant models.

Collaborative teaching can be organized in a number of ways:

- **One teacher – one support:**

This organization works well for teaching a unit where one teacher is more expert than

the other. Students still have two teachers to ask questions of and get help.

- **Parallel teaching design:**

The teachers divides the class into groups and teachers the simultaneously. The student to teacher ratio is low, more time is devoted to learning versus students waiting for help, opportunities for re-teaching are immediate, support for the teachers is present, communication is constant, and behavior problems ca be minimized.

- **Station teaching:**

This collaborative teaching model divides up content and students so that teachers or students rotate at the end of a unit. It is ideal for subject matter taught in units with no particular sequence. Benefits include the opportunities for re-teaching are immediate, the student to teacher ratio is low, teachers become experts with material, and communication among teachers is constant.

- **Alternative teaching design:**

In this model, one teacher leads an enrichment or alternative activity while a second teacher re-teaches small group of students if they are having difficulty with content. Math is compatible with this design where a lot of re-teaching is done.

- **Team teaching:**

Teachers work together to deliver the same material to the entire class. Teachers circulate around the class providing immediate re-teaching and a lower student to teacher ratio.

## **C. The Implementation of Inclusive Education in Indonesia**

### **1. Agreements, Laws and Regulations guaranteeing all children equal right to quality education in an inclusive setting in Indonesia:**

- Constitution of The Republic of Indonesia

- Law 20/2003 on The National Education System
- Government regulation 19/2005 on National Education Standards
- Recommendations of The International Symposium: Inclusion and the Removal of Barriers to Learning, Participation and Development
- Law 4/1997 on People With Disabilities
- Bandung Declaration: Indonesia Towards Inclusive Education

Inclusive education is carried out at regular school where children with special needs also study at the same school with their normal peers. Regular school accommodates needs for every student without discrimination.

The fundamental principle of the Inclusive education is all children should learn together, wherever possible, regardless of any difficulties or differences. Inclusive education is not only a way to reduce school budget but also improve school effectiveness and quality of education.

### **2. The Role of Special Class, Resource Room and Other Arrangements in Regular schools**

The Implementation of inclusive Education is influenced by several factors, they are: Special class, resource room and other arrangements.

#### **a. Special Class**

Special class has some functions namely as a guidance center and as a training center.

Guidance here means a process of guiding and development to students with special needs in learning process. The challenges facing by the students may be caused by several factors such as inappropriate learning strategies and method, learning difficulties, class environment that is not comfortable, and socialization influence with students without special needs. The Guidance may be provided by regular teachers or itinerant

teacher.

#### **b. Resource Room**

When there are students have some difficulties in understanding certain concepts then the students may be given training exercises related to their needs. The exercises may be done by the students in a special class guided by resource teacher, or subject teacher such as for mathematics, supported by special teaching aids used for mathematics such as Blokiaus.

Resource room is a room that is used to help the implementation of inclusive education service. Resource Room has role and function as a consultation center, as an assessment center, and as a training center

The Consultation is a guiding process provided to: a) Students with difficulties both in learning and education process, (b) regular teachers who have not understood education services for students with special needs and (c) parents of students with special needs who have not understand how to treat children with special needs at home to meet align with services provided at school.

The aim of the assessment is to assess maximum potentials possessed by the student that may be developed and to identify the abilities or inabilities of the students themselves. The output of assessment is very important to make education program for the students. It is conducted by professional staff such as psychologist, optometric, speech therapist and other related experts.

The function of the training center is a place to provide trainings for all people around the children with special needs such as (a) teachers at regular school and special guiding teachers, (b) parents of students with special needs and without special needs, (c) family members of

students with special needs and (d) peers of regular school.

#### **c. Other arrangement**

The development of the quality of the educational services supported by many factors, they are:(1) central and regional government, (2)headmaster, (3) regular schoolteacher, (4) resource center, (5)special guiding teacher, (6) Administration Staff, (7) professional/ expert staff, (8) Accessibility, (9) School Committee, and (10) Parents

### **3. How they are utilized to meet Special Educational Needs of Individual Children**

Inclusive education in each country develops differently due to the different condition and needs of each country. The implementation of inclusive education Indonesia is still in the process toward ideal inclusive education and varies among the region in the country, it is caused by various existing factors such as geographical position, race, language and culture.

The government's effort in developing education system toward inclusive education starts to gain success. The schools have accepted students with various conditions. The Government also provided room facilities specified for students with special needs such as special class, resource room and many others of which each of them has different role and function.

#### **a. Special class**

In the special class, the students get guidance related to difficulties or problems faced by the students, both in their daily lives and in learning process in the regular class. The tutorial may be in the form of personal development, mental development as well as guidance for their difficulties in understanding learning concept.

In this special class the students with the

difficulties is supported with guidance in line with their respective difficulties, conditions and needs. In addition to receiving guidance, the students with special needs also get opportunities to carry out many kinds of exercises aiming to acquire skills related to both academic learning concept and vocational skills they have to master. Exercises in the special class are conducted outside regular class so that they do not overlap with learning process in the regular class. If for example a blind student has difficulty in understanding multiplication concept with big number then he or she needs a help of a learning aid called Blokiaus.

#### **b. Resource Room**

In resource room the students get guidance related to the needs and kinds of education services that suitable with the student competence and needs. For example a student with low vision needs magnifier to help him or her read, write or observe an object by maximizing his or her remaining vision potential.

The result of assessment by professional

is put into recommendation addressed to the parents of the students with special needs. The recommendation is very useful for teachers in designing programs of education service for the students themselves. Meanwhile for their parents, the recommendation is beneficial to know potential of their children so that the parents will understand the programs made by the teachers for their children. Assessment activity is conducted continuously to make the teachers update information of their students' educational progress.

#### **c. Other arrangement**

Other supporting factors such as principles, regular teachers, itinerant teacher, professionals, administration staff, facilities and infrastructures, school committees and parents should work together in providing educational service for the students. Therefore, every need of the students may be met by all supporting elements in accordance to their respective capacity so that the objectives of student education namely developing interests, talents, potential possessed by students may be reached as planned.

**Statistics and Indicators in Asia-Pacific Countries 2009**

**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.

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**National Institute of Special Needs Education, Japan**



## 2009 the Basic Data 1- (1) General Information

	Area	Population	Capital	Ethnicity/Race	Language	Religion
<b>Australia</b>	7,692,024 sq km	22,016,791	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 (22%), New Zealand (7%), China (9%) and South Africa (5%)	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.
<b>Bangladesh</b>	147,576 sq km	144,200,000	Dhaka	Mostly Bengalis	Bangla (National Language)	89.6% Muslim 9.2% Hindu 0.7% Buddhist 0.3% Christian
<b>China</b>	9,600,000sq km	1,328,020,000	Beijing	Han people (92% of total population) and 55 ethnic minorities	Mandarin (Chinese) language	Buddhism, Islam, Christianity, etc.
<b>India</b>	3,287,240 sq km	1,028,737,436	New Delhi	Indo-Aryan, Dravidian, Mongolian etc.	Hindi is the official language of the Union. English can also be used for official purposes. States have their own official languages based on linguistic demographics. There are 22 languages in the Eighth Schedule of the Constitution of India.	Hindus : 827,578,868 (80.5%) Muslims : 138,188,240 (13.4%) Christians : 24,080,016 (2.3%) Sikhs : 19,215,730 (1.9%) Buddhists : 7,955,207 (0.8%) Jains : 4,225,053 (0.4%) Other religions and persuasions : 6,639,626 (0.6%), Religion not stated : 727,588 (0.1%)
<b>Indonesia</b>	1,890,000 sq km	225,642,124	Jakarta	Mostly of mixed Malayan origin (generally divided into 27 tribes including Javanese and Indonesian)	Indonesian (National Language); Javanese, Sundanese, Maduranse (Theree biggest Local Language)	87% Muslim, 10% Christian, 2% Hindu, rest Buddhist
<b>Japan</b>	377,930 sq km	127,066,178	Tokyo	Japanese, Ainu, Korean, Chinese, and others	Japanese(national language), Ainu and others	Shinto, Buddhism, Christianity and others

Per Capita GDP	Per Capita GNI	Literacy Rate	Economic Growth Rate	Unemployment Rate	Current Regime
US\$ 53,366 (2007/2008)	US\$ 40,350 (2008)	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%	5.8%	<b>Head of State</b> Governor General, Ms Quentin Bryce AC <b>System of Government</b> Federal system <b>Prime Minister</b> The Hon Kevin Rudd MP <b>Political Party</b> Australian Labor Party
US\$621	US\$690	65.0% (age7+)	5.88%	41.5%	<b>Head of State</b> Md. Zillur Rahaman <b>System of Government</b> Parliamentary Democracy <b>Prime Minister</b> Sheikh Hasina <b>Political Party</b> Bangladesh Awami League
US\$2,461 (2007)	US\$2,360 (2007)	90.9% (2007)	10.1% (2008)	4.1% (2007, registered unemployment rate in urban areas)	<b>Head of State</b> Hu,Jintao <b>System of Government</b> The People's Congress <b>Prime Minister</b> Wen, Jiabao <b>Political Party</b> System of multi-party cooperation and political consultation under the leadership of the Communist Party of China
US\$1,016.16	US\$2,960 (purchasing power parity)	64.8%	6.7% (2008-09)	2.23 % (1999-2000)	<b>Head of State</b> Pratibha Devisingh Patil <b>System of Government</b> Sovereign Socialist Secular Democratic Republic with a Parliamentary System of Government <b>Prime Minister</b> Dr Manmohan Singh <b>Political Party</b> United Progressive Alliance led by the Indian National Congress
US\$2,187.5 (2008)	US\$2,271.2 (2008)	95.52 % (2008)	6.4% (2008)	8.14 % (2008)	<b>Head of State</b> Susilo Bambang Yudhoyono <b>System of Government</b> Republic <b>Political Party</b> Coalition of Democrat Party and Golkar Party
US\$34,326 (2007)	US\$35,470 (2007)	99.0% (estimated)	2.1% (2007)	5.7% (2009)	<b>Head of State</b> Not Stated in the Constitution <b>System of Government</b> Constitutional Monarchy <b>Prime Minister</b> HATOYAMA Yukio <b>Political Party</b> Tripartite Coalition Government of The Democratic Party of Japan, Social Democratic Party and the People's New Party

## 2009 the Basic Data 1- (2) General Information

	Area	Population	Capital	Ethnicity/Race	Language	Religion
<b>Korea</b>	99,828 sq km	48,750,000	Seoul	Korean	Korean	Buddhism 22.8%, Christianity 18.3%, Catholic 10.9%, others 1.1%
<b>Malaysia</b>	330,252 sq km	27,759,934	Kuala Lumpur (Putrajaya: the new Federal Government Administrative Capital)	Malay, Chinese, Indian, Paskitanis, others	Malay language (national language), Chinese, Tamil, English	Islam (official religion), Buddhist, Hindu, Christian, Taoist, others
<b>Nepal</b>	147,181 sq km	26,966,581 (2008 projected)	Kathmandu	Tamang, Magar, Gurung, Tharu, Limbu, Rai	Nepali	Hindu, Buddhist, Muslim, Otters
<b>New Zealand</b>	275,340 sq km	4,340,929 (2009)	Wellington	Mostly of Anglo Saxon descent; 14.6% (about 565,329) native Maori (2006)	English, Maori, New Zealand Sign Language	Christian 52.0% Hindu 1.6% Buddhist 1.3% Islam 0.9% Jewish 0.17% other religion 1.1% no religion 32.2% (2006)
<b>Pakistan</b>	796, 095 sq km	163,760,000	Islamabad	Punjabi, Sindhi, Pathan, Baluchi	Urdu (National) English (Official)	Islam (Official Religion)
<b>Philippines*</b>	300,000 sq km	91,830,000 (2009 est)	Manila	Christian 91.5% Muslim 5% Chinese 1.5% others 3%	Filipino, English	Catholic 80.0% Islam 4.6% Protestant 3.0% Iglesia 2.6%
<b>Sri Lanka</b>	65,610 sq km	20,010,000	Sri Jayawardenapura Kotte	Sinhalese, Tamils, Moors, Burgers	Sinhala, Tamil.-English-link Language	Buddhism, Hinduism, Islam, Catholics
<b>Thailand</b>	513,115 sq km	65,970,000	Bangkok	Thai	Thai	Buddhism, Islam, Christianity

Note: Countries with data from last year are marked with an \*.

Per Capita GDP	Per Capita GNI	Literacy Rate	Economic Growth Rate	Unemployment Rate	Current Regime
US \$19,505	US \$19,231	98.3%	-2.2%	3.7%	<b>Head of State</b> Lee, Myoung Bak <b>System of Government</b> Presidential Government <b>Prime Minister</b> Han, Seung-Su <b>Political Party</b> Party of Han Na Ra
US\$8,141 (2007)	US\$6,970 (2008)	applicable but information and source not found	applicable but information and source not found	1st Quarter 4.0% 2nd Quarter 3.6% (2009)	<b>Head of State</b> HRH Tuanku Mizan Zainal Abidin (elected every five years from among 9 Rulers) <b>System of Government</b> Constitutional Monarchy <b>Prime Minister</b> Dato' Seri Mohd. Najib bin Tun Haji Abdul Razak <b>Political Party</b> Barisan Nasional (Coalition of 15 parties)
US\$470 (2008)	not available	63% ( 6+ age ) (FY 2007-08)	5.6%	applicable but information and source not found	<b>Head of State</b> Dr. Rambaran Yadav <b>System of Government</b> Federal Democratic Republic <b>Prime Minister</b> Madhab Kumar Nepal <b>Political Party</b> Nepal Communist Party UML Nepali Congress Madhesi Janadhikar Forum (Loktantrik) Tarai Madhes Loktantrik Party and other smaller parties
NZ\$41,966 (2009) converted to US\$30,489	NZ\$38,690 (2008) converted to US\$28,100	95.0%	-1.1% (2009)	6.5% (2009)	<b>Head of State</b> Queen Elizabeth II of New Zealand <b>System of Government</b> Parliamentary Democracy based on the Westminster System <b>Prime Minister</b> John Key <b>Political Party</b> The National Party of New Zealand
US\$1,054	US\$870	56.0%	2.0%	7.4%	<b>Head of State</b> Asif Ali Zardari <b>System of Government</b> Parliamentary Form <b>Prime Minister</b> Syed Yousaf Raza Gilani <b>Political Party</b> Pakistan Peoples Party
US\$1,777 (2007)	US\$1,420 (2006)	84.1%	7.3%	7.4%	<b>Head of State</b> Gloria Macapagal-Arroyo <b>System of Government</b> Democratic <b>Political Party</b> Lakas, CMD, Kampi, LDP, NPC,NP, LP, PDP, Laban and UNO
US\$2,014	US\$1,680	96.0%	6.8%	5.1%	<b>Head of State</b> Hon. Mahinda Rajapaksha <b>System of Government</b> Democratic Socialist Republic <b>Prime Minister</b> Hon. Ratnasiri Wickramanayake <b>Political Party</b> United Peoples' Freedom Alliance
US\$8,000	US\$2,840	98.0%	4.0 - 4.5 %	1.4%	<b>Head of State</b> Aphisit Wetchachiwa <b>System of Government</b> Constitutional Monarchy <b>Political Party</b> People Power Party and Co-Political Party, Democratic Party.

## 2009 the Basic Data 2- (1) Regular Education

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
<b>Australia</b>	<p>Key legislation relating to school education in Australia</p> <p>National Education Agreement (COAG), Schools Assistant Act 2008, Disability Discrimination Act 1992 and the related Disability Standards for Education 2005</p> <p>Each state and territory also has its own legislation to govern school education.</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.</p>
<b>Bangladesh</b>	<p>The Primary Education ordinance, 1981</p> <p>The Primary Education Act, 1981</p> <p>The Primary Education (Compulsory) Act, 1990</p> <p>Registration of private school ordinance, 1962</p> <p>The intermediate and secondary education ordinance, 1961</p> <p>Bangladesh University Grant Commission Act, 1973</p>	<p>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.</p>	<p>Ministry of Education.</p> <p>Ministry of Primary &amp; Mass Education.</p> <p>Directorate of Secondary Education and its subordinate districts and upazilla offices.</p> <p>Directorate of Primary Education (DPE) and its subordinate districts and papilla offices.</p> <p>Educational Boards (General-6, Technical-1, Madrasha-1, Total-8).</p> <p>National curriculum Textbook Board (NCTB)</p> <p>* Ministries and Directorates are looking after policy issues and general administration of the schools, colleges, Madrashes and such other equivalent level educational institutions through their district and upazilla levels offices.</p> <p>** 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.</p> <p>*** 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>
<b>China</b>	<p>Education Law(enacted 1995)</p> <p>Compulsory Education Law(enacted 1986, last amended 2006)</p> <p>The Teacher Law(enacted 1993)</p> <p>Vocational Education Law(enacted 1996)</p> <p>Higher Education Law(enacted 1998)</p> <p>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.</p> <p>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.</p> <p>Local government(province, city, county):</p> <p>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>

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"> <li>• a preparatory year before Year 1: not compulsory but almost universally undertaken;</li> <li>• primary schooling: six or seven years – Years 1-6 or 1-7; and</li> <li>• secondary schooling: five or six years – Years 7-12 or 8-12.</li> </ul> <p>Postsecondary education is offered in two sectors – the vocational education and training (VET) sector and the higher education sector.</p>	<p>Compulsory education is established under state legislation.</p>	<p>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 is being overseen by the Australian Curriculum Assessment and Reporting Authority (ACARA).</p>	<p><b>Total Number of Students</b> 3,416,523</p> <p><b>Total Number of Schools</b> 6,517</p> <p><b>School Attendance Rate</b> this information is not available</p> <p><b>Class Size</b> 24.2</p>	<p><b>Total Number of Students</b> 1,969,303</p> <p><b>Total Number of Schools</b> 1,486</p> <p><b>School Attendance Rate</b> this information is not available</p> <p><b>Class Size</b> 24.2</p>	<p><b>Total Number of Students</b> not applicable</p> <p><b>Total Number of Schools</b> not applicable</p> <p><b>School Attendance Rate</b> not applicable</p> <p><b>Class Size</b> not applicable</p>
<p>Primary School Education and Equivalent, 5 years, (Age: 6 years-10 years).</p> <p>Lower Secondary School Education or Equivalent, 3 years. (Age : 11-13 years).</p> <p>Secondary School Education or Equivalent, 2 years. (Age : 14-15 years).</p> <p>Higher Secondary Education or equivalent 2 years (colleges etc.), Age 16 -17 years.</p> <p>Under graduate 3/4 years (Bachelor) and Post graduate 2/1 years masters level (Universities and graduate colleges).</p> <p>* 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><b>Total Number of Students</b> 16,385,847</p> <p><b>Total Number of Schools</b> 82,020</p> <p><b>School Attendance Rate</b> 98.8 %</p> <p><b>Class Size</b> 48</p>	<p><b>Total Number of Students</b> 6,840,541</p> <p><b>Total Number of Schools</b> 18,770</p> <p><b>School Attendance Rate</b> 68.1%</p> <p><b>Class Size</b> 32</p>	<p><b>Total Number of Students</b> 4,071,731</p> <p><b>Total Number of Schools</b> 29,864</p> <p><b>School Attendance Rate</b> 72.0%</p> <p><b>Class Size</b> 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><b>Total Number of Students</b> 103,315,100</p> <p><b>Total Number of Schools</b> 300,900</p> <p><b>School Attendance Rate</b> 99.5%</p> <p><b>Class Size</b> not applicable</p>	<p><b>Total Number of Students</b> 55,849,700</p> <p><b>Total Number of Schools</b> 57,900</p> <p><b>School Attendance Rate</b> 98.5%</p> <p><b>Class Size</b> not applicable</p>	<p><b>Total Number of Students</b> 45,760,700</p> <p><b>Total Number of Schools</b> 30,806</p> <p><b>School Attendance Rate</b> 74.0%</p> <p><b>Class Size</b> not applicable</p>

## 2009 the Basic Data 2- (2) Regular Education

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
<b>India</b>	Education placed in the concurrent list of the Indian Constitution by the Constitution (Forty-second Amendment) Act, 1976 National Policy on Education, 1996 The Right of Children to Free and Compulsory Education, 2009	Universalisation of elementary education Universalisation of secondary education Draft National Policy on ICT in School Education	Union Govt: Ministry of Human Resource Development, Department of School Education & Literacy: policy, planning, financial assistance through centrally sponsored schemes, grant in aid Central Advisory Board on Education: the oldest and most important advisory body on education to the Govt of India State Governments: 28 States and 7 Union Territories: state level policies, implementation of programmes through both Centre and state funds Districts: 612 is the hub for district level planning, implementation and monitoring of schools. Below the districts are the Blocks.
<b>Indonesia</b>	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).
<b>Japan</b>	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 guidelines of kindergartens, elementary schools and lower secondary schools were revised. In order to realize the principle of nurturing "the zest for living", 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. Number of class hours will be increased to acquire solid academic ability. Since FY2009, some of the new curriculums have been put into effect in advance of others at elementary and lower secondary schools throughout the country. Full implementation of that of kindergartens has already been achieved. New curriculums of special needs schools will be implemented in accordance with those of regular kindergartens, elementary and lower secondary schools.	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.
<b>Korea</b>	The existing education act was replaced by the Basic Education Act, the Primary and Secondary Education Act, and the Higher Education Act in 1988. The Primary and Secondary Education Act covers education issues dealing with pre-school, primary and secondary education while the Higher Education Act pertains to matters related to higher education.	Better reliability in public education -Stronger competitiveness of public education -Countermeasures for private education expenditure -Educational welfare for all youths -Qualitative improvement of educational contents Capacity-building in education and research -Competition and competitiveness in higher education -University autonomy and accountability -Capacity building at universities & research institutes -Synergy effects in education and S&T Global power in science and technology -Technological advancement of green growth -Creativity and excellence in basic research -Selection and concentration to foster big science -Vision for an international science business belt	Korean Ministry of Education, Science and Technology -to nurture the basic learning capacity in pre-school children -to provide appropriate education for primary and secondary students with special ability in certain fields -to push with specialization policy for the higher education -to expand lifelong programs
<b>Malaysia</b>	Education Act 1996 Universities and Universities College (Amended) Act 1996 National Accreditation Act 1996 Person with Disabilities Act 2008	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. Compulsory Education 2002 Pre school 2002 (The usage of National Curriculum for Preschool in government and private schools)	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

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
Pre primary, also called nursery is generally from 3-5 years of age Elementary: Primary (Class 1-V), Upper Primary (Class VI-VII) Secondary: Class IX – X Higher Secondary: Class XI-XII	Elementary education (6-14 years)	Governed by the National Curriculum Framework, 2005 Standards laid by Central Board of Secondary Education (CBSE), State Boards, Council for the Indian School Certificate Examinations (CISCE) National Council for Educational Research and Training (NCERT) under the Ministry of Human Resource Development has the responsibility for revision and updating the syllabus for different subjects.	<b>Total Number of Students</b> 188,200,000 <b>Total Number of Schools</b> 1,090,436 <b>School Attendance Rate</b> Primary 75.7% and Upper Primary 81.6% (2009) <b>Class Size</b> 20-40	<b>Total Number of Students</b> 25,800,000 <b>Total Number of Schools</b> 112,165 <b>School Attendance Rate</b> applicable but information and source not found <b>Class Size</b> 20-40	<b>Total Number of Students</b> 14,040,000 <b>Total Number of Schools</b> 57,403 <b>School Attendance Rate</b> applicable but information and source not found <b>Class Size</b> 15-40
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.	<b>Total Number of Students</b> 26,627,427 <b>Total Number of Schools</b> 174,461 <b>School Attendance Rate</b> applicable, but not found <b>Class Size</b> 35:1	<b>Total Number of Students</b> 8,614,306 <b>Total Number of Schools</b> 24,691 <b>School Attendance Rate</b> applicable, but not found <b>Class Size</b> 40:1	<b>Total Number of Students</b> 5,819,978 <b>Total Number of Schools</b> 16,255 <b>School Attendance Rate</b> applicable, but not found <b>Class Size</b> 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	<b>Total Number of Students</b> 7,122,000 <b>Total Number of Schools</b> 22,476 (main schools: 22,171, branches: 305) <b>School Attendance Rate</b> 99.9% <b>Class Size</b> 25.6	<b>Total Number of Students</b> 3,592,000 <b>Total Number of Schools</b> 10,915 (main schools: 10,839, branches: 76) <b>School Attendance Rate</b> 99.9% <b>Class Size</b> 30	<b>Total Number of Students</b> 3,366,000 <b>Total Number of Schools</b> 5,242 (main schools: 5,128, branches: 114) <b>School Attendance Rate</b> 97.8% <b>Class Size</b> Constant is 40. Newest concrete number is not found.
Korea has a single-track 6-3-3-4 system which maintain a single line of school levels in order to ensure that every citizen can receive primary, secondary, and tertiary education without discrimination and according to the ability of each student.	Primary / junior high school education (6 years from ages 6-11 and 3 years from ages12-14) Total years of compulsory education is 9years.	The national curriculum consists of the Basic Common Curriculum and the Selected Curriculum at the high school level. The Basic Common Curriculum covers ten years from the first year of primary school through the first year of high school. During 11th and 12th grades in high school, students are given the opportunity to choose their curriculum and courses they wish to take so that they may benefit from education that facilitates their future path.	<b>Total Number of Students</b> 3,672,000 (2008) <b>Total Number of Schools</b> 5,813(2008) <b>School Attendance Rate</b> 99.0%(2008) <b>Class Size</b> 29.2(2008)	<b>Total Number of Students</b> 2,039,000 (2008) <b>Total Number of Schools</b> 3,077(2008) <b>School Attendance Rate</b> 93.2%(2008) <b>Class Size</b> 34.7(2008)	<b>Total Number of Students</b> 1,907,000 (2008) <b>Total Number of Schools</b> 2,190(2008) <b>School Attendance Rate</b> 90.0%(20089) <b>Class Size</b> 33.7(2008)
Pre school 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	<b>Total Number of Students</b> 2,938,568 <b>Total Number of Schools</b> 7,655 <b>School Attendance Rate</b> not applicable <b>Class Size</b> 29.75	<b>Total Number of Students</b> 1,402,013 <b>Total Number of Schools</b> 2,189 Secondary Schools (From 4 - From 5) <b>School Attendance Rate</b> not applicable <b>Class Size</b> 33.29	<b>Total Number of Students</b> 839,047 <b>Total Number of Schools</b> 2,189 Secondary Schools (From 4 - From 5) <b>School Attendance Rate</b> not applicable <b>Class Size</b> 31.48

## 2009 the Basic Data 2- (3) Regular Education

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
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.
New Zealand	The Education Act 1989	The Ministry of Education's policy and strategy efforts result in improved education for all New Zealanders. Current focus is on building a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. Work 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; and promoting the effective use of information and communication technologies in NZ schools. A recent development (December 2008) is an amendment to the legislation providing for the introduction of National Standards in reading, writing and mathematics. There is continued emphasis on raising Māori achievement and continued investment in early childhood education.	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 Revised August 01, 2009. 1. To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society. 2. To provide and ensure equal educational opportunities to all the citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort. 3. To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen. 4. To aim at nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality. 5. To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels. 6. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system. 7. To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action EFA Goals and Millennium Development Goals relating to education. 8. To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults. 9. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes. 10. To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-oriented and preparing the students for the world of work. 11. To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.	Federal Govt./Federal Capital, FATA and FANA Provincial Governments (5) Local Governments - Punjab (35), Sind(22), Baluchistan (27) and NWFP(22).

Note: Countries with data from last year are marked with an \*.

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
1-5 Primary Level 6-8 Lower Secondary Level 9-10 Secondary Level 11-12 Higher Secondary Level But it is purposed through SSR as 1- 8 Primary Level and 9-12 Secondary Level	1-5 Primary education (5-9 years) , until now, the government has declared basic and primary education is free and compulsory. With the implementation of School Sector Reform form 2009, grade 1-8 will be basic and primary level free and compulsory.	National Curriculum Framework set by the government.	<b>Total Number of Students</b> Pri-primary /ECD class 881,247 and Primary 4,782,313 <b>Total Number of Schools</b> Pri-Primary /ECD class 23,659 and Primary 30,924 <b>School Attendance Rate</b> 75.2% <b>Class Size</b> Average- 35 Community school- 36	<b>Total Number of Students</b> 1,466,862 <b>Total Number of Schools</b> 10,636 <b>School Attendance Rate</b> 79.6% <b>Class Size</b> Average -50 Community School -56	<b>Total Number of Students</b> 715,378 <b>Total Number of Schools</b> 6,516 ( level ) <b>School Attendance Rate</b> 76.6% <b>Class Size</b> Average - 57 Community School - 68
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 years. ( although children may begin at 5 years and most do)	National Certificate of Educational Achievement	<b>*Primary Education</b> <b>Total Number of Students</b> 434,857 <b>Total Number of Schools</b> 2,027 <b>School Attendance Rate</b> 100% <b>Class Size</b> 15 - 20	<b>*Secondary Education</b> <b>Total Number of Students</b> 273,872 <b>Total Number of Schools</b> 336 <b>School Attendance Rate</b> 100% <b>Class Size</b> 20 -30	not applicable
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 ) Higher Education (17 years & over)	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.	<b>Total Number of Students</b> 23,969,864 <b>Total Number of Schools</b> 157,526 <b>School Attendance Rate</b> applicable but information and source not found <b>Class Size</b> applicable but information and source not found *includes pre primary & primary schools	<b>Total Number of Students</b> 7,395,331 <b>Total Number of Schools</b> 62,279 <b>School Attendance Rate</b> applicable but information and source not found <b>Class Size</b> applicable but information and source not found *includes middle & high schools	<b>Total Number of Students</b> 853,535 <b>Total Number of Schools</b> 1,135 Degree colleges with an enrolment of 325,993 10,185 Non-Formal Basic Education institutions with an enrolment of 361,747 12,153 Deeni Madaris with an enrolment of 1,512,445 are not included in the above <b>School Attendance Rate</b> applicable but information and source not found <b>Class Size</b> applicable but information and source not found *higher. Sec/ Inter colleges

## 2009 the Basic Data 2- (4) Regular Education

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
<b>Philippines*</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Sri Lanka</b>	<p>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</p>	<p>Decentralization of Education -1989 Secondary Education Modernization Project -1992 Education for all -1994 Education Reforms -1997 Education Sector Development Project -2005</p>	<p>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</p>
<b>Thailand</b>	<p>National Education Act of B.E. 2542 (1999) Amendments Second National Education Act of B.E. 2545 (2002).</p>	<p>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</p>	<p>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.</p>

Note: Countries with data from last year are marked with an \*.

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
Primary Secondary Tertiary Elementary High School	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).	<b>Total Number of Students</b> 13,145,210 <b>Total Number of Schools</b> 42,152 <b>School Attendance Rate</b> 99.0% <b>Class Size</b> 1:35	<b>Total Number of Students</b> not specified <b>Total Number of Schools</b> not specified <b>School Attendance Rate</b> not specified <b>Class Size</b> not specified	<b>Total Number of Students</b> 6,363,002 <b>Total Number of Schools</b> 8,455 <b>School Attendance Rate</b> 99.0% <b>Class Size</b> 1:39
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	<b>Total Number of Students</b> 1,631,633 <b>Total Number of Schools</b> 9,335 <b>School Attendance Rate</b> 98.0% <b>Class Size</b> 19	<b>Total Number of Students</b> 1,897,392 <b>Total Number of Schools</b> 7,203 (included in to the above total) <b>School Attendance Rate</b> 86.0% <b>Class Size</b> 20	<b>Total Number of Students</b> 400,197 <b>Total Number of Schools</b> 2,631 (included in to the above total) <b>School Attendance Rate</b> 72.0% <b>Class Size</b> 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.	<b>Total Number of Students</b> 4,010,885 <b>Total Number of Schools</b> 29,517 <b>School Attendance Rate</b> 72.0% <b>Class Size</b> 18.8	<b>Total Number of Students</b> 2,257,345 <b>Total Number of Schools</b> 2,580 <b>School Attendance Rate</b> 82.0% <b>Class Size</b> 23.0	<b>Total Number of Students</b> 988,738 <b>Total Number of Schools</b> 2,580 <b>School Attendance Rate</b> 39.0% <b>Class Size</b> 34.5

## 2009 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 and Lower Secondary Education)	Categories of Disability
<b>Australia</b>	<ul style="list-style-type: none"> <li>All Australian state and territory education providers must comply with the Disability Discrimination Act 1992 and Disability Standards for Education 2005 which set out the rights of children with disability to the same educational opportunities as other children.</li> <li>The National Education Agreement provides Australian Government funding for students with disability in government schools.</li> <li>The Schools Grants element of the national Literacy, Numeracy and Special Learning Needs (LNSLN) Program which is funded under the Schools Assistance Act 2008 provides Australian Government funding for students with disability in non-government schools.</li> </ul>	<p>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.</p>	Aged 5-14 years 266,400.	<p>Main disabling condition for children with a disability 0-14 years: Physical/diverse 125,200, Intellectual/learning 85,000, sensory/speech 60,200, psychiatric 47,500                      *Total of these date is different with the above date. There are some small differences in reported figures as data has come from a few different sources, is from slightly different questions, and there is a degree of error given some of it is self reported, there is some double counting, there is a small number of students who do not attend school etc.</p>
<b>Bangladesh</b>	<p>Bangladesh Disability Welfare Act 2001                      Disability Welfare Rules 2008                      National Policy for disability affairs 1995</p>	<p>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.</p>	53,303 Physical Disabled out of which 10,380 are in secondary level among 3,470 schools	<p>Visual impairment                      Hearing impairment                      Intellectual disabilities                      Physical disabilities                      Mentally retarded.</p>
<b>China</b>	<p>Education Law of the People's Republic of China, Article 2, 10, 38                      Law of the People's Republic of China on the Protection of Disabled Persons, Article 3(18-26)                      Compulsory Education Law of the People's Republic of China, Article 6,19,57(1)                      Higher Education Law of the People's Republic of China, Article 9                      Vocational Education Law of the People's Republic of China, Article 7,15,32                      Law on Protection of Minors(enacted in 1991)</p>	<p>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.</p>	720,224 (date of blind, deaf and mental retardation, 6-15)	<p>Blind,                      Deaf                      Mental Retardation</p>
<b>India</b>	<p>Rehabilitation Council of India Act, 1992                      Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995                      National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999                      National Policy for Persons with Disabilities, 2006</p>	<p>The Plan of Action of the National Policy on Education, 1986 laid out that the children with special needs be educated only in regular schools and not in special schools, which would function only as bridge schools to enable the children to obtain training in non-curriculum areas to help them prepare for general curricula in general schools. Growing emphasis is being given to inclusive education of children, unless there are compelling reasons for special schooling, to hasten their social integration, along with education, both at the elementary and secondary stages. The statement of the Minister of Human Resource Development to the Parliament in 2005 further gave an impetus to the inclusive education of disabled children and was followed by the development of a national action plan for inclusion in education of children and youth with disabilities. The categories of disabilities for which special provisions are made in the education system have been increasing, viz the recognition of learning disabilities, autism. All States/UTs have been asked to make all schools barrier free and set up a model inclusive school in all districts. The special schools for specific disabilities continue to be supported by the Ministry of Social Justice &amp; Empowerment of GOI.</p>	6,532,324 (5-19 years)	<p>Visual impairment                      Locomotors disability                      Hearing impairment                      Intellectual impairments                      Multiple impairment</p>

### School Placement of Children with Disabilities

School Placement Procedure	School Placement Criterion	Where the Authority for Final Resides	Parent Participation in Decision Making
<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>	<p>not applicable</p>	<p>see above-school placement procedure</p>	<p>see above-school placement procedure</p>
<p>Catchments area survey Moderate disabled children are enrolled in primary school Severe disabled children are reared to special schools</p>	<p>The Primary Education Ordinance 1981.</p>	<p>Department of Primary Education</p>	<p>Parents participation have been ensured through School Management Committee.</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>	<p>applicable but information and source not found</p>	<p>district education authority</p>	<p>Parent make the final decision</p>
<p>The number of children, disabilities and age wise are assessed through medical assessment camps by the State Education Departments/district education authorities, often in association with the State Welfare Departments. The objectives of these camps are to assess the children for degree and nature of disability, most appropriate setting for education and the kind of support services required. The programmes for inclusive education are largely carried out by the States in partnership with civil society.</p>	<p>The child's needs, extent of disability, history are the decisive factors in this decision. Children with severe disabilities are placed in special schools under the Ministry of Social Justice &amp; Empowerment. The zero rejection policy aims at ensuring all children having special needs are not deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education.</p>	<p>Medical assessment team, resource teachers and parents</p>	<p>All programmes for education of children with special needs has an integral component of awareness and capacity building of parents, communities as well as educational administrators to enable more and more disabled children to be brought into the fold of education, both inclusive as well as special.</p>

## 2009 the Basic Data 3- (1) Special Education

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary and Lower Secondary Education)
		Procedural Due Process	Total Number of Children Enrolled in Special Schools and Rate	Total Number of Schools by Disability Categories
	Total Number of Children in Special Schools by Disability Categories			
<b>Australia</b>	see above-school placement procedure	Detailed enrolment figures not available but approximately 9% attend special schools while 89% attend mainstream schools.	applicable but information and source not found	<b>Elementary Dept/</b> applicable but information and source not found <b>Lower Secondary Dept/</b> applicable but information and source not found
<b>Bangladesh</b>	There is no system specialized procedural due process. But the aggrieved person can go for writ petition to the Supreme Court of Bangladesh.	760(1.43%)	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	<b>Elementary School/(Run by DSS)</b> For visually impaired: 179 For hearing impaired: 74 For mentally retarded: 20 <b>Lower Secondary School/(Run by DSS)</b> For Visually impaired: 140 For hearing impaired: 60 (Note : Both lower and upper secondary school)
<b>China</b>	not applicable	167,723 (29%)	blind: 39 deaf: 696 mental retardation: 367 composite: 570	visual disability: 15,094 hearing disability: 89,474 mental retardation 63,155 (total number of 9 years compulsory education)
<b>India</b>	Most children with special needs can be enrolled in schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre integration programmes, before they can be mainstreamed in a classroom. There might also be some with severe disabilities who would require an educational programme and intensive specialized support completely beyond the scope of a formal school in the current situation	74,529 About 11% of disabled persons of age 5-18 years are enrolled in special schools in urban areas as compared to even less than 1% in rural areas. The enrolment ratio is relatively higher among the blind and children with speech disability. However, the gender bias in the enrolment ratio is not prominent.	Visual impairment 308 Locomotors disability 550 Hearing impairment 299 Intellectual impairments 400 Multiple impairment 200 Others 68	<b>Elementary/</b> Visual impairment: 10,070, Locomotors disability : 9,270, Hearing impairment: 27,774, Intellectual impairments : 10,333, Multiple impairment :1,059, Others : 929 <b>Secondary/</b> Visual impairment : 2,218, Locomotors disability : 2,306, Hearing impairment : 7,247, Intellectual impairments : 2,721, Multiple impairment : 386, Others: 216 <b>Higher Secondary/</b> Visual impairment : 855, Locomotors disability : 1,091, Hearing impairment : 83,3 Intellectual impairments : 2,721, Multiple impairment : 82, Others : 14

**Educational Environment for Children with Disabilities**

**Special Classes (Elementary and Lower Secondary Education)**

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
Detailed enrolment figures not available but approximately 27.4% of all students with disability attend special classes in mainstream schools.	<p><b>Elementary School/</b> applicable but information and source not found</p> <p><b>Lower Secondary School /</b> applicable but information and source not found</p>	applicable but information and source not found
Children enrolled in elementary education and lower secondary education: 519 (0.97%).	Applicable but information not found.	<p><b>Elementary Dept/</b>                      * Grade-I : Visually impaired -121                      * Grade-I : Hearing impaired -95                      * Grade-I : Mentally impaired -20                      * Grade-II : Visually impaired -61                      * Grade-II : Hearing impaired -56                      * Grade-II : Mentally impaired -14                      * Grade-III : Visually impaired -49                      * Grade-III : Hearing impaired -33                      * Grade-III : Mentally impaired -12                      * Grade-IV : Visually impaired -48                      * Grade-IV : Hearing impaired -20                      * Grade-IV : Mentally impaired -06                      * Grade-V : Visually impaired -43                      * Grade-V : Hearing impaired -21                      * Grade-V : Mentally impaired -05  <b>Lower Secondary Dept/</b>                      * Grade-VI : Visually impaired -32                      * Grade-VII : Visually impaired -27                      * Grade-VIII : Visually impaired -21  <b>Upper Secondary Dept/</b>                      * Grade-IX : Visually impaired -36                      * Grade-X : Visually impaired -30                      * Grade-XI : Visually impaired -05                      * Grade-XII : Visually impaired -05                      Total Student----- 760                      N.B. : In Grade : 6-12 there is no enrolment of Hearing impaired and Mentally impaired.</p>
not applicable	classes for blind students: 179 classes for deaf students: 826 classes for student with mental retardation: 1,839	not applicable
applicable but information and source not found	applicable but information and source not found	applicable but information and source not found

## 2009 the Basic Data 3- (1) Special Education

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary and Lower Secondary 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	
<b>Australia</b>	Detailed enrolment figures not available but approximately 61.5% attend regular classes in mainstream schools.	applicable but information and source not found	applicable but information and source not found
<b>Bangladesh</b>	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.
<b>China</b>	408,401(71%)	individual education program, use of resource rooms ,support teachers from special schools 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.
<b>India</b>	Elementary Schools 2,622,336 (89.9%) Secondary and Higher secondary schools 162,199 The enrolment ratio per 1000 disabled persons of age 5-18 years in regular schools was 475 and 444 in rural and urban areas respectively. The enrolment ratio was the highest among persons having locomotors disability and the lowest, as expected, among the mentally retarded, and also, higher among the boys than among the girls.	Provision of appropriate teaching learning material, qualified special teachers trained in learning requirements of each child, ICT enabled teaching processes, helpers, transport, readers, etc. An initiative being taken by the National Council for Teacher Education (NCTE) is the inclusion of a module in the pre service curricula of all teacher training institutes from the session beginning 2010, to enable every teacher to have the fundamental ability to cater to the learning needs of children with disabilities.	Provision has been made in all programmes for establishment of properly equipped resource rooms, assistive devices as per the requirement of individual child, teacher training (both pre service as well as in service), development, dissemination and building a repository of teaching learning material. Medical assistance viz. Physiotherapy, speech therapy, occupational therapy, etc are provided. The National Award to Teachers, conferred upon meritorious teachers from across the country every year by the President of India, includes a separate category for special teachers. All schools in there country are to be made barrier free within a prescribed tiframe. Each district is to develop a model inclusive school. The programme of ADIP-SSA of MHRD and MSJ&E provide artificial limbs to the orthopedically handicapped children.

### 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.
<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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-               <ul style="list-style-type: none"> <li>a. establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children,</li> <li>b. relating education to the needs of society and producing properly trained and motivated citizen to serve those needs,</li> <li>c. removing illiteracy within such time as may be determine by law.</li> </ul> </li> </ul>	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
not applicable	not applicable	not applicable	The procedures for identification, assessment of the disabled children are being strengthened further so that all children with special needs are brought into the fold of education. All schools will be made barrier free as per the targets assigned. Monitoring mechanisms being streamlined further. The number of courses available are increasing as well as an emphasis on distance mode of education will provide qualified special teachers in adequate numbers to keep up with the growing demand as awareness towards inclusive education increases. There is continued effort for raising the employability of such persons, together with industry and other potential employers.

## 2009 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 and Lower Secondary Education)	Categories of Disability
<b>Indonesia</b>	The 1945 Constitution of the Republic of Indonesia Law No. 4 of 1997 concerning disabled people Law No. 23 of 2002 concerning protection of children Law No. 20 of 2003 on national education system Government Regulation No. 19 of 200: national standard education Regulation of Ministry national Education No. 34 Of 2006: founding children who have potential.	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.	338,328 (21.42%) (5-18 years old) (We didn't find yet, the number of children of school age by level of education.)	Visual impairment Hearing impairment Mild intellectual disability Moderate Intellectual disability Mild physical impairment Moderate physical impairment Emotional social behavior Autistic Multiple disability
<b>Japan</b>	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. In addition, in 2008, public notices were released on curriculum guidelines of regular kindergartens, elementary schools and lower secondary schools. Also, those of regular upper secondary schools and of four departments of special needs schools: kindergarten, elementary, lower secondary and upper secondary were released in 2009.	284,522(2.6%) (6~15 years old) (including 49,685 children receiving special needs services in resource rooms )	Visual impairment Hearing impairment Intellectual disabilities Physical/Motor disabilities Health impairments Speech and language impairment Autism Emotional disturbance Learning disabilities(LD) Attention deficit hyperactivity disorder(ADHD) Multiple disabilities
<b>Korea</b>	Special Education Act for Individuals with Disabilities and Others	Expanding opportunities of special education -Free education for Infants with disabilities of ages 0~2 -Compulsory education for children with disabilities from the age 3 -Build up home and hospital schooling for children with health impairment -Support lifelong education for adult life Strengthen inclusive education -extend comforts for people with disabilities in general schools -change for better perception of disabilities in all citizen - academic achievement test for students with disabilities	79,606 (0.95% of total people of school age)	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 ordinance of the President of Korea
<b>Malaysia</b>	Education Act 1996 (Act 550) Education Act (Amended) 2002 Education Regulations (Special Education) 1997 Person with Disabilities Act 2008 (Act 685) Professional Circulars (Education)	There are some amendment has been made regarding Education Regulations (Special Education) 1997 to include children with physically handicapped in Special Education term but it has not been endorsed. Compulsory education 2002 Preschool education 2002	56,189 Data: Elementary and Secondary education	Visual Impairment Hearing Impairment Learning Disabilities
<b>Nepal</b>	Interim Constitution of Nepal 2006 Education Act (enacted in 1971, last amended 2006) Education Regulation ( enacted 2002, last amended 2006) Special Education Implementation Guideline(2003) Protection and Welfare of Persons with Disability Act 1983 and Rules 1994.	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.	67,867 (5- 15 + years old: + mean above 15 years of age group)	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

### School Placement of Children with Disabilities

School Placement Procedure	School Placement Criterion	Where the Authority for Final Resides	Parent Participation in Decision Making
<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>	<p>Government</p>	<p>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.</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 Article22-3</p>	<p>Municipal board of education</p>	<p>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".</p>
<p>Students with special needs and their parents can directly apply to a certain school on the basis of their preference, or can require placement of the office of education. Office of education have to accept the request, assess the child , and have to place to a certain school.</p>	<p>balance of various points of reference                      - the nearest school                      - deficit level of student                      - current ability of student                      - opinion of parents</p>	<p>Superintendent of education</p>	<p>Students with special needs and their parents can directly apply to a certain school on the basis of their preference, or can require placement of the office of education. Office of education have to make allowances for their opinion.</p>
<p>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</p>	<p>Based on diagnoses, certification and referral made by Medical Practitioner</p>	<p>Division of Special Education: placement in Special Education School.                      State Department of Education: placement in Special Education Integration Program</p>	<p>Parent can make request for placement of their children in special education school or special education integrated program according to types of disabilities</p>
<p>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 planed by the District Education Office in it's annual strategic plan and finally approved by National Planning Commission.</p>	<p>Education Regulation 2002                      Special Education Implementation Guidelines 2003</p>	<p>Ministry of Education and The Special education Council</p>	<p>School Management Committee, Parents' Teachers Association and Resource Management Committee. Furthermore, parents are consulted in assessment of the child, progress maping and feedbacks.The school Management Committee and local level government also invite the parents and get their suggestion for making decision.</p>

## 2009 the Basic Data 3- (2) Special Education

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary and Lower Secondary Education)
		Special Schools (Elementary and Lower Secondary Education)		
	Procedural Due Process	Total Number of Children Enrolled in Special Schools and Rate	Total Number of Schools by Disability Categories	Total Number of Children in Special Schools by Disability Categories
<b>Indonesia</b>	Based on the result of assessment of the experts.	58,272 (elementary school:47,803, junior secondary school:10,469, senior secondary school:4,724)	A- Visual impairment: 630 B- Hearing impairment: 1,271 C- Mild intellectual disability: 1,306 C1-Moderate intellectual disability: 886 D- Mild physical impairment: 347 D1- Moderate physical impairment: 90 E- Emotional social behavior: 78 F- Autistic: 268 G- Multiple disability: 51	<b>Elementary School/</b> A- Visual impairment: 2,226 ; B- Hearing impairment: 13,391 ; C- Mild intellectual disability: 20,439 ; C1-Moderate intellectual disability: 8,760 ; D- Mild physical impairment: 842 ; D1- Moderate physical impairment: 447 ; E- Emotional social behavior: 367 ; F- Autistic: 884 ; G- Multiple disability: 202 <b>Lower secondary School/</b> A- Visual impairment: 580 ; B- Hearing impairment: 3,372 ; C- Mild intellectual disability: 4,505 ; C1-Moderate intellectual disability: 1,99215 D- Mild physical impairment: 143 ; D1- Moderate physical impairment: 93 ; E- Emotional social behavior: 150 ; F- Autistic: 91 ; G- Multiple disability: 90
<b>Japan</b>	There is no system specialized procedural due process. General lawsuit system corresponds to it.	60,302 (0.6%)	Blind:84 Deaf:116 Intellectual disabilities:619 Physical/Motor disabilities:282 Health impairment:124	<b>Elementary Dept/</b> Visual impairment:1,637, Hearing impairment:3,044, Intellectual disabilities:29,631, Physical/Motor disabilities:13,177, Health impairment:7,432 [Total:54,921] <b>Lower Secondary Dept/</b> Visual impairment:1,036, Hearing impairment:1,798, Intellectual disabilities:22,638, Physical/Motor disabilities:7,759, Health impairments:5,403 [Total:38,634]
<b>Korea</b>	Students with special needs and their parents can directly apply to a certain school on the basis of their preference, or can require placement of the office of education. Office of education have to accept the request, assess the child, and have to place to a certain school. The office have to balance of various points as follow. - the nearest school - deficit level of student - current ability of student - opinion of parents Superintendent of education decide a student's placement to a certain school among following kinds of schools - inclusive class in general schools - special class in general schools - special schools	Number of children enrolled on special schools is 23,606. Total number of children being served special education is 75,187. Rate is 31.4%	Visual impairment : 12 Hearing impairment : 18 Mental retardation : 94 Physical disabilities : 18 Emotional behavioral disorder : 8	<b>Elementary School/</b> Visual impairment : 146, Hearing impairment : 223, Mental retardation : 1,596, Physical disabilities: 428, Emotional behavioral disorder : 110 [Total : 2,503] <b>Middle School/</b> Visual impairment : 102, Hearing impairment : 163, Mental retardation : 1,465, Physical disabilities : 261, Emotional behavioral disorder : 59 [Total : 2,050] <b>High School/</b> Visual impairment : 222, Hearing impairment : 209, Mental retardation : 1,668, Physical disabilities : 254, Emotional behavioral disorder : 80 [Total : 2,433]
<b>Malaysia</b>	1 month From application to placement	2,565 (Elementary: 1,829, Secondary: 736) Rate: 78 (Rate: total number of children enrolled divide by numbers of special schools) Data: Elementary and secondary education	Visual Impairment : 8 Hearing Impairment : 24 Learning Disabilities : 0 Data: Elementary and secondary education	<b>Elementary Dept/</b> Visual Impairment 155 Hearing Impairment 587 Learning Disabilities 0 <b>Secondary Dept/</b> Visual Impairment 197 Hearing Impairment 872 Learning Disabilities 15 Data: Elementary and secondary education
<b>Nepal</b>	There is no specialized procedural due process.	67,867	Deaf : 183 Blind : 138 Intellectual disability : 137 Physical disability : 1 ( managed by government ) (Note : The number including of special schools and regular schools with special resource classes.)	<b>Primary Dept/</b> Blind and visual impairment : 3,930, Deaf and hearing impairment :8,587, Intellectual disability :15,784, Physical disability : 18,163, Other disabilities :6,007 <b>Lower Secondary Dept/</b> Blind and visual impairment : 1,408, Deaf and hearing impairment :1,530, Intellectual disability :1,826, Physical disability :5,142, Other disabilities :1,147 <b>Secondary Dept/</b> Blind and visual impairment : 652, Deaf and hearing impairment : 586, Intellectual disability : 468, Physical disability : 2,216, Other disabilities : 421.

**Educational Environment for Children with Disabilities**

**Special Classes (Elementary and Lower Secondary Education)**

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
Information and source not found	not applicable	not applicable
Children enrolled in elementary education and lower secondary education: 124,166(1.2%)	<p><b>Elementary School/</b> Low vision:204, Hard of hearing:497, Intellectual disabilities:14,143, Physical/Motor disabilities:1,847, Health impairment:780, Speech and language impairment:386, Autism/ Emotional disturbance:9,817</p> <p><b>Lower Secondary School /</b> Low vision:76, Hard of hearing:209, Intellectual disabilities:6,996, Physical/Motor disabilities:638, Health impairment:312, Speech and language impairment:64, Autism/ Emotional disturbance:4,035</p>	<p><b>Elementary School/</b> Low vision:257, Hard of hearing:901, Intellectual disabilities:47,062, Physical/Motor disabilities:3,163, Health impairment:1,492, Speech and language impairment:1,324, Autism/ Emotional disturbance:32,132 [Total:86,331]</p> <p><b>Lower Secondary School/</b> Low vision:90, Hard of hearing:328, Intellectual disabilities:24,202, Physical/Motor disabilities:1,038, Health impairment:520, Speech and language impairment:87, Autism/ Emotional disturbance:11,570 [Total:37,835]</p>
Number of children enrolled in special schools is 39,380. Total number of children being served special education is 75,187. Rate is 52.4%	There is no data about the number of classes by disability categories.	<p><b>Elementary School/</b> Visual impairment : 141, Hearing impairment : 521, Mental retardation : 10,615, Physical disabilities :2,373, emotional behavioral disorder : 1,408, Autism spectrum disorder: 2,076, communication disorder : 421, learning disabilities: 4,056, Health impairment: 286, Developmental delay: 572 [Total : 22,469]</p> <p><b>Middle school/</b> Visual impairment : 85, hearing impairment : 195, Mental retardation: 5,828, Physical disabilities : 722, Emotional behavioral disorder : 425, Autism spectrum disorder: 691, Communication disorder : 72, Learning disabilities : 1,026, Health impairment : 153 [Total : 9,197]</p> <p><b>High school/</b> Visual impairment : 60, Hearing impairment : 117, Mental retardation :5,316, Physical disabilities : 486, Emotional behavioral disorder : 186, Autism spectrum disorder : 402, Communication disorder :43, Learning disabilities : 306, Health impairment : 78 [Total :6,994]</p>
26,851 Rate: 6.45(Rate: total number of children with disabilities enrolled divide by total number of classes) Data: Elementary and secondary education	<p><b>Elementary School/</b> Visual Impairment: 108 Hearing Impairment: 496 Learning Disabilities: 19,404</p> <p><b>Secondary School /</b> Visual Impairment: 285 Hearing Impairment: 940 Learning Disabilities: 11,290 Data: Elementary and secondary school</p>	<p><b>Elementary School/</b> Visual Impairment: 155 Hearing Impairment: 587 Learning Disabilities: 17,214</p> <p><b>Secondary School/</b> Visual Impairment: 197 Hearing Impairment: 872 Learning Disabilities: 7,826</p>
no segregated data available.	no segregated data available.	no segregated data available.

## 2009 the Basic Data 3- (2) Special Education

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary and Lower Secondary 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	
<b>Indonesia</b>	Special Education Services: 811 Schools Number of Children: 15,144	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.
<b>Japan</b>	In 2002, MEXT carried out a survey which estimated that 6.3% of students in compulsory education have LD, ADHD or high-functioning autism.	Team teaching, achievement based teaching, teaching in small groups, support assistants, use of information assistive devices, and others.	“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.
<b>Korea</b>	Number of children enrolled in special schools is 12,006 Total number of children being served special education is 75,187. Rate is 16.0%	teaching in small group, support assistants, use of assistive devices, alternative assessment, and others	Hospital class, special education support center, counseling support, therapeutic support, support assistants, support to approach the information, and others.
<b>Malaysia</b>	not applicable	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.
<b>Nepal</b>	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.

## 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
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. According to The Basic Law for Persons with disabilities Part, Section 14, "the Government and the local governments shall promote mutual understanding between students with disabilities and students without disabilities through positively implementing exchange and cooperative study." In view of prevailing global trend of governments' policy of normalization and inclusion, welfare education through stepped-up exchanges and joint learning of children with disabilities and those non-disabled is being promoted in order to ensure healthy and cultural life throughout their lives.	not applicable.	not applicable.	The council for research and promotion for special needs education in the MEXT (2009) presented interpretation of Inclusive Education System as an issue to be solved. Meanwhile, following opinion report was presented by Ministry of Health, Labor and Welfare (2007); Concerning what measures should be taken 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 has not existed so far in our country. Therefore, 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 start making necessary improvements in work environment. In April 2008, Ministry of Health, Labor and Welfare set up a Council on Labor policy dealing with Convention on the Rights of Persons with disabilities in labor and employment fields.
Students who has special needs can participate in the proper education with their friends in regular school without discrimination -The head of the school cannot reject entrance of student with special needs -The head of the school cannot reject participation of student with special needs to all school activities -The head of the school have to serve education appropriate to the student's unique needs.	There has been no revision.	Access facility (eg. Wheelchair, Hearing Aid, elevator) Assistants sign language interpretation Accommodated Achievement Test	no data
Placement of children with special need who are able to study in regular classroom together with normal children.	Expansion of special education to wider range of children with special needs/ gifted children.	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.

## 2009 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 and Lower Secondary Education)	Categories of Disability
<b>New Zealand</b>	The Education Act 1989	Education policy supports all schools to develop the capability to support students with special education needs. A review of special education has been announced and will be carried out during 2010.	Number of Children in State Special Schools: 2,871	Blind and Vision Impaired Deaf and Hearing Impaired Physical Disabilities Health Learning (Intellectual) Disabilities
<b>Pakistan</b>	There is no law for special education except for a single 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: 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.	National Policy for Persons with Disabilities 2002 <b>Vision:</b> 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. <b>Goal:</b> 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.	13,122	Blind : 8.06% Deaf/Mute : 7.43% Crippled: 18.93% Insane: 6.39% Mentally Retarded: 7.60% Having Multiple disabilities: 8.23% Others : 43.37%
<b>Philippines*</b>	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. Funding: The cost of educating children with special needs shall be borne by the national and local governments. Policy Support Legislation: Legislative measures to strengthen the special education program shall be passed.	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.	92,429	Learning disability Hearing Impairment Visual Impairment Mental Retardation Behavior Problem Orthopedically Handicapped/Health Problems Children with Autism Speech Defect Chronically III Cerebral Palsy
<b>Sri Lanka</b>	Compulsory Education act 1939, Kannangara Education Reforms 1943 Arampath Report 1971 Read Report on Special Education 1972 Gregory Report on Special Education 1973	Salamanca Declaration 1994 Education for all 1994 Inclusive Education reforms 1997 Education Sector Development Project 2005	Total Number of Children with Disabilities in Special Classes (Special School children also include) – 37,897 Total Number of Children with Disabilities Under inclusive Education (regular) - 77,360 Total (37,897+77,360) = 115,257 Rate - 2 %	Vision impaired & Blind Hearing impaired & Deaf Mentally Retarded Down Syndrome Autism Hyper-active Learning Difficulties Multiple Disabilities
<b>Thailand</b>	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)	The Special Educational Development Zone with particular strategies: 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	236,500 (3.57%) (All students = 6,622,777)	Visual impairment Hearing impairment Intellectual disabilities Physical/motor disabilities or Health impairments Speech and language impairment Behavior/Emotional disturbance LD(learning disabilities) Autism Multiple disabilities.

Note: Countries with data from last year are marked with an \*.

### School Placement of Children with Disabilities

School Placement Procedure	School Placement Criterion	Where the Authority for Final Resides	Parent Participation in Decision Making
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.	Section 9 Agreement required for placement in special schools. All decisions made through negotiation with parents and schools.	A Section 9 Agreement is made between parents and the Secretary for Education. The Ministry has the final decision and the decision making authority is delegated from the Secretary for Education to the special education regional manager.	Parent and caregivers are very involved in this process. Caregivers visit the schools and help in the selection process.
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 being imparted education.	A child of 5 to 14 years of age suffering from one or more disabilities.	The authority of the final decision resides with the head of the institution.	Parents participate through parents teachers association (PTA).
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 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.	Criteria for admission for learner with special needs shall take into account the following factors: Good Health, Financial Status and Distance of residence	Department of Education (Doped SPED Department)	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.
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.	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.	Secretary - Ministry of Education, Secretary – Provincial Ministry of Education, Provincial Director of Education	<ol style="list-style-type: none"> <li>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.</li> <li>2. The School conducts advisory service to parents of disable children and parents have to attend.</li> <li>3. Parents attend class level meetings with teachers.</li> </ol>
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.	Depend on Education for the disabled Act B.E.2551 (2008) and Rehabilitation of Disabled Persons Act B.E. 2550 (2007) . In maistreaming, students with disability should to have Individualized Education Program and get some more services and tool for support in education. Special School will support for student with disabilities who have som more difficulty.	The Office of Basic Education Commission	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 foe each childhood.

## 2009 the Basic Data 3- (3) Special Education

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary and Lower Secondary Education)
		Procedural Due Process	Total Number of Children Enrolled in Special Schools and Rate	Total Number of Schools by Disability Categories
	Total Number of Children in Special Schools by Disability Categories			
<b>New Zealand</b>	An application for a section 9, agreement by the parents, school and district manager then approved by the regional manager.	2,871 (Total) Not distinguished by disability category The population of students in special schools is 0.38%.	Total : 47 Blind and Vision Impaired : 1 Deaf and Hearing Impaired : 2 Physical Disabilities : 3 Health : 3 Learning Disabilities (Intellectual) : 23 Challenging Behavior : 3 Learning/Social Difficulties : 6 (excluded six Health Camp schools)	Data not recorded
<b>Pakistan</b>	applicable but information and source not found	13,122	applicable but information and source not found	applicable but information and source not found
<b>Philippines*</b>	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.	<b>Elementary Dept /</b> 92,429 <b>Secondary Dept/</b> not applicable	<b>Elementary Dept/</b> 6,818 (Numbers of schools by disabilities categories are not applicable ?) <b>Secondary Dept/</b> not applicable	not indicated
<b>Sri Lanka</b>	Under general lawsuit and compulsory education act repealed in 1989	2,958 – 0.075% (No. children in special classed in special school)	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.	<b>Elementary Dept/</b> Vision impaired: 258, Hearing impaired: 1,031, Mentally retarded: 402, Physical/Motor disabilities: 33, Autism: 38 <b>Lower Secondary Dept/</b> Vision impaired: 156, Hearing impaired: 702, Mentally retarded: 295, Physical/Motor disabilities: 43
<b>Thailand</b>	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)	Totals: 13,495 ( Visual impairment: 326, Hearing impairment: 5,992, Intellectual disabilities: 6,838 , Physical/Motor disabilities or Health impairment: 339 )

Note: Countries with data from last year are marked with an \*.

## Educational Environment for Children with Disabilities

### Special Classes (Elementary and Lower Secondary Education)

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
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.	Data not recorded	Data not recorded
applicable but information and source not found	<b>Elementary School/</b> applicable but information and source not found <b>Lower Secondary School/</b> applicable but information and source not found	<b>Elementary School/</b> applicable but information and source not found <b>Lower Secondary School/</b> applicable but information and source not found
not specified	not specified	<b>Elementary Dept / 92,429</b> 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
34,939 (No.of children in special classed in Regular Schools) (37,897-2,958) = 34,939 0.889%	<b>Elementary School/</b> Vision impaired: 26, Hearing impaired: 310, Mentally retarded: 484 <b>Lower Secondary School/</b> Vision impaired: 30, Hearing impaired: 350, Mentally retarded: 256	<b>Elementary School/</b> Vision impaired & Blind: 1,697, Hearing impaired & Deaf: 2,391, Mentally retarded: 8,400, Down Syndrome: 838, Autism: 158, Learning Difficulties: 9,998 Multiple Weaknesses: 568, Hyperactive: 248 <b>Lower Secondary School/</b> Vision impaired & Blind: 1,683, Hearing impaired & Deaf: 1,165, Mentally retarded: 2,889, Down Syndrome: 667, Autism: 52, Learning Difficulties: 3,638 Multiple Weaknesses: 457, Hyperactive: 99
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)

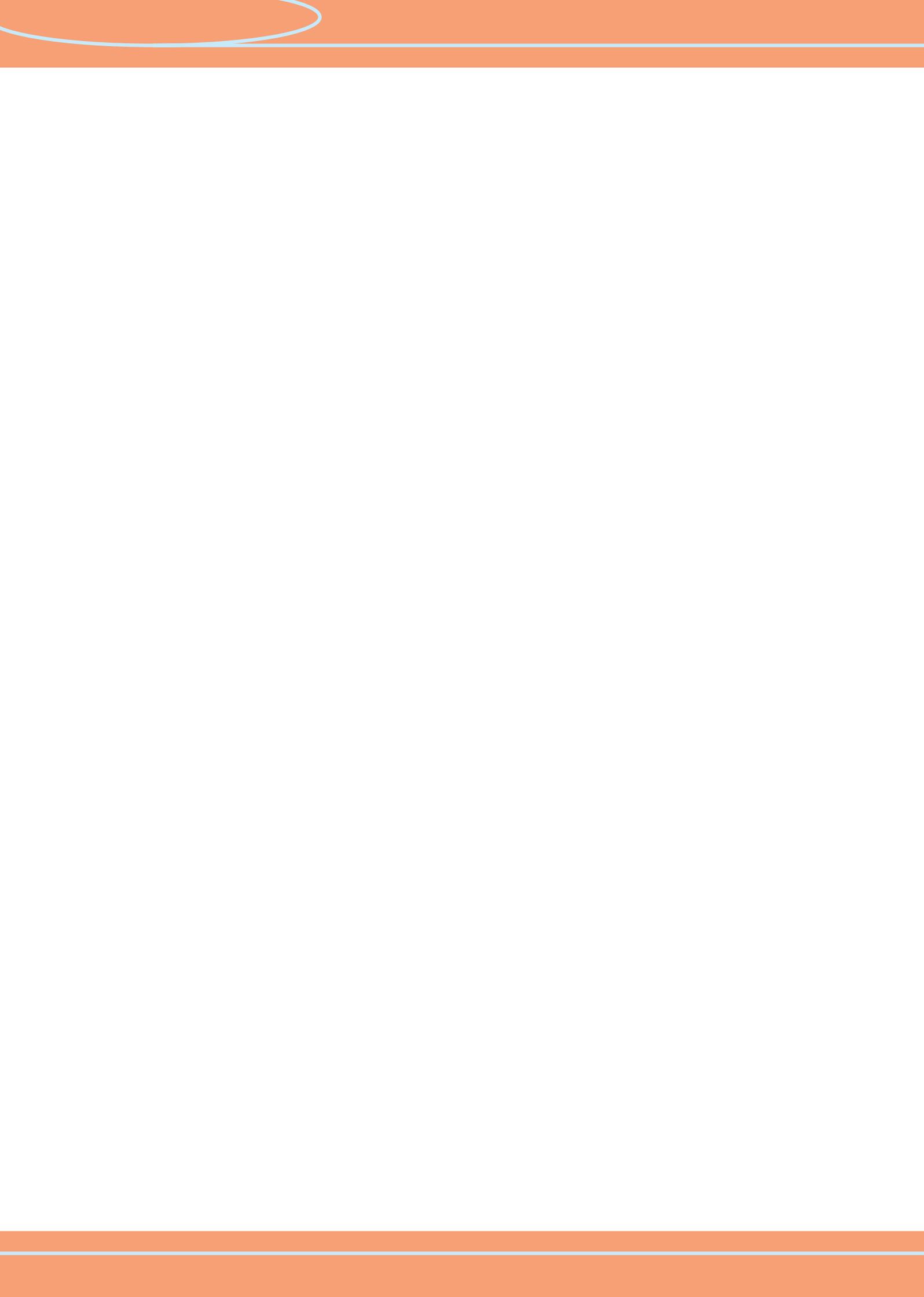
## 2009 the Basic Data 3- (3) Special Education

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary and Lower Secondary 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	
<b>New Zealand</b>	not applicable	not applicable	Resource Teachers of Behavior and Learning (780 full time equivalent positions) Supplementary Learning Support Teachers,(150 full time equivalent positions )
<b>Pakistan</b>	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
<b>Philippines*</b>	applicable but information and source not found	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.	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.
<b>Sri Lanka</b>	77,360 (1.96%)	Free education, Free Text books, Free Uniforms, Free Mid-Day Meal. Provision of free eye glasses, free hearing aids, free medical services.	Advisory service as identified by resource centres, Access facilities
<b>Thailand</b>	In 2005, OBEC carried out survey and report The number of disabled students with access to basic education is 238,479 (2.77%).	Team teaching, achievement based teaching, teaching in small groups, support assistants, use of information assistive devices and others.	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.

Note: Countries with data from last year are marked with an \*.

**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	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.
<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.</p> <p>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"> <li>• Department Order No. 14 Series of 1993: Creation of Special Education Council</li> <li>• Department Order No. 12 Series of 1999: Production of textbooks for learners with visual impairments</li> <li>• Department Order No. 11 Series of 2000: Recognizes Special Education Centers in the Philippines</li> </ul>	not updated	Every learner with special needs has a right to an education program that is suitable to his needs	<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.</p> <p>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>
Acceptance of Salamanca declaration, implemented by Tangerine Summit of 2003.	no recent revision	Free Accommodation for students of special schools.	At least 3% of job opportunities set apart for the disable. Added facilities for disable students at public examinations.
<p>National Education Act An Education Reform Act for Future Development of the Thai People</p> <p>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>	not applicable.	not applicable.	<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**

**Reference**

Ministry of Education, Culture, Sports, Science and Technology, Elementary and Secondary Education Bureau, Special Needs Education Division (2009).  
Data on Special Needs Education 1-3 of 2008

## 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
1,026	112,334	1,663	34,258	26,044	50,369	83,824	68,677	15,147

(As of May 1, 2008)

#### (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	70	1,295	265	665	481	2,077	3,488	
(2) Hearing impairment	99	1,969	1,264	2,175	1,276	1,712	6,427	
(3) Intellectual disabilities	490	14,919	71	18,260	15,563	33,377	67,271	
(4) Physical/motor disabilities	151	4,712	35	5,877	3,345	3,900	13,157	
(5) Health impairment	74	1,199	—	1,105	1,066	932	3,103	
(1)+(2)	—	—	—	—	—	—	—	
(1)+(3)	—	—	—	—	—	—	—	
(1)+(4)	—	—	—	—	—	—	—	
(1)+(5)	—	—	—	—	—	—	—	
(2)+(3)	2	48	1	47	48	61	157	
(2)+(4)	—	—	—	—	—	—	—	
(2)+(5)	—	—	—	—	—	—	—	
(3)+(4)	90	3,915	2	4,499	3,135	6,292	13,928	
(3)+(5)	9	319	—	369	263	490	1,122	
(4)+(5)	13	519	15	583	349	414	1,361	
(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)	13	283	1	273	190	413	877	
(2)+(3)+(4)+(5)	1	29	—	34	22	34	90	
(1)+(3)+(4)+(5)	—	—	—	—	—	—	—	
(1)+(2)+(4)+(5)	—	—	—	—	—	—	—	
(1)+(2)+(3)+(5)	—	—	—	—	—	—	—	
(2)+(2)+(3)+(4)	—	—	—	—	—	—	—	
(1)+(2)+(3)+(4)+(5)	14	440	9	371	306	667	1,353	
Total	1,026	29,647	1,663	34,258	26,044	50,369	112,334	

(As of May 1, 2008)

\* 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	14,143	47,062	6,996	24,202	21,139	71,264
Physical/motor disabilities	1,847	3,163	638	1,038	2,485	4,201
Health impairments	780	1,492	312	520	1,092	2,012
Visual impairments	204	257	76	90	280	347
Hearing impairments	497	901	209	328	706	1,229
Speech and language disorders	386	1,324	64	87	450	1,411
Autism, Emotional disturbance	9,817	32,132	4,035	11,570	13,852	43,702
Total	27,674	86,331	12,330	37,835	40,004	124,166
Num. of teachers in charge	29,364		13,239		42,603	

(As of May 1, 2008)

**(4) Number of pupils accessing resource rooms**

Type of resource rooms	Elementary schools	Lower Secondary schools	Subtotal
Speech and language disorders	29,635 (63.1%)	225 ( 8.2%)	29,860 (60.1%)
Autism	6,301 (13.4%)	746 (27.3%)	7,047 (14.2%)
Emotional disturbance	3,009 ( 6.4%)	580 (21.3%)	3,589 ( 7.2%)
Visual impairment	137 ( 0.3%)	16 ( 0.6%)	153 ( 0.3%)
Hearing impairment	1,616 ( 3.4%)	299 (11.0%)	1,915 ( 3.9%)
Learning disabilities	3,149 ( 6.7%)	533 (19.5%)	3,682 ( 7.4%)
Attention deficit hyperactivity disorder	3,087 ( 6.6%)	319 (11.7%)	3,406 ( 6.9%)
Physical/motor disability	13 (0.03%)	1 (0.04%)	14 (0.03%)
Health impairment	9 (0.02%)	10 ( 0.4%)	19 (0.04%)
Total	46,956 (100.0%)	2,729 (100.0%)	49,685 (100.0%)

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

(As of May 1, 2008)

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

	Compulsory education stage (elementary and lower secondary)	All stages (kindergarten to upper secondary)
Number of pupils, all school ages	10,785,303 (100.0%)	15,855,834 (100.0%)
Number of pupils receiving special education out of all school ages	286,185 ( 1.8%)	
Breakdown: Enrollment in special schools	60,302 ( 0.6%)	112,334 ( 0.7%)
Enrollment in special classes	124,166 ( 1.2%)	124,166 ( 0.8%)
Number accessing resource rooms	49,685 ( 0.5%)	49,685 ( 0.3%)
Number of children deferred or exempted schooling because of their disabilities	58 (0.001%)	/
Breakdown of above:		
Blind/visual impairment	0	
Deaf/hearing impairment	0	
Intellectual disabilities	10	
Physical/motor disabilities	12	
Health impairment	36	
Enrolled in children's facilities/corrective institutions	140	
Others	2,946	

(As of May 1, 2008)

## (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	2007
Total (%)	31.0	36.6	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8	42.5
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	47.0
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	19.6
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	35.9
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	66.1
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	44.4

(As of May of each year)

### ② Upper secondary department

Type of schools	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007
Total (%)			15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0	22.1
Schools for children with visual impairment			7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9	8.1
Schools for children with hearing impairment			5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9	8.0
Schools for children with intellectual disabilities			9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3	17.8
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	46.9
Schools for children with health impairment			28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5	39.5

(As of May of each year)

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

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	24,819	41.2	10,738	21.3	35,557	32.1
(1) Visual impairment	539	47.0	166	8.0	705	21.9
(2) Hearing impairment	702	20.3	168	9.8	870	16.9
(3) Intellectual disabilities	10,459	30.9	4,795	14.4	15,254	22.7
(4) Physical/motor disabilities	7,029	76.2	2,592	66.5	9,621	73.3
(5) Health impairment	696	32.1	368	39.5	1,064	34.3
(1)+(2)	—	—	—	—	—	—
(1)+(3)	—	—	—	—	—	—
(1)+(4)	—	—	—	—	—	—
(1)+(5)	—	—	—	—	—	—
(2)+(3)	42	44.2	14	23.0	56	35.9
(2)+(4)	—	—	—	—	—	—
(2)+(5)	—	—	—	—	—	—
(3)+(4)	3,840	50.3	1,892	30.1	5,732	41.21
(3)+(5)	145	22.9	107	21.8	252	22.5

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	24,819	41.2	10,738	21.3	35,557	32.1
(4)+(5)	713	76.5	252	60.9	965	71.7
(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)	280	60.5	101	24.5	381	43.5
(2)+(3)+(4)+(5)	24	42.9	15	44.1	39	43.3
(1)+(3)+(4)+(5)	—	—	—	—	—	—
(1)+(2)+(4)+(5)	—	—	—	—	—	—
(1)+(2)+(3)+(5)	—	—	—	—	—	—
(2)+(2)+(3)+(4)	—	—	—	—	—	—
(1)+(2)+(3)+(4)+(5)	350	51.7	268	40.2	618	46.0

(As of May 1, 2008)

\* 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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