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Prefatory Note

It is my great pleasure to announce that the Volume 6 of JSEAP has been published and it would not have been published without the cooperation of each one of the participants of the Asia-Pacific International Seminar on Education for Individuals with Special Needs as well as the efforts of the four countries in charge of editorial works since the first volume of this journal, i.e. Japan, China, South Korea, and Malaysia.

Looking back at these six years, I realize the great number of people who have provided us with research papers and fundamental data on special needs education of their countries.

In this regard, on behalf of the four editor countries and as the President of the National Institute of Special Needs Education, I would like to express my deepest appreciation to the contributors including those for previous five volumes.

This journal was originally created to contribute to the development of education for children with special needs in the Asia-Pacific region using the networks cultivated by participating countries and individual participants at the Asia-Pacific International Seminar on Education for Individuals with Special Needs.

JSEAP might have not achieved its goal without many kind contributions from each one you and it is my sincere hope that with these efforts as a foundation, special needs education in the Asia-Pacific region will continue to develop, and every child with special needs will be provided with the education that they truly require.

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



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Editorial Note



Development of Learning Community Model for Parents of Children with Autism in Special Education Centers

Somporn Warnset

Director

Khon kaen Special Education Center, Khon kaen, Thailand

Abstract: The objectives were to develop learning community model for parents of children with autism (CWA) and to study effectiveness of the model in special education centers. The method: 1) The contexts, problems, and needs were studied from related research literature and needs of concerned persons. 2) A model was developed by participatory action research process. The researcher collected data by using questionnaires, and focus group discussions, observation forms and the autistic progress reports. Findings: The model was obtained by three effective factors; collaboration, continuous activities, and facilitators, with 7 steps: 1) industriously study to understand how to help the children, 2) learn to manage the problems, 3) study the strengths of autism, 4) participate in group activities, 5) overcome the problems by following the plan, 6) share ideas, and commit to helping the CWA, and 7) be considerate to other parents, promote one's success to other parents and the public. The model implemented in the special education centers was highly effective. The understandings, practical skills, attitudes, and satisfaction of parents and the progress of CWA were increased.

Key Words: Learning Community, Parent Participation, Children with Autism (CWA), Special Education Centers, Thailand.

1. Introduction

“Learning organization” is a paradigm shift of educational institute management -- from a traditional perspective that education institutes as sources of knowledge to those as leaning organizations with learning climate and culture for teachers, students, and all the people in the community. In such institutes, the people share their perspectives and experiences as well as new bodies of knowledge among them. Proper innovations are also developed consistent with teaching and learning management under student individual differences. Educational institutes as learning organizations are considered to have applied effectively to the five principles; 1) Personal mastery, 2) Mental model, 3) Shared vision, 4) Team learning, and 5) Systems thinking (Birdthistle & Fleming, 2006; Linn, Sherman & Gill, 2007 ; Maccoby, 2007; Maccoby, 2007).

Special education centers are educational institutes that serve to develop learning potentiality of all kinds of person with disability for their whole

lives since the disability is found. To develop the potentiality of person with disability, it is essential that a special education center has commitment development pattern for parents and families by utilizing participatory process. Developing a special education center to the parents' learning community is necessary. Once the parents realize and have chances to share their experiences of potential development of persons with disability, then they can help to develop persons with disability accordingly to their individual needs. When parents' learning community is organized and developed by grouping parents who have the same values and beliefs to join activities that promote shared learning, there are four aspects that the group needs to have or to do; 1) membership, 2) influence to persuade, 3) fill up person with disability's individual needs, and 4) share experiences. The interaction in the learning community is based on parents' beliefs, being group members, and desire to work and help one another. Moreover, learning community provides members' needs obtained from opinion expressing, specific data request, and

sharing their experiences. The learning community model should consist of 1) collaborative working patterns, 2) groups of learning activities, 3) new groups of parents, 4) multi-disciplinary learning community, 5) groups of cooperative educational personnel (Senge, 1990; Sergiovanni, 1993; Hord, 1997; Morrison, 2002 ; Allio, 2004). The activities of the parents' learning community should consist of 1) chances of problem discussion, 2) more interaction among parents to decrease feeling left alone to look after the children, 3) parents learning-based activities, 4) the collaboration among those who are in the special education line, and 5) value and strategy exchanges (Marquardt, 1996; Oztel & Hinz, 2001; Leithwood, et. al , 2003; Cranston, 2007; Cormier, 2008) . Therefore , to develop learning community is to strengthen all the parents of children with disability.

CWA need to have specific education due to their sensory symptoms caused by biological dysfunction of the brain. The symptoms often include non-typical ways of relating to people, objects and events.

Nowadays, the spreading rate of people with autism is rapidly increasing. In the United States, the spreading rate of autism is approximately 10 – 17 per cent annually (Centers for Disease Control and Prevention :USA, 2008) or 1 : 150 of people' s birth rate, and it is four times with male than women. In Thailand, the autism spreads in children aged between 1 to 5 years old, and the autism spreading rate is 9.9 : 10,000 people and more of 4.4 : 1,000 people or 1 : 227 for autism risk (Seewanna Poonsappasit, et al, 2005).

There are great different understandings among people in developing the children's potentials. Those who understand the needs of the CWA are, of course, the parents themselves. But, from the studies, it is found that the parents do not know how to cope with the problems – what problems to deal with first, what the result of each helping approach is, how to develop CWA's potentials so that they would do better activities by themselves both at home and in the community (Center for

Research and Development of Multi-class Special Education for CWA, the Demonstration School of Khon Kaen University, 2006; Somporn Warnset, 2008) Therefore, developing learning community for the parents of CWA is essential so as to bring out the parents' potentials to support the CWA collaboratively together with the special education center. Moreover, this is a paradigm shift of the special education center management to “a learning community” for the parents or interested people.

The purposes of this research paper are 1) to develop the learning community model for parents of CWA in a special education center, 2) to study effectiveness of the learning community model implementation in Khon Kaen Special Education Center, and 3) to study effectiveness of learning community model implementation in other special education centers.

2. Methodological Framework

This research composes of 3 phases as follows (see figure 1):

Phase 1: The contexts, problems, and needs were studied from related research literature and needs of concerned persons. One hundred parents of CWA and ten service providers were purposively selected as samples. The data were collected by survey questionnaires and structured questions for focus group discussions.

Phase 2: The model development process composed of 2 steps : 1) A tentative model was obtained by analyzing and synthesizing reviewed literature and needs of concerned persons. The research content validity was verified by 5 experts, and 2) A participatory action research process was implied to develop the model in Khon Kaen Special Education Center. The model's effectiveness was studied on understandings, practical skills, attitudes, and satisfaction of parents of CWA. The data were collected by implementing questionnaires, and the structured questions for focus group discussions, the structured participative observation forms, and the

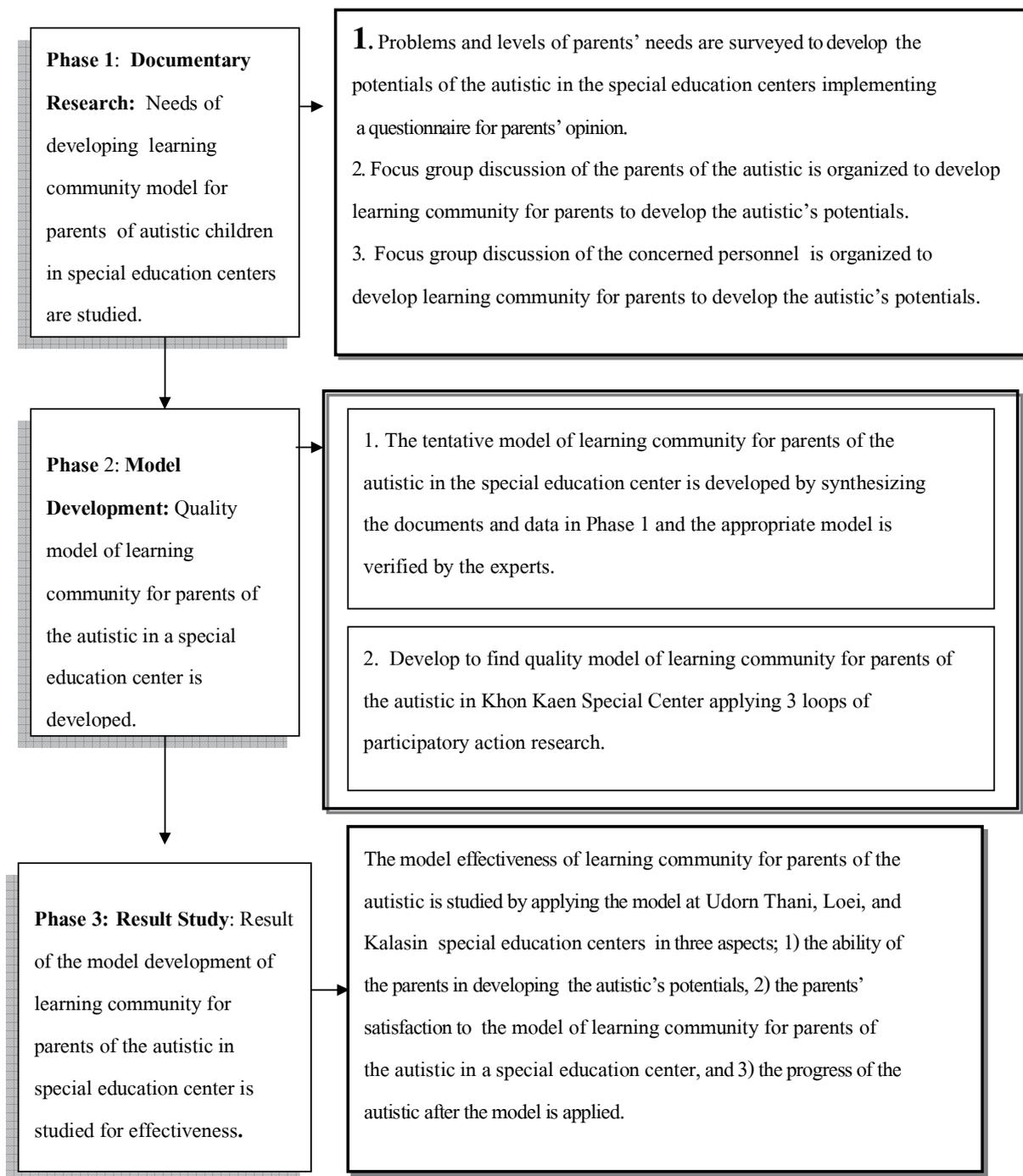


Figure1 Methodological Frameworks: Research and development of learning community model for parents of autistic children in Special Education Centers

autistic progress reports.

Phase 3: The model obtained from phase 2 was applied in 3 special education centers; Udon Thani, Kalasin, and Loei.

Details of these three phases are as follows;

(1) Phase 1: In this phase, the needs for model development of learning community for the

parents of CWA in a special education center are studied.

Method

- 1) Problems and need levels of the parents to develop CWA's potentials are surveyed by using opinion questionnaire for the parents.
- 2) Focus group discussions are organized for

the parents of how to develop the learning community for the parents to increase the CWA's potentials.

- 3) Focus group discussions are organized for the concerned service providers to develop the learning community for the parents to increase CWA's potentials.

Target groups

- 1) 100 parents of CWA purposively selected from the parents who have attended to Special Education Region 9 Khon Kaen Center from 1 December 2006 to 30 April 2007.
- 2) 10 parents of CWA purposively selected from the parents who have been regularly attending to Special Education Region 9 Khon Kaen Center at least three days a week more than one year.
- 3) 10 service providers such as occupational therapist, psychologist, physiotherapist, special education teachers, speech therapist who have been working with CWA continuously for at least two years.

Instruments

Five rating scale questionnaire along with open-ended questions of the problem and the need level for parents to develop the potentials of CWA in a special education center. Records of parents' focus group discussion on developing learning community for parents to develop the potentials of CWA, and those of service providers' focus group discussion on developing

learning community for parents to develop the potentials of CWA.

Data Collecting and Analysis

The researcher collected the data by;

- 1) Administrating the five rating scale questionnaire with open-ended questions of problem and need level for parents to develop the potentials of CWA in a special education center to the parents and then analyze the data standard deviation and the content from the open-ended questions.
- 2) Analyzing the contents from the records of parents' focus group discussion on developing learning community for parents to develop the potentials of CWA.

- 3) Analyzing the contents from the records of service providers' focus group discussion on developing learning community for parents to develop the potentials of CWA.

(2) Phase 2 In this phase, quality model of learning community for the parents of CWA in a special education center is developed.

Method 1

The tentative model of learning community for parents of CWA in a special education center is developed by synthesizing research documents and the data obtained from phase 1. The appropriate model is verified by five experts. The development process is as follows; (1) Related research documents, and general data from phase 1 are studied and analyzed. Model Factors of learning community for the parents of CWA in the special education center are synthesized. (2) A tentative model of learning community for the parents of CWA in the special education center is developed. Learning experiences are determined and planned. Instructional media and learning sources are made accordingly to the tentative model. (3) The tentative model, instructional media and learning sources for training course, and the content appropriateness of the questionnaire are verified by the experts. (4) The content appropriateness of the questionnaire verified by the experts is analyzed for index of consistency (IOC) with the appropriate criteria level of at least 0.50. The results and suggestions from the experts are considered to improve the questionnaire content.

Instruments

The research tool was the three rating scale questionnaire of the tentative model, instructional media and learning sources for training course, the content appropriateness of the questionnaire with open-ended questions according to the contents of the model.

Data Collecting

The researcher made appointments with the experts to deliver and take back all the research documents and the questionnaire.

Data Analysis

The appropriateness of the contents of the tentative model and media of leaning sources verified and suggested by the experts was analyzed. Each evaluation criteria, i.e. +1, 0, and -1 means appropriate, uncertain, and disagree respectively.

Method 2

Three loops of participatory action research process were applied to develop and obtain the quality of the model of community for the parents of CWA in the special education center. Each loop consisted of four stages; Plan, Act, Observe, and Reflect.

Instruments

The research tools that the researcher developed to collect the data were;

- 1) Experience organizing plans of learning community for the parents of CWA in the special education center,
- 2) Observation record forms with determined structured items such as participation in sharing learning experiences, participation in various activities ,etc,
- 3) Evaluation forms of effectiveness of training model consist of;
 - 3.1) Three evaluation forms of the parents' ability to develop the potentials of CWA, i.e. understandings, skills, and attitudes
 - 3.2) Five rating scale questionnaire of parents' satisfaction to the model
 - 3.3) Progress record forms of CWA; report of CWA's ability, report of the training program, and development progress report after using the model.

Data collecting and analysis

The researcher collected and analyzed the data by;

- 1) Applying three loops of participatory action research in developing the model of learning community. The researcher collected the data by video recording to help collect the data in accordance with the determined items of the research plan, and from structured observation records by two research assistants as note takers. The consistency of the observation was verified

by applying the IOC and the content of the observation was analyzed.

- 2) Evaluating the parents' competences prior and after applying the model of 3) learning community by using evaluation forms of understandings, skills, and attitudes. The data were analyzed by mean.
- 3) Parents' satisfaction to the model was evaluated after using the model, and the data were analyzed to obtain the mean and the standard deviation.
- 4) Progress record forms of CWA; report of CWA ability, report of the training program, and development progress report after using the model. Content from the data were analyzed.

(3) Phase 3 In this phase, the results of applying the model of learning community for the parents of CWA at other special education centers were studied.

Method

The developed model of learning for the parents of CWA from Khon Kaen Special Education Center was applied with the parents of CWA who have attended to the provincial special education centers in Udon Thani, Loei, and Kalasin from 20 January to 30 June 2009. The research methodology applied was single group pretest-posttest design.

Target group

The target group were thirty parents of CWA who have attended to the provincial special education centers in Udon Thani, Loei, and Kalasin at least regularly three days a week and continuously at least three months from 20 January to 30 June 2009. Ten parents represented one province.

Instruments

The data collecting research tools that the researcher developed were;

- 1) Evaluation forms of parents' ability to develop the potentials of CWA,
- 2) Evaluation forms of parents' satisfaction to the model,
- 3) Records of CWA's progress.

Data collecting and analysis

The model of learning community was experimented, and the single group pretest-posttest design was applied. The researcher collected the data by;

- 1) Evaluating the parents's ability prior to and after applying the model using the evaluation forms of understandings, skills, and attitudes. The data were analyzed by applying the mean value.
- 2) Evaluating parents' satisfaction to the model using the questionnaire after the model had been applied. The data were analyzed by applying the mean and standard deviation.
- 3) Records of CWA's progress; report of CWA's ability, report of the training program, and development progress report after using the model. Content from the data were analyzed.

3. Research findings

The parents' needs for model development of learning community for the parents of CWA in the special education centers were studied in Loop 1 of the action research, and found that the parents of CWA have had hard times helping their CWA. They were not confident about how to help their children. Although they were regularly advised by the service providers, there were always some new problems. Some problems, especially behavioural problems, occurred again though they had been solved before. The parents were too considered to consult teachers in working times, so they, among themselves, consulted one another. The service providers' opinion was that the parents took a very important part in training CWA; they could train CWA anywhere, anytime, and repeatedly, so that the training was continuous and the progress of CWA was obvious. The centers' officials were assigned too many tasks to perform – preparing learning media and organizing programs for several children, and they also had to always develop themselves. That provided them limited time to help the children individually, especially beyond the official working hours. It was found in loop 2 of the action research that the quality

model of learning community composed of seven strategies;1) ***Suksa Paakpian***: the parents have to industriously study the bodies of knowledge and the principles related to potentials development for CWA, 2) ***Rian Ruu Pan-haa***: the parents brainstorm and determine the problems of the children with autism, the family limitations, and the parents prioritized the problems from most urgent and complicate to least ones, 3) ***Suksa Khaw Dee***: the parents brainstorm to find the talents or the strengths of CWA and the families, 4) ***Mee Suan Ruam Kit***: the parents take parts in experience sharing and problem solving, determining strategies and plans of developing CWA, 5) ***Pichit Thang Tan***: the parents apply all the technical practices to solve the problems of CWA, 6) ***Mung Man Chuay Lua***: the parents are committed to helping CWA by bringing the obstacles found while helping CWA to discuss in the group and help one another to solve the problems, and 7) ***Ua Fua Puu Un***: the parents bring the successful experiences to share with the others.

The application effectiveness of the model of learning community for the parents of CWA in Khon Kaen Special Education Center was found that the parents were capable of knowledge and understandings, skills, and good attitudes of potentials development. They were most satisfied with the model. And it was found that CWA gained growth progress individually and in overall.

In phase 3, the application effectiveness of the model of learning community for the parents of CWA in the provincial special education centers in Udorn Thani, Loei, and Kalasin was found that the parents were capable of knowledge and understandings, skills, and good attitudes of potentials development. They were most satisfied with the model (the average score was 4.65). And it was found that CWA gained growth progress individually and in overall.

4. Suggestions

According to the research, the researcher would suggest that; there should be studies of model

of learning community for parents of children with different type of disabilities besides autism. Both the governmental organizations and the private sectors should help promote more activities in which the parents can take part to develop the potentials of CWA and other disable children, and there should be studies of other models to promote the parents' capability of developing the potentials of persons with disability.

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SCHOOL EDUCATION OF CHILDREN WITH SPECIAL NEEDS IN INDIA WITH A PERSPECTIVE ON THE INITIATIVES FOR CHILDREN WITH AUTISM

Alka Bhargava

Director

*Department of School Education & Literacy, Ministry of Human Resource Development,
Government of India*

1. Overview

The earliest reference of “autism” in Indian literature was reported in 1959, but the knowledge about autism was limited. The awareness gradually grew in India in the 1980s, though the number of professionals was few. By the late 1990s a few organizations specifically for autism were established in different parts of the country, as well as a few schools and parent associations. Gradual development of related aspects, viz., diagnosis, treatment and educational options, parental involvement, vocational options, human resource development, and legislation etc. also took place. The number of reported cases increased dramatically in the 1990s and early 2000s, which could be attributed to either increase in the actual prevalence or improved diagnostic tools. The reported incidence of autism varies considerably among countries and is complicated by varying criteria for diagnosing autism, different standards for reporting public health problems, and other variations. The earlier available screening and diagnostic instruments for evaluation, assessment and diagnosis of Autism Spectrum Disorders (ASD) were generally intended for the Western population. The Indian Disability Assessment and Evaluation Scale (IDEAS) developed by the Rehabilitation Committee of the Indian Psychiatric Society is one of the tools now being used for diagnosis of autism in India.

WHO puts the global prevalence of autism at 1 in 500. Boys are four times more likely to have autism than girls. From one in 10,000 children ten

years ago in India, the prevalence is 3-4 per 1,000 live births now. The incidence rate is approximately 1 in 90,666 or 11,914 people in India. According to estimates, over 2 million people are living with autism in India. Every year, the National Institute for the Mentally Handicapped, Secunderabad, registers approximately 100-125 new cases, which is much higher than compared to five years ago.

It is only in recent years that the problems related to ASD have gained acceptance. Yet, this condition in children is not new. Parents and teachers know that these children struggle to cope with the demands of their homes, school, and society. What is new is that finally the problems are being acknowledged. Today, ASD is accepted as a condition, one that professionals can distinguish from other childhood disorders. India has set for itself the goal of Education for All. Therefore, educational interests of children with ASD cannot be overlooked. Various organizations, both the government and civil society, are working on development of new pedagogical strategies and related supports, through which it would be possible to educate these children and turn them into productive citizens.

2. School Education of Children with Autism in India

Currently, the number of schools providing education to children with autism is severely limited as compared to the need. However, the range of services is extremely varied and diverse ranging from autism specific services to mainstream schools.

Starting with the first school in 1994, there are now around 15 autism-specific schools in India. These special schools have a student enrollment ranging from 15 to 70. The majority of children with autism who attend school do so at the nearest special needs facility accessible. This could be a school for children with intellectual delay, hearing impairment, cerebral palsy, or of mixed disability. Some attend special needs classroom in a mainstream school. The efforts to increase early diagnosis coupled with the rise in number of qualified special teachers, professionals and setting up of more special / appropriately equipped regular schools is paving the way for early educational and behavioural interventions, enabling the child to make significant gains – steps which are particularly required in rural parts of the country. An appropriate educational program would be one which incorporates both the general needs of children with autism with the particular needs of the child.

3. Initiatives of the Government of India to Promote Inclusive School Education of Children with Disabilities

(1) Sarva Shiksha Abhiyan (SSA)

The key objective of SSA is Universalization of Elementary Education (UEE), three important aspects of which are access, enrolment and retention of all children in 6-14 years of age. SSA ensures that every child with special needs, regardless of the kind, category, and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. The goal of UEE has further been strengthened by the enactment of the Right of Children to Free and Compulsory Education Act, 2009 making free and compulsory elementary education a fundamental right for all the children in the age group of 6-14 years. This amendment has given a new thrust to the education of children with special needs, including autism, as without their inclusion, the objective of UEE cannot be achieved.

(2) Inclusive Education for Disabled at Secondary Stage (IEDSS)

The Scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 by the then Department of Social Welfare and was later transferred to the Department of Education in 1982-83. The scheme was revised in 1992 and provided educational opportunities for children with disabilities in common schools to facilitate their integration and ultimate retention in the general school system. This has now been replaced by IEDSS, launched in April 2009. It provides assistance for the inclusive education of children with disabilities of Classes IX – XII having blindness, low vision, leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism and cerebral palsy. Funds are provided for activities such as identification and assessment, assistive devices, allowance for transport, escorts, readers, uniforms, books and stationary, stipend for girls, etc. Besides, there is provision for engagement of special teachers, creation of barrier free environment, teachers' training, orientation of communities, parents, educational administrators, etc.

(3) Making Schools Barrier Free

All States have been directed to ensure that all primary and secondary schools are made disability-friendly, in a prescribed, time bound manner, taking into account the needs of different categories of children with disabilities. Each district will also have a model inclusive school.

(4) Capacity Building of Special Teachers

- a) Course curricula has been developed and standardized by the Rehabilitation Council of India (RCI) for
 - i) Diploma in Special Education (ASD), introduced in July 2003, and is operational in 11 institutions registered with RCI, producing 20-25 teachers every year per institute
 - ii) B.Ed. in Special Education (ASD) will become operational from the session beginning in July

- 2010 at 4 institutions across the country
- b) Some other organisations imparting diploma in special education (ASD) include Spastics Society of Karnataka, Bangalore; School of Hope, Delhi; Action For Autism, Delhi; Jai Vakeel, Mumbai and Pradeep, Kolkata
 - c) State Nodal Agency Centre (SNAC) and State Nodal Agency Partners (SNAP) of the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities have conducted trainings on
 - i. Inclusive Education for Private School Teachers to handle the special needs of students with National Trust disabilities in inclusive classrooms. In the Govt. Schools, this is being done under the SSA Program. 38 programs were conducted during 2008-09.
 - ii. Special School Teachers Training – the National Trust has specially focused on early intervention and autism. This program was conducted in 15 States during 2008-09. For early intervention, the National Trust has a partnership with Voice & Vision (A unit of Hilton / Perkins, U.S.A.), Mumbai for training special teachers in the Aspiration Programme.

(5) The National Award to Teachers

The award conferred to primary and secondary school teachers from across the country by the President of India, has a dedicated category for teachers/special teachers with a disability doing yeoman's service for the education of children with disabilities.

4. Support for Children with Autism

(1) The Central Board of Secondary Education (CBSE)

The board made several changes in the examination bye laws in February 2009 to facilitate the children with disabilities, including those with autism, giving the board (public) examinations of Class X and XII, which strengthen earlier relaxations:

- a) Use of an amanuensis and be allowed an additional time ranging from 30 – 60 minutes depending on the duration of the paper.
- b) Option of studying one compulsory language as against two within the overall spirit of the Three-language formula prescribed by the board.

(2) A Government Sponsored Health Insurance Plan “Nirmaya” for People with Autism, Mental Disorders and Multiple Disabilities

The plan was launched in 2008 to provide affordable health insurance to persons with autism, cerebral palsy, mental retardation & multiple disabilities. This has been a breakthrough, since earlier health insurance products did not include people with developmental disabilities.

(3) Gyan Prabha - a Scholarship Scheme for People with Developmental Disabilities

The scheme enables them to pursue any employment oriented vocational training, professional course or higher studies (post schooling) from any recognized institution, leading to an economic activity.

(4) The Amendment of the Income Tax Act, 1961 by Finance Act, 2007

By the amendment, tax benefits have become available to families of children with autism. A 75% concession in railway tickets for the child and an escort is also available if it is noted in the disability certificate that the child will need an escort every time he or she travels.

(5) the Directive of the Reserve Bank of India

It has become easier for persons with disabilities like autism and cerebral palsy to open and operate bank accounts, by the directive of the Reserve Bank of India asking banks to accept guardianship certificates issued by local level committees set up under the National Trust Act or those issued by the district court under the Mental Health Act.

(6) National awards for empowerment of persons with disabilities

The awards are conferred by the Ministry of Social Justice & Empowerment, in various categories including autism.

5. Legal Support for Education of Children with Autism

(1) The Right of Children to Free and Compulsory Education Act, 2009

The Act makes free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years. The Act came into force on 1st April 2010.

(2) Rehabilitation Council of India Act, 1992

The RCI was set up under this Act of Parliament under the Ministry of Social Justice & Empowerment. This council regulates and monitors the training of rehabilitation professionals and personnel, and promotes research in rehabilitation and special education. Its functions include determining minimum standards of education, making recommendations to the Ministry regarding recognition of qualifications granted by universities, etc., in India for rehabilitation professionals, making recommendations to the Ministry regarding recognition of qualification by institutions outside India and inspection in examinations.

(3) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The Act provides for education, rehabilitation, employment, non-discrimination and social security for persons with disabilities. The amendment of the Act currently underway includes among others, inclusion of autism as a disability and strengthens enforceable provisions for ensuring education for the children with disabilities.

(4) National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation

and Multiple Disabilities Act, 1999

The Act facilitates, among others, the realization of equal opportunities, protection of rights and full participation of persons with disabilities and provision for appointment of legal guardian of a person with autism, cerebral palsy, mental retardation, and multiple disabilities.

(5) National Policy for Persons with Disabilities, 2006

The Ministry of Social Justice & Empowerment is the nodal ministry to coordinate all matters relating to implementation of the policy. The Department of School Education & Literacy is also one of the implementing partners of the policy. The salient features of the policy include educational rehabilitation which includes vocational training for the persons with disability.

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Autism Education in Japan: Present Status and Future Challenges

HIROSE Yumiko and SASAMORI Hiroki,

The National Institute of Special Needs Education (NISE), Japan

Summary: In autism education in Japan, teaching takes place in a wide range of settings depending on the autistic student's degree of intellectual abilities; these venues include schools for special needs education and classes for special needs education, special needs services in resource rooms, and regular classes in regular schools. In this paper, we report on the current enrollment of students with autism in each of these settings, and we summarize the present situation and challenges faced with a view to improving autism education in the future.

Keywords: regular classes, special needs services in resource rooms, classes for special needs education, schools for special needs education, autism education

1. Introduction

As part of the growing worldwide attention to autism in recent years, the United Nations has designated April 2 as World Autism Awareness Day. In Japan, the occasion is marked, in Tokyo and around the country, by various events which serve to promote the understanding of autism and appropriate action in the community, including schools.

With regard to Japan's approach to autism education in recent years, the 2001 report *Future Directions for Special Education in the 21st Century* (issued by an advisory committee to the Ministry of Education, Culture, Sports, Science and Technology [MEXT]) distinguished autism from other disorders such as intellectual disabilities and emotional disturbance, recognized the importance of research specific to its characteristics, and proposed that research on autism education be promoted. These recommendations led to the establishment by the University of Tsukuba of the Special Needs Education School for Children with Autism, the first special needs school in Japan dedicated to the education of children with autism. Methods based on the findings of research and development conducted there are now being put into practice. Further, in the Tokyo Metropolitan Area, research is

being conducted on a curriculum for autism within newly established classes for students with autism at special needs schools, among other steps, the education for children with autism accompanied by intellectual disabilities is also being promoted in these schools.

NISE carried out a fact-finding survey to determine the number of students with autism enrolled in special needs schools as part of the study "Effective Educational Support Based on the Special Needs of Children with Autistic Disorders: Focused on Teaching Contents, Teaching Methods, and Managing Strategies for School and/or Classroom Environments" (FY 2003–FY 2005). A further fact-finding survey of special needs classes for students with emotional disturbance established the number of students with autism enrolled in these classes and the various issues involved as part of NISE's study "Research on the Special Educational Support of Autistic Disorders and Emotional Disturbances in Elementary and Junior High Schools.- From the survey of the special support classes and the resource rooms—" (FY 2007).

The distinction made in 2006 between autistic and emotionally disturbed students requiring special needs services in resource rooms means that autism is now referred to by name for the first

Table 1 Percentage of students with autism in each type of school

	Diagnosed (%)	Diagnosed or suspected autism (%)
Schools for the blind	2.5	13.5
Schools for the deaf	2.1	7.4
Schools for children with intellectual disabilities	22.8	35.1
Schools for children with physical disabilities	4.9	10.1
Schools for children with health impairments	8.1	14.5
Schools that combine two or more of the above	19.4	28.4
	20	31.1

time in education-related legislation (Ordinance for Enforcement of the School Education Act, Article 140). The importance of educational interventions specific to autism has also come to be recognized in special needs classes; in this connection, in 2009 MEXT issued a notification changing the name of special needs classes for students with emotional disturbance to “special needs classes for students with autism and/or emotional disturbance.”

Accordingly, in this paper, we discuss the present situation of students with autism in the main settings of autism education and summarize its future direction.

2. The Present Status of Autism Education in Japan

2.1 Enrollment of Students with Autism in Schools for Special Needs Education

The study “Effective Educational Support Based on the Special Needs of Children with Autistic Disorders: Focused on Teaching Contents, Teaching Methods, and Managing Strategies for School and/or Classroom Environments” (FY 2003–FY 2005) included a questionnaire survey of autism education in schools for the blind, schools for the deaf, and special schools (these special schools are now called uniquely schools for special needs education) throughout Japan. Here, we report on the enrollment figures for students with autism in these schools.

The survey found that students with autism are present at all types of schools for special needs education, as shown in Table 1. In particular, students with known or suspected autism were most numerous in schools for children with intellectual disabilities (now special needs schools for children with intellectual disabilities), accounting for about 35 percent of the total enrollment. By department, when suspected autism is included, these students made up about 70 percent of total enrollment at kindergarten level, 47 percent at elementary level, 41 percent at lower secondary level, and 25 percent at upper secondary level.

2.2 Enrollment of Students with Autism in Special Needs Classes for Students with Autism and/or Emotional Disturbance

In 2006, we conducted a survey of enrollment in what were then known as special classes for students with emotional disturbance (now special needs classes for students with autism and/or emotional disturbance). The results were described in the study “Research on the Special Educational Support of Autistic Disorders and Emotional Disturbances in Elementary and Junior High Schools.- From the survey of the special support classes and the resource rooms–“ (FY 2007) and are tabulated below.

The data shown are for special classes for students with emotional disturbance in elementary schools (Table 2) and lower secondary schools (Table 3); the tables are organized vertically

Table 2 Special classes for students with emotional disturbance (elementary schools): Numbers enrolled, by degree of intellectual disability and type of disability

Number of responded elementary schools: 3,443

Total enrollment in the special classes: 10,608

Degree of intellectual disability	Total	Autism spectrum		LD-ADHD	Psychogenic emotional disturbance		Developmental + psychogenic	Intellectual disability	Others
		A	B	E, F	C, D	H		G	I
		Autistic tendency, PDD	High-functioning autism and Asperger's syndrome	E: LD F: ADHD	C: Psychogenic mutism D: Nervous habits	Truancy/ school refusal		B, E, F + C, D	
a: Normal	2197	498 (22.7%)	1024 (46.6%)	362 (16.5%)	28 (1.3%)	44 (20%)	50 (2.3%)	0	191 (8.7%)
b: Mild	3796	2088 (55%)	577 (15.2%)	502 (13.2%)	56 (1.5%)	27 (0.7%)	53 (1.4%)	308 (8.1%)	185 (4.9%)
c: Moderate	2822	2224 (78.8%)	0	0	39 (1.4%)	8 (0.3%)	36 (1.3%)	452 (16%)	63 (2.2%)
d: Severe	1289	1122 (87%)	0	0	6 (0.5%)	1 (0.1%)	12 (0.9%)	125 (9.7%)	23 (1.8%)
Unknown	187	113 (60.4%)	29 (15.5%)	14 (7.5%)	2 (1.1%)	1 (0.5%)	3 (1.6%)	17 (9.1%)	8 (4.3%)
Total 1	10291	6045 (58.7%)	1630 (15.8%)	878 (8.5%)	131 (1.3%)	81 (0.8%)	154 (1.5%)	902 (8.8%)	470 (4.6%)
Total 2	10291	7675 (74.5%)		878 (8.5%)	212 (2.1%)		154 (1.5%)	902 (8.9%)	470 (4.7%)

Table 3 Special classes for students with emotional disturbance (lower secondary schools): Numbers enrolled, by degree of intellectual disability and type of disability

Number of responded lower secondary schools: 1,178

Total enrollment in the special classes: 3,248

Degree of intellectual disability	Total	Autism spectrum		LD-ADHD	Psychogenic emotional disturbance		Developmental + psychogenic	Intellectual disability	Others
		A	B	E, F	C, D	H		G	I
		Autistic tendency, PDD	High-functioning autism and Asperger's syndrome	E: LD F: ADHD	C: Psychogenic mutism D: Nervous habits	Truancy/ school refusal		B, E, F + C, D	
a: Normal	806	99 (12.3%)	239 (29.6%)	104 (12.9%)	28 (3.5%)	173 (21.5%)	60 (7.4%)	0	103 (12.8%)
b: Mild	1337	609 (45.6%)	172 (12.9%)	177 (13.2%)	31 (2.3%)	82 (6.1%)	60 (4.5%)	141 (10.5%)	65 (4.9%)
c: Moderate	732	549 (75.0%)	0	0	7 (1.0%)	6 (0.8%)	29 (4.0%)	129 (17.6%)	12 (1.6%)
d: Severe	248	209 (84.3%)	0	0	2 (0.08%)	1 (0.04%)	7 (0.3%)	26 (10.5%)	3 (1.2%)
Unknown	60	26 (43.3%)	5 (8.3%)	0	0	12 (20.0%)	3 (5.0%)	7 (11.7%)	7 (11.7%)
Total 1	3183	1492 (46.9%)	416 (13.1%)	281 (9.0%)	68 (2.1%)	274 (8.6%)	159 (5.0%)	303 (9.5%)	190 (6.0%)
Total 2	3183	1908 (60.0%)		281 (9.0%)	342 (10.7%)		159 (5.0%)	303 (9.5%)	190 (6.0%)

according to degree of intellectual disability and horizontally according to category of disability or condition. The results show that students with autism make up about 75 percent of the total enrollment in these classes at elementary schools and 60 percent at lower secondary schools. By level of intellectual development, in elementary schools about 20 percent of the students concerned have standard intellectual development, 35 percent have mild disability, and 45 percent have moderate or severe disability, while in lower secondary

schools about 18 percent have standard intellectual development, 42 percent have mild disability, and 40 percent have moderate or severe disability.

2.3 Enrollment of Students with Autism in Special Needs Classes for Children with Intellectual Disabilities

As part of the study "Practical study on the content of instruction and teaching methods for autistic children -Focusing on special support

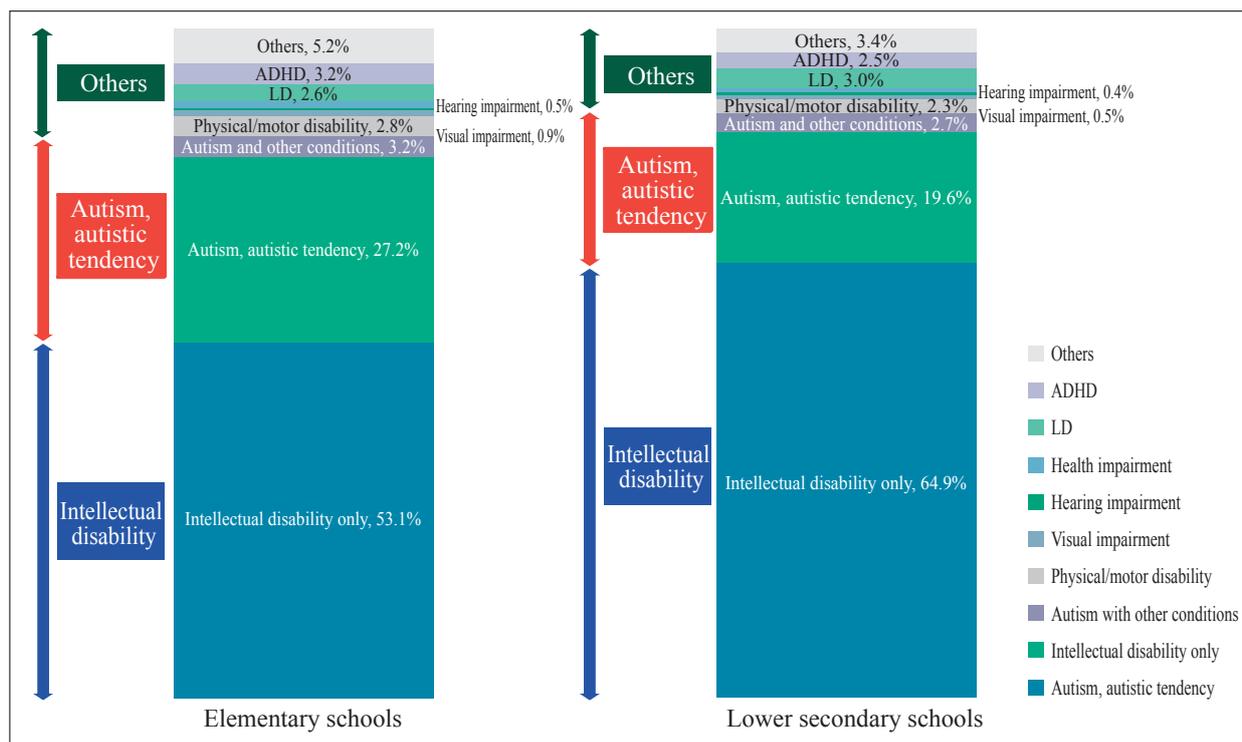


Figure 1 The status of disabilities among students enrolled in special needs classes for children with intellectual disabilities

classes in primary and lower secondary schools—” (FY 2008–FY 2009), in 2008 we conducted a fact-finding survey of students enrolled in special needs classes for children with intellectual disabilities. The results are shown below.

The findings indicate that students with autism enrolled in special needs classes for children with intellectual disabilities make up about 30 percent of the total enrollment in these classes at elementary level and 22 percent at lower secondary school level.

2.4 Enrollment of Students with Autism for Special Needs Services in Resource Rooms

Figure 2 shows the trends in the numbers of students receiving special needs services in resource rooms, according to MEXT figures. Over a four-year period (FY 2006–FY 2009), the number of students receiving special needs services for autism in resource rooms approximately doubled. This is currently the second largest group of users, after students with speech and language disorders.

2.5 Enrollment of Students with Autism in Regular Classes

According to MEXT’s “National Fact-Finding Study concerning Students Enrolled in Regular Classes Who Are in Need of Special Educational Support” (2002), students who present with high-functioning autism or a similar condition make up about 0.8 percent of the total.

3. Challenges in Autism Education in Japan

In current practice, since the individual student’s degree of intellectual ability is also a factor, the instruction and accommodations provided vary widely according to the needs, i.e. from teaching in special needs schools and classes where education is centered mainly on children with intellectual disabilities, to teaching in special needs classes for students with autism and/or emotional disturbance, as well as utilizing special needs services in resource rooms and teaching in regular classes. Despite of this situation, the standard approach to autism education has not been

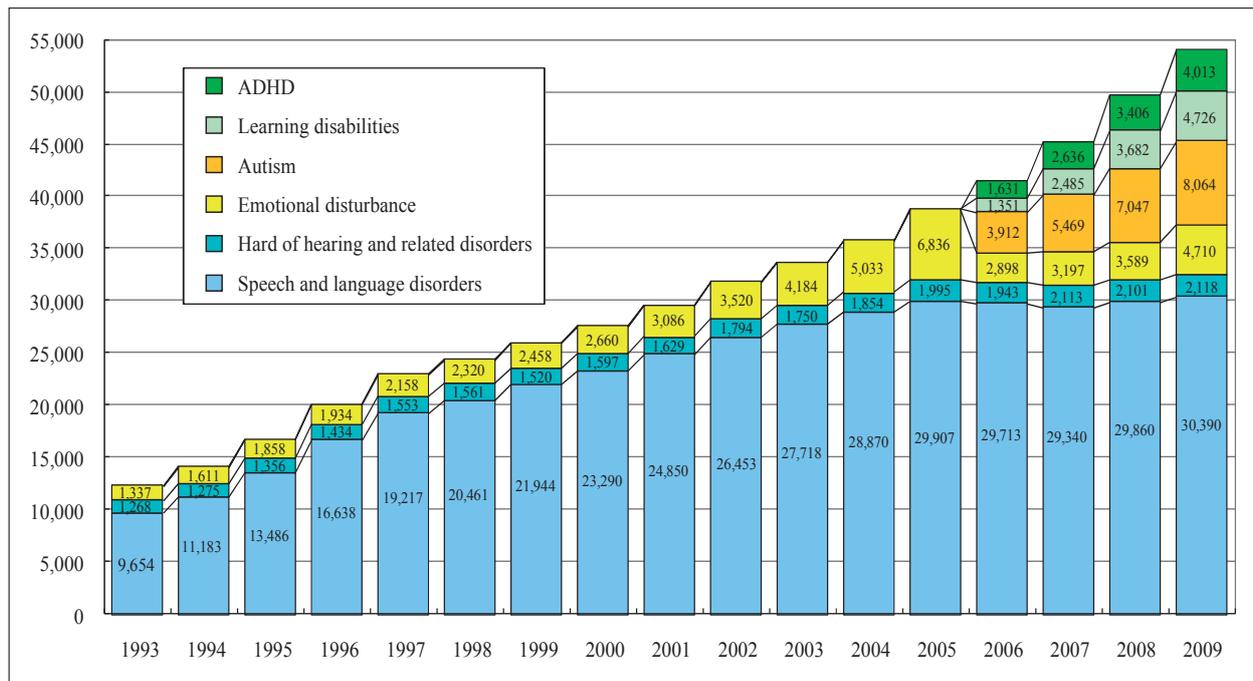


Figure 2 Trends in the numbers of students receiving special needs services in resource rooms (total of public elementary and lower secondary schools)

established. This lack of the standard approach can be attributed to several main causes: (1) historically, autism was long considered psychogenic in nature; (2) as a result, autism education in Japan began as part of education for children with emotional disturbances; (3) interventions for those students with autism who have intellectual disabilities later came under the scope of education for children with intellectual disabilities; (4) a variety of conditions exhibit characteristics of autism; (5) persons with autism are not included in the eligibility criteria for schools for special needs education; (6) as a result, the national curriculum guidelines for schools for special needs education do not specify the content of education for students with autism.

Thus, the main challenge faced today is the fact that the choice of approach has been left to individual classroom practitioners, thus necessary autism-specific contents and teaching methods or providing appropriate interventions have not been implemented commonly. The following are among the issues involved: (1) standard educational content that combines education for children with intellectual disabilities and autism

education has not been established; (2) the teachers in charge of special needs classes for children with intellectual disabilities and for those with autism and/or emotional disturbance are not sufficiently specialized; (3) it is difficult to compile curricula for special needs classes for children with intellectual disabilities and for those with autism and/or emotional disturbance because these classes contain students in different grades; (4) among special needs services in resource rooms, the role of supplementary teaching of subjects for students with high-functioning autism and similar conditions is unclear; (5) teachers in charge of regular classes do not have an adequate understanding of autism, nor of appropriate contents and methods of teaching and accommodation.

As urgent tasks for the future, in addition to establishing a standard approach to autism education, consideration should be given to such areas as the certification/licensing procedure and in-service training to improve the quality of those who teach students with autism.

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Recent Statistics and Indicators in Asia Pacific Countries

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The Editorial Team of JSEAP



2010 the Basic Data 1- (1) General Information (URLs of data sources are listed in the last page of this section)

	Area	Population	Capital	Ethnicity/Race	Language	Religion
Australia	7,692,024 sq km	21, 960, 000	Canberra	Mostly Anglo-saxon and European descent	English	Christian (63.9%); no religious affiliation (18.7%), Buddhism (2.1%), and Others
Bangladesh	147,576 sq km	144.2 Million	Dhaka	Mostly Bengalis	Bangla (National Language)	Muslim(89.6%), Hindu(9.2%), Buddhist(0.75%), Christain(0.3%).
China	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.
India	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 (80.5%); Muslims (13.4%); Christians (2.3%); Others; Religion not stated (0.1%)
Indonesia	1,910,931 sq km	237,556,363	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)	Muslim(87%); Christian(10%); Hindu(2%); Buddhist(of rest)
Japan	362,210 sq km	127,486,242	Tokyo	Japanese, Ainu Tribe, and Others	Japanese(national language), Ainu and others	Shinto, Buddhism, Christianity and others
Korea	100,210 sqkm	50,001,273	Seoul	Korean	Korean	Buddhism(22.8%); Christianity(18.3%); Catholic(10.9%); Others(1.1%)

Per Capita GDP	Per Capita GNI	Literacy Rate	Economic Growth Rate	Unemployment Rate	Current Regime
US\$15,204	US\$14,414	In 2007, approximately 46% had scores of level 1 or 2 on the prose scale of ALLS*: 46%; Level 3: , 37%, Level 4/5: 16%; scored Level 1 or 2 on the document scale of ALLS: 47% ; Level 3: 36%; Level 4/5: 18% *ALLS: Adult Literacy and Life Skills Survey related to literacy skills in work and daily life	3.3%	5.2%	Head of State (Governor General) Quentin Bryce System of Government Federal system Prime Minister Julia Gillard Political Party Australian Labor Party
US\$621	US\$690	(age7+) : 65.0%	5.9%	41.5%	Head of State Md. Zillur Rahaman System of Government Parliamentary Democracy Prime Minister Sheikh Hasina Political Party Bangladesh Awami League
US\$3,743	2,940	92.20%	8.10%	4.2%(2008, registered unemployment rate in urban areas)	Head of State Jintao Hu System of Government The People's Congress Prime Minister Jiabao Wen Political Party System of multi-party cooperation and political consultation under the leadership of the Communist Party of China
US\$1,031	US\$2,941	64.8%	8.8%	10.00%	Head of State Pratibha Devisingh Patil System of Government Sovereign Socialist Secular Democratic Republic with a Parliamentary System of Government Prime Minister Manmohan Singh Political Party United Progressive Alliance led by the Indian National Congress
US\$2,590.10	US\$ 2,499.5	95.52 % (2008)	4.55%	7.41%	Head of State Susilo Bambang Yudhoyono System of Government Republic Political Party Democrat Party
US\$38,371	US \$ 39,632	99.0% (estimated)	1.5%	5.3%	Head of State Not Stated in the Constitution System of Government Constitutional Monarchy Prime Minister KAN Naoto Political Party Coalition Government of The Democratic Party & People's New Party
US\$ 17,085	US\$ 17,175	98.3%	0.2%	3.3%	Head of State Myoung Bak Lee System of Government Presidential Government Prime Minister Political Party Party of Han Na Ra

2010 the Basic Data 1- (2) General Information (URLs of data sources are listed in the last page of this section)

	Area	Population	Capital	Ethnicity/Race	Language	Religion
Malaysia	330,252 sq km	28,250,000	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
Nepal	147,181 Sq km	28,584,975	Kathmandu	Tamang, Magar, Gurung, Tharu, Limbu, Rai	Nepali	Hindu, Buddhist, Muslim, Otters
New Zealand	275,340 sq km	4,367,700	Wellington	Mostly of Anglo Saxon descent; native Maori (14.6%)	English, Maori, New Zealand Sign Language	Christian(52%); Hindu(1.6%); Buddhist(1.3%); Islam(0.9%); Jewish(0.17%); other religions 1.1%; no religion(32.2%)
Pakistan	796, 095 sq km	169,270,617	Islamabad	Punjabi, Sindhi, Pathan, Baluchi	Urdu (National) English (Official)	Islam (Official Religion)
Philippines	300,000 sq km.	91,983,102	Manila	Tagalog(28.1%); Cebuano(13.1%); Ilocano(9%); Bisaya/ Binisaya(7.6%); Hiligaynon Ilonggo(7.5%); Bikol(6%); Waray(3.4%); Others(25.3%)	Filipino (official; based on Tagalog) and English (official)	Roman Catholics (80.9%); Islam(5.0%); Episcopalian(2.8%); Iglesia ni Kristo(2.2%); Other Christians(15.5%); Others (2.5%)
Sri Lanka	65,610 sq. km	20,450,000	Sri Jayawardanapura Kotte	Sinhalese, Tamils, Moors, Burgers	Sinhala, Tamil.-English-link Language	Buddhism, Hinduism, Islam, Catholics
Thailand	513,115 sq km	67,070,000	Bangkok	Thai	Thai	Buddhism, Islam, Christianity

Per Capita GDP	Per Capita GNI	Literacy Rate	Economic Growth Rate	Unemployment Rate	Current Regime
US\$ 8,572	US\$ 7,919.65	92%	8.9%	3.40%	Head of State Tuanku Mizan Zainal Abidin System of Government Constitutional Monarchy Prime Minister Dato' Seri Mohd. Najib bin Tun Haji Abdul Razak Political Party Barisan National (Coalition of 15 parties)
US\$562	US\$568	63.2%(5years and above)	3.5%	2.1%(15 years and above)	Head of State Rambaran Yadav System of Government Federal Democratic Republic Prime Minister Madhab Kumar Nepal Political Party Nepal Communist Party UML Nepali Congress Madhesi Janadhikar Forum (Loktantrik) Tarai Madhes Loktantrik Party and other smaller parties
US\$32,244	-	95%	0.30%	6.80%	Head of State Queen Elizabeth II System of Government Parliamentary Democracy based on the Westminster System Prime Minister John Key Political Party The National Party of New Zealand
US\$1,054	US\$980	56.0%	2.0%	7.4%	Head of State Asif Ali Zardari System of Government Parliamentary Form Prime Minister Syed Yousaf Raza Gilani Political Party Pakistan Peoples Party
US\$20,743	US\$23,992	84.1%(10-64 years old)	7.3%	6.9%	Head of State Benigno S. Aquino III System of Government Democratic Political Party Lakas, CMD, Kampi, LDP, NPC,NP, LP, PDP, Laban and UNO
US\$2,053	US\$ 2,029	91.3%	3.5%	5.8%(Head of State Mahinda Rajapaksha System of Government Democratic Socialist Republic Prime Minister D.M.Jayarathna Political Party United Peoples' Freedom Alliance
US\$4,043	US\$3,670	94.1%	6.1%	1.2%	Head of State King Bhumibol Adulyadej System of Government Constitutional Monarchy Prime Minister Aphisit Wetchachiwa Political Party Democrat Party, Proud Thais Party, For Thais Party

2010 the Basic Data 2- (1) Regular Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
Australia	National Education Agreement (COAG); Schools Assistance Act 2008; Disability Discrimination Act 1992 and the related Disability Standards for Education 2005; Each state and territory also has its own legislation to govern school education.	<p>The Australian Government believes that all children deserve an education that meets their needs regardless of what school they go to or where they live.</p> <p>The Education Revolution increased funding to government and non-government schools providing an unprecedented investment in school infrastructure and a wide ranging reform agenda. The Government is investing a record \$63.7 billion in Australian schools from 2009-2012. This almost doubles the previous \$33.5 billion commitment to funding and infrastructure and represents an 87 per cent increase over the previous four-year period.</p> <p>Quality education means starting with foundation skills such as literacy and numeracy, being taught by high-quality teachers, and supporting disadvantaged students. These three areas are being addressed through the three Smarter Schools National Partnerships.</p> <p>Students, schools and parents are being further supported by transparency in school performance data, reporting and assessment, and the development of world-class national curriculum.</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.
Bangladesh	1. The Primary Education ordinance, 1981; 2. The Primary Education Act, 1981; 3. The Primary Education (Compulsory) Act, 1990; 4. Registration of private school ordinance, 1962; 5. The intermediate and secondary education ordinance, 1961; 6. Bangladesh University Grant Commission Act, 1973.	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>1. Ministry of Education; 2. Ministry of Primary & Mass Education; 3. Directorate of Secondary Education and its subordinate districts and upazilla offices; 4. Directorate of Primary Education (DPE) and its subordinate districts and papilla offices; 5. Educational Boards (General-6, Technical-1, Madrasha-1, Total-8); 6. National curriculum Textbook Board (NCTB)</p> <p>* Ministries and Directorates are looking after policy issues and general administration of the schools, colleges, Madrasahs and such other equivalent level educational institutions through their district and upazilla levels offices.</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>
China	Regulations on Academic Degrees(adopted in 1980,amended in 2004); Education Law(adopted in 1995); Compulsory Education Law(adopted in 1986, amended in 2006) Teachers Law(adopted in 1993); Vocational Education Law(adopted in 1996); Higher Education Law(adopted in 1998); Law on the Promotion Of Non-public Schools (adopted in 2002); Law on the Standard Spoken and Written Chinese Language (adopted in 2000)	The Medium and Long-term National Educational Reform and Development Plan (2010-2020) approved by the State Council on May 6, 2010. The development of education ranging from pre-school to vocational education in rural areas will be a priority in the country's overall development programs. Government investment will increase steadily to support the education sector, with the ratio of government's education expenditure in terms of GDP to be 4 percent by 2012. The plan, released at the end of February for public scrutiny, was seen as setting a tone for the development of the education sector in China, which has long suffered from problems such as funding shortages and unbalanced development in rural and urban areas. The plan said giving students fairer access to quality education would be a "fundamental policy," with more public education resources to be arranged for rural, impoverished and ethnic areas. The plan would bring "innovation" to the way universities enrolled students and also encourage private organizations and individuals to play a greater role in the education system.	<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): 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"> • a preparatory year before Year 1: not compulsory but almost universally undertaken; • primary schooling: six or seven years – Years 1-6 or 1-7; and • secondary schooling: five or six years – Years 7-12 or 8-12. <p>Postsecondary education is offered in two sectors – the vocational education and training (VET) sector and the higher education sector.</p>	Traditionally compulsory between the ages of 5 or 6 to 15 or 16 and this is established under state legislation.	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>Total Number of Students 1, 986, 715 (note this figure does not include part-time students)</p> <p>Total Number of Schools 6, 414 (note this figure does not include primary/secondary combined schools)</p> <p>School Attendance Rate Applicable but information and source not found.</p> <p>Class Size 23.7 students</p>	<p>Total Number of Students 1, 474, 611 (does not include part-time students)</p> <p>Total Number of Schools 1, 439 (does not include primary/secondary combined schools)</p> <p>School Attendance Rate Applicable but not found.</p> <p>Class Size 23.6 students</p>	<p>Total Number of Students not applicable</p> <p>Total Number of Schools not applicable</p> <p>School Attendance Rate not applicable</p> <p>Class Size not applicable</p>
<p>1. Primary School Education and Equivalent, 5 years, (Age: 6 years-10 years); 2. Lower Secondary School Education or Equivalent, 3 years. (Age : 11-13 years); 3. Secondary School Education or Equivalent, 2 years. (Age : 14-15 years);. 4. Higher Secondary Education or equivalent 2 years (colleges etc.), Age 16 -17 years; 5. Under graduate 3/4 years (Bachelor) and Post graduate 2/1 years masters level (Universities and graduate colleges).</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>	Primary School Education (6 years old - 10 years old), 5 years.	National Curriculum set by Government through NCTB.	<p>Total Number of Students 16,385,847</p> <p>Total Number of Schools 82,020</p> <p>School Attendance Rate 98.8 %</p> <p>Class Size 48</p>	<p>Total Number of Students 6,840,541</p> <p>Total Number of Schools 18,770</p> <p>School Attendance Rate 68.1%</p> <p>Class Size 32</p>	<p>Total Number of Students 4,071,731</p> <p>Total Number of Schools 29,864</p> <p>School Attendance Rate 72.0%</p> <p>Class Size 21</p>
<p>Kindergarten, 6-3-3 system (6 years of primary school, 3 years of junior high school, 3 years of senior high school) and University(college)</p>	9 years (6 years old - 15 years old)	Ministry of Education establish national curriculum standard	<p>Total Number of Students 100,714,700</p> <p>Total Number of Schools 280,200</p> <p>School Attendance Rate 99.4%</p> <p>Class Size not applicable</p>	<p>Total Number of Students 54,409,400</p> <p>Total Number of Schools 56,300</p> <p>School Attendance Rate 99%</p> <p>Class Size not applicable</p>	<p>Total Number of Students 46,409,100</p> <p>Total Number of Schools 29,761</p> <p>School Attendance Rate 79.2%</p> <p>Class Size not applicable</p>

2010 the Basic Data 2- (2) Regular Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
India	<p>Education placed in the concurrent list of the Indian Constitution by the Constitution (Forty-second Amendment) Act, 1976</p> <p>National Policy on Education, 1986</p> <p>National Policy Education Act, 1996</p> <p>The Right of Children to Free and Compulsory Education, 2009</p>	<p>Universalisation of elementary education*</p> <p>Universalisation of secondary education**</p> <p>Draft National Policy on ICT in School Education***</p> <p>*Universalisation of Elementary Education is to be found under Elementary Education under the Scheme Sarva Shiksha Abhiyan -SSA-</p> <p>**Universalisation of Secondary Education is to be found under Secondary Education under the Scheme Rashtriya Madhyamik Shiksha Abhiyan-RMSA-</p> <p>***ICT in School Education is to be found under Secondary Education, ICT in Schools.</p>	<p>Union Govt: Ministry of Human Resource Development, Department of School Education & Literacy: policy, planning, financial assistance through centrally sponsored schemes, grant in aid</p> <p>Central Advisory Board on Education: the oldest and most important advisory body on education to the Govt of India</p> <p>State Governments: 28 States and 7 Union Territories: state level policies, implementation of programmes through both Centre and state funds</p> <p>Districts: 612 is the hub for district level planning, implementation and monitoring of schools.</p> <p>Below the districts are the Blocks</p>
Indonesia	<p>Indonesia Constitution 1945</p> <p>Law No. 4 of 1997</p> <p>Law No.23 of 2002</p> <p>Law No. 20 of 2003</p> <p>Government Regulation RI No. 27 year 1991</p> <p>Government Regulation RI No. 17 year 2010</p>	<p>The acceptance by Indonesian public in general towards the Children with Special Needs (CSN) is still very low. Most parents who have CSN feel ashamed and tend to hide and isolate them as well from sociality including letting those CSN for not getting education. Although the existence of rules and the CSN Act have got protection from the Indonesian Government within implementation thereof but there are still many challenges. For this reasons, a national campaign for inclusive education becomes a strategic issue at the moment. Refer to Grand Strategic of the Ministry of National Education Republic of Indonesia, achieving the success of compulsory education will be focused on CSN. There are five policies which have been launched in 2009, such as: 1) Provide adequate educational resources (teachers, facilities, building, budget etc) for basic education, 2) Basic education should reached all children, 3) Improving school quality (input, process and output), 4) There is no discrimination in educational services, and 5) Give guaranty that basic educational services is developed in a high standard.</p>	<p>Central Government; Local Government</p> <p>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).</p>
Japan	<p>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)</p>	<p>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. Additionally, these six revised topics are shown: 1. fulfilling linguistic activities, 2. fulfilling math and science education, 3. fulfilling cultural and traditional education, 4. fulfilling moral education, 5. fulfilling experience-based activities, and fulfilling activities using foreign languages. Since 2009, new national curriculum guidelines have been fully achieved at kindergartens, elementary and lower secondary schools throughout the country. Furthermore, new national curriculum guidelines have been partly operated in advance at upper secondary school since 2010.</p>	<p>Central government; Local government; Prefecture (47 prefectures); Municipal (1,804 municipalities)</p> <p>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.</p>
Korea	<p>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.</p>	<p>Nurturing students’ creativity and consideration for others</p> <p>1) Education that builds student’s sound character and releases their creativity, 2) Diverse types of schools that offer quality education, 3) Vocational and career education for each stage of life, 4) Access to good education with less financial burden, 5) Education welfare that considers the needs of every single student.</p> <p>Fostering new growth engines for future development</p> <p>1) A rich pool of highly competent human resources, 2) Capacity building at universities and research institutes, 3) Delivering value for R&D investment, 4) Initiatives for green education and research, 5) Strength in space and nuclear technology</p>	<p>Ministry of Education, Science and Technology</p> <p>1) Build a first class advanced country</p> <p>2) To build self-regulated diversified education system</p> <p>3) To reconsider the satisfaction of school education</p> <p>4) To expand education welfare</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
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	Total Number of Students 187,727,513 Total Number of Schools 1,285,576 School Attendance Rate Applicable but information and source not available) Class Size The range is very wide. From 11 in Sikkim to 98 in Bihar	Total Number of Students 28,222,454 Total Number of Schools 113,524 School Attendance Rate applicable but information and source not found Class Size Information not available	Total Number of Students 15,944,240 Total Number of Schools 58,390 School Attendance Rate applicable but information and source not found Class Size Information not available
4 Levels: Kindergarten (2 years) Primary School (at least 6 years) Junior Secondary School (at least 3 years) Senior Secondary School (at least 3 years)	9 years compulsory education Primary School (6), 7--12 years old Junior Secondary School (3), 13-15 years old	Curriculum at educational institution level is a curriculum which is arranged and implemented by each educational institution. The curriculum developed at institution level is based on local condition and learner ability. The government in this case Ministry of National Education has decided content standard and graduates competence standard including Competence Standard and Basic Competence Standard	Total Number of Students 27,468,339 Total Number of Schools 177,615 School Attendance Rate applicable, but not found Class Size 35:1	Total Number of Students 8,992,619 Total Number of Schools 28,777 School Attendance Rate applicable, but not found Class Size 40:1	Total Number of Students 6,952,949 Total Number of Schools 18,354 School Attendance Rate applicable, but not found Class Size 40:1
5 basic levels - Kindergarten(nursery),Elementary school, Lower secondary school, Upper secondary school(Secondary education school) , University(College,etc.) and Special needs school	Elementary/ Lower secondary school (6 years old - 15 years old) , 9 years school	National curriculum guidelines set by central government	Total Number of Students 7,064,000 Total Number of Schools 22,258 (including 288 school branches) School Attendance Rate 99.96% Class Size 25.4	Total Number of Students 3,600,000 Total Number of Schools 10,864(including 79 school branches) School Attendance Rate 99.97% Class Size 29.7	Total Number of Students 3,347,000 Total Number of Schools 5,183 (including 109 school branches) School Attendance Rate 97.9% Class Size Constant is 40. Newest concrete number is not found.
Korea has a single-track 6-3-3-4 system	Primary / junior high school education (6 years from ages 6-11 and 3 years from ages 12-14) 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.	Total Number of Students 3,474,445 Total Number of Schools 5,380 School Attendance Rate 97.9% Class Size 27.8	Total Number of Students 2,011,609 Total Number of Schools 3,119 School Attendance Rate 96.2% Class Size 34.4	Total Number of Students 1,985,544 Total Number of Schools 2,284 School Attendance Rate 92.5% Class Size 35.9

2010 the Basic Data 2- (3) Regular Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
Malaysia	Education Act 1996; Universities and Universities College (Amended) Act 1996; National Accreditation Act 1996; Person with Disabilities Act 2008	Compulsory Education 2002 Pre school 2002 (The usage of National Curriculum for Preschool in government and private schools) In January 2007 the Education Development Master Plan (EDMP) 2006-2010 was launched. EDMP aims to develop human capital with individual characteristics that reflect progressive Malaysian Society, to ensure the sustainability of access, equity and quality as the basis of the education agenda, and to pioneer and lead changes towards achieving a world-class education system by 2020. The six strategic thrusts in the EDMP are nation building, developing human capital, strengthening the national school, bridging education gap, elevating the teaching profession and accelerating excellence of educational institutions.	Centralized system of educational administration. Federal level: acts as decision maker/Policy and Planning Committee; State Education Level/Department: Coordinate and monitor the implementation of national education program, projects and activities; District Education Level: serves as an effective link between the school and State Education Level/Office
Nepal	The Interim Constitution of Nepal, 2006; Education Act 1971, (Amendment 2006) ; Education Regulation 2002, (Amendment 2006) ; Local Government Act - 1998	Implementation of School Sector Reform Program (SSRP) from this year 2009. School sector reform plan(SSRP) is a new approach in education.It focuses to change in structural reformation,reformation in management,reformation in teachers professional development& management, reformation in examination system & reformation in source & means. It is the continuity of Education For All (EFA) programme. Three Years Implementation Plan (TYIP) is in the process of development. Three Year Interim Plan (TYIP)2008-2010 is a plan approved by National Planning Commission. It has focussed on basic & secondary education to make it free & compulsory as well as inclusive. It also emphasis on the development and expansion of skill base education & employment base education.	Ministry of Education :Plan & 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) are responsible for implementation of the approved programs for school education
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. National Standards in reading, writing and mathematics have been introduced over 2010. 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 (4) 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
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	Total Number of Students 2,959,092 Total Number of Schools 7,664 School Attendance Rate NA Class Size 29.85	Total Number of Students 1,402,505 Total Number of Schools 2,219 School Attendance Rate NA Class Size 34.26	Total Number of Students 826,833 Total Number of Schools 2,219 School Attendance Rate NA Class Size 29.64
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	1-5Primary education (5-9 years) . With the implementation of School Sector Reform form 2009, grade 1-8 will be basic and primary level free and compulsory	National Curriculum Framework is in practice.	Total Number of Students Pre-primary /ECD class 947,278 and Primary 4,900,663 Total Number of Schools Pre-Primary /ECD class 29,089 and Primary 31,655 School Attendance Rate 76.3% Class Size Average- 35, Community school- 36	Total Number of Students 1,604,422 Total Number of Schools 11,341 School Attendance Rate 80.1% Class Size Average -50, Community School -56	Total Number of Students 790,348 Total Number of Schools 6,928 (level) School Attendance Rate 80.6% Class Size 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 yrs (although children may begin at 5 years and most do)	National Certificate of Educational Achievement	*Primary Education Total Number of Students 458,694 Total Number of Schools 2,028 School Attendance Rate 100% Class Size 15 - 20	*Secondary Education Total Number of Students 281,621 Total Number of Schools 340 School Attendance Rate 100% Until 16 Class Size 20 -30	
Pre-School (3-5), Primary (Grades 1-5) (5-10 years), Middle (Grades 6-8) (10-12 years), Secondary Grades 9-10) (13-14 years) 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.	Total Number of Students 23,969,864 Total Number of Schools 157,526 School Attendance Rate applicable but information and source not found Class Size applicable but information and source not found *includes pre primary & primary schools	Total Number of Students 7,395,331 Total Number of Schools 62,279 School Attendance Rate applicable but information and source not found Class Size applicable but information and source not found *includes middle & high schools	Total Number of Students 853,535 Total Number of Schools 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 School Attendance Rate applicable but information and source not found Class Size applicable but information and source not found *higher. Sec/ Inter colleges

2010 the Basic Data 2- (4) Regular Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Education	Recent Development in Education Policy	Structure of Government Concerning Education and their Roles
Philippines	<ul style="list-style-type: none"> • The Constitution (1987) • Republic Act No. 6655 ;Free Secondary Education Act (1988) • The National Economic and Development Authority (NEDA)(1990) • The PPA with the President of the Philippines(1991) • The Local Government Code (LGC) (1991) • The Congressional Education Commission (EDCOM)(1994) • Republic Act No. 8980; Act promulgating a comprehensive policy and a national system for early childhood care and development(2000) • Republic Act No. 9155; The Governance of Basic Education Act (2001) 	<p>Master Plan for Basic Education (1996-2005) has the mandate of modernizing education.</p> <ul style="list-style-type: none"> • Presidential Commission for Educational Reform (PCER) (2000) <p>Proposed nine key reforms, four of which were relevant to basic education.</p> <ul style="list-style-type: none"> • Basic Education Assistance for Mindanao (BEAM) (2002-2007) • Present Strengthening Implementation of Visayas Education (STRIVE)(2005-) • Secondary Education Development and Improvement Project (SEDIP) : Focused on secondary education(2006) • Philippine Education for All 2015 Plan Defines(2006) • present Basic Education Sector Reform Agenda (BESRA) (2006-) 	<p>The Department of Education (DepEd) is the principal government agency responsible for education and manpower development. The mission of the Department is to provide quality basic education that is equitably accessible to all and lay the foundation for life-long learning and service for the common good. The Department is primarily responsible for the formulation, planning, implementation and co-ordination of the policies, standards, regulations, plans, programmes and projects in areas of formal and non-formal education. It also supervises all basic education institutions, both public and private, and provides for the establishment and maintenance of a complete, adequate and integrated system of education relevant to the goals of national development.</p> <ol style="list-style-type: none"> 1) The Bureau of Elementary Education (BEE), 2)The Bureau of Secondary Education (BSE), 3) The Bureau of Non-formal Education (BNFE), 4) The Bureau of Physical Education and School Sports, 5) The Technical Education and Skills Development Authority, 6) The Commission on Higher Education (CHED) .
Sri Lanka	<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>
Thailand	<p>National Education Act of B.E. 2542 (1999) and 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>

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-school education, Primary education, Secondary education, Tertiary education	Elementary Education of 6 year levels starts at 7 years old up to 12years old	There is a national curriculum. Development of the basic education curriculum is the responsibility of the Central Office Bureau of Elementary and Secondary Education, Curriculum Development Divisions. However, while curriculum implementation guidelines are issued at the national level, the actual implementation is left to school-teachers. Furthermore, schools have the option to modify the national curriculum (e.g. content, sequence and teaching strategies) in order to ensure that the curriculum responds to local concerns.	Total Number of Students 13,686,643 Total Number of Schools 44,691 School Attendance Rate 102.05%(*The official school-age population for elementary and secondary are 6-11 and 12-15, respectively. For SY 2007-2008, the population used in computing the gross and net enrolment rates is based on the 2000Census of Population using the growth rate of the 2007 Census which is 2.04%.) Class Size 1:36	Total Number of Students 6,763,858 Total Number of Schools 10,066 School Attendance Rate 82.92% * Class Size 1:39	Total Number of Students not applicable Total Number of Schools not applicable School Attendance Rate not applicable Class Size not applicable
Ministry of Education (Central Govt.)- National Schools 1 AB Provincial Ministry of Education 1AB,1 C ,type2 ,3 schools (Note:- Type 1AB schools have Science/ Arts/ Commerce- Year 12/13 Classes (year 1-13) / Type 1C schools have (year 1-13) Arts/ Commerce Advance Level Classes, Type 2 schools have classes from 1-11 , Type 3 schools have classes from 1-9)	Enforced by Law – ages from Year 5 to Year 14 of all children	Developed and Ensure National Institute of Education	Total Number of Students 1,617,330 Total Number of Schools 9,061 School Attendance Rate 95% Class Size 19	Total Number of Students 1,822,390 Total Number of Schools 7,037 (included in to the above total) School Attendance Rate 94.0% Class Size 20	Total Number of Students 420,456 Total Number of Schools 2,639 (included in to the above total) School Attendance Rate 72.0% Class Size 20
The educational system is 6-3-3-4. Free public education is compulsory for all children from ages 6-17, providing 12 years of compulsory education. Pre-school for the children ages 3-5, primary for ages 6-11, lower secondary for ages 12-14 and upper secondary for the ages of 15-17, is available. Higher education is generally provided in a 4-year program for the bachelor degree.	Compulsory education is 9 years from Primary education (6 years, age 6-11) to Lower Secondary education (3 years, age 12-14).	National curriculum guidelines set by The Ministry of Education in Thailand.	Total Number of Students 3,651,613 Total Number of Schools 21,994 School Attendance Rate 71.28% Class Size 18	Total Number of Students 2,172,287 Total Number of Schools 7,016 School Attendance Rate 74.34% Class Size 34	Total Number of Students 1,026,281 Total Number of Schools 2,498 School Attendance Rate 35.41% Class Size 36

2010 the Basic Data 3- (1) Special Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Special Education	Recent Development in Special Education Policy	Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education)	Categories of Disability
Australia	<ul style="list-style-type: none"> 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. The National Education Agreement provides Australian Government funding for students with disability in government schools. The Literacy, Numeracy and Special Learning Needs (LNSLN) Program funded under the Schools Assistance Act 2008 provides Australian Government funding for students with disability in non-government schools. 	The Australian Government (AG) supports the rights of students with disability 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, 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 AG is implementing the Helping Children with Autism (HCWA) initiative. HCWA 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: professional development for teachers and other school staff who work with students with ASD to increase their understanding, skills and expertise; and workshops and information sessions for parents and cares of school aged children with ASD to assist them to develop productive partnerships with their child's school teachers and school leaders.	Breakdown in number in elementary and lower secondary education not available. However, 144,585 Australian school students are reported as having a disability.	Each state and territory of Australia has a different definition of a student with disability and may provide support for specific disability types at differing levels. However, there are a number of disability types recognised by all states and territories of Australia. These include physical disability, hearing and vision impairment, intellectual disability, and autism spectrum disorder.
Bangladesh	<p>Bangladesh Disability Welfare Act-2001</p> <p>Disability Welfare Rules-2008</p> <p>National Policy for disability affairs-1995</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.	53,303 Physical Disabled out of which 10,380 are in Secondary level among 3,470 Schools	Visual impairment, Hearing Impairment, Intellectual Disabilities, Physical Disabilities, Mentally Retarded, Others
China	<p>Teachers Law of the People's Republic of China, (adpoted in 1993)</p> <p>Regulations on the Education of Persons with Disabilities (adopted in 1994)</p> <p>Education Law of the People's Republic of China (adopted in 1995)</p> <p>Vocational Education Law of the People's Republic of China (adopted in 1996)</p> <p>Higher Education Law of the People's Republic of China (adopted in 1998)</p> <p>Compulsory Education Law of the People's Republic of China(adopted in 1986, amended in 2006)</p> <p>Law on the Protection of Persons with Disabilities(adopted in 1990, amended in 2008)</p>	1. Build or reconstruct a special education school in the middle and west region of China in the county of more than 300,000 population but no such a school. 2. Construct and enhance support system for students with disabilities learning in regular school. 3. Improve the development of vocational education of persons with disability. 4. In 2009, the Fourth National Special Education Working Conference has been held. The General Office of the State Council of PRC issued the Announcement No. 41,2009. 5. The Medium and Long-term National Educational Reform and Development Plan (2010-2020) was issued in 2010. Chapter 10 is specially taking about Special Education in China.	544,308 in total (Mainly are the blind, deaf and mental retarded students. 170,524 in special schools and 373,784 in ordinary classes); Rate 72.05%	Mainly are the blind, deaf and mental retarded students.
India	<p>Rehabilitation Council of India Act, 1992</p> <p>Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995</p> <p>National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999</p> <p>National Policy for Persons with Disabilities, 2006</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 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 & Empowerment of GOI. (Policy same as last year except that a new National Curriculum Framework 2010 for teacher training has been made)	2,852,000 (age 6 – 18)	Visual impairment Locomotors disability Hearing impairment Intellectual impairments Multiple impairment

School Placement of Children with Disabilities

School Placement Procedure	School Placement Criterion	Where the Authority for Final Resides	Parent Participation in Decision Making
<p>There are a range of educational settings available for students with disability including special schools, special classes/units in mainstream schools and mainstream schools with additional support. The educational setting in which a student with disability is placed depends on the needs of the student and the ability of the setting to meet these needs. Parents have the right to decide in which setting their child is educated.</p>	not applicable	see above-School placement procedure	see above-School placement procedure
<p>* Catchments area Survey * Moderate disabled Children are enrolled in Primary School. * Severe disabled Children are reared to special schools.</p>	The Primary Education Ordinance 1981.	Department of Primary Education.	Parents participation have been ensured through School Management Committee
<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>	applicable but information and source not found	district education authority	Parent make the final decision
<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 & 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>	Medical assessment team, resource teachers and parents	<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>

2010 the Basic Data 3- (1) Special Education (URLs of data sources are listed in the last page of this section)

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary, Middle and High School 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			
Australia	see above-School placement procedure	16, 971 (AIHW, 2004, p.72) (Detailed enrolment figures not available but approximately 9% attend special schools while 89% attend mainstream schools. Source: Australian Institute of Health and Welfare Bulletin - Disabilities Update, July 2006)	applicable but information and source not found	Elementary Dept/ applicable but information and source not found Lower Secondary Dept/ applicable but information and source not found (Disability Categories: applicable but information and source not found)
Bangladesh	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	Elementary School/(Run by DSS) * For visually impaired -179; * For hearing impaired-74; * For mentally retarded-20 Lower Secondary School/(Run by DSS) * For Visually impaired -140; * For hearing impaired-60; (Note : Both lower and upper secondary school)
China	not applicable	170,524 (31.33%)	Blind: 37 Deaf: 630 Mental retardation: 406 Composite: 624 1697 in total	Visual disability: 16,017, Hearing disability: 89,362; Mental retardation 65,145 170,524 in total
India	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.** (Information fo year 2010 is not available)	Visual Impairment 308 Locomotors Disability 550 Hearing Impairment 299 Intellectual Impairments 400 Multiple Impairment 200 Others 68 * (Information for year 2010 not available)	Elementary/ Visual impairment: 10,070 Locomotors disability : 9,270 Hearing impairment: 27,774 Intellectual impairments : 10,333 Multiple impairment :1,059 Others : 929 Secondary/ Visual impairment : 2,218 Locomotors disability : 2,306 Hearing impairment : 7,247 Intellectual impairments : 2,721 Multiple impairment : 386 Others : 216 Higher Secondary/ Visual impairment : 855 Locomotors disability : 1,091 Hearing impairment ; 833 Intellectual impairments : 2,721 Multiple impairment : 82 Others : 14 The total number is 80,125. (Information for year 2010 not available)

Educational Environment for Children with Disabilities

Special Classes (Elementary, Middle and High School 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>Elementary School/ applicable but information and source not found</p> <p>Lower Secondary School / 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>Elementary Dept/ Grade-1 to 5: Visually impaired -121; Grade-1 to 5 : Hearing impaired -95; rade-1 to 5: Mentally impaired -20</p> <p>Lower Secondary Dept/ Grade-6 to 8: Visually impaired -32</p> <p>Upper Secondary Dept/ Grade-9 to 12 : Visually impaired -36</p> <p>Total Student: 760</p>
373,784; 68.67%	<p>classes for blind students: 188</p> <p>classes for deaf students: 826</p> <p>classes for student with mental retardation: 1,787</p>	not applicable
applicable but information and source not found	applicable but information and source not found	applicable but information and source not found

2010 the Basic Data 3- (1) Special Education (URLs of data sources are listed in the last page of this section)

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary, Middle and High School Education)		Other Special Needs Education Service
	Total Number of Children with Disabilities Enrolled in Regular Classes and Rate	Support and Accommodation Provided in Regular Classes	
Australia	Detailed enrolment figures not available but approximately 61.5% of students with disability in mainstream schools attend regular classes.	The most common types of support provided at school to students aged 5–14 years with a disability were special tuition (38%), a counselor or disability support person (20%) and a special assessment procedure (14%).	applicable but information and source not found
Bangladesh	640 (Integrated education programme for the visually impaired student in Elementary & Secondary level).	Hostel-28 Resource room-28 Resource teacher-64 Braille books- as per need (Integrated education programme for the visually impaired student).	Private Sectors and voluntary organizations are providing other special needs education service such as autism physical and motor disabilities intellectually impaired children.
China	373,784; 68.67%	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.
India	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.
<p>The terms 'inclusion' literally means providing all the facilities that allow everyone to fully access and participate in their environment in terms of their individual needs. However, inclusion in education is a continuous process of enabling all children to participate and learn within regular schools instead of separate schools for children with different abilities or needs (DCDD).</p> <p>Bangladesh has been trying to implement universal education for all children. The right of education is mentioned in Article-17 of the Constitutions of Bangladesh as 'the state shall adopt effective measures for the purpose of-</p> <p>a. establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children,</p> <p>b. relating education to the needs of society and producing properly trained and motivated citizen to serve those needs,</p> <p>c. removing illiteracy within such time as may be determine by law.</p>	not applicable	not applicable	After signing and ratifying the UN convention on the rights of persons with disabilities and optional protocol government of Bangladesh is assessing the situation, holding workshops and seminars to develop appropriate laws, rules, policy and action plan to protect the refights of persons with disabilities as well as ensure the education for individuals with special needs.
not applicable	not applicable	applicable but information and source not found	applicable but information and source not found
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.

2010 the Basic Data 3- (2) Special Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Special Education	Recent Development in Special Education Policy	Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education)	Categories of Disability
Indonesia	<p>The 1945 Constitution of the Republic of Indonesia</p> <p>Law No. 4 of 1997 concerning disabled people</p> <p>Law No. 23 of 2002 concerning protection of children</p> <p>Law No. 20 of 2003 on national education system</p> <p>Government Regulation No. 19 of 2005: national standard education</p> <p>Regulation of Ministry national Education No. 34 of 2006: founding children who have potential.</p> <p>Regulation of Ministry national Education No. 70 of 2009: Inclusive Education for children with Special Needs.</p>	<p>There are many disabled children who have not received education services due to several factors, among others (1) SLB location that is difficult to reach (2) public schools that are not ready to accept children with disabilities (3) low level of attention from parents to send their children because of shame on disability of their children (4) lack of information about education for children with disabilities. Therefore, firstly, inclusive education program shall become an alternative choice as children could attend the nearest public school and not require staying far from their parents (local-based). Secondly, improvement of competence for classroom teachers and specialized counselor teachers in public schools, to be able to and cooperate in implementing the curriculum and assessment of individual pupils through the pre and in service training.</p>	<p>Based on data of Department Social tahun 2008, the total of handicapped person in Indonesia was 1,544,184. Based on the prediction of National Census 2003, the number of school-age-children with special needs (5 – 18 years old) is 21.42% of the total of handicapped person (or 330,764 children).</p> <p>However, the number of children with special needs that have obtained educational services either at special schools (segregated) or at inclusive schools from kindergarten to senior secondary school level are 85,645 (25.9%). It means there are 245,119 (74.1%) children with special needs who have not been sent to schools yet.</p>	<p>Visual Impairment; Hearing Impairment; Developmental impairment; Physical Impairment; Multiple Impairment; Learning Difficulties; Autistic; Slow learning; Motor difficulties; Victims of drug abuse; Other impairments</p>
Japan	<p>Fundamental Law of Education(enacted 1947, last amended 2006)</p> <p>School Education Law (enacted 1947, last amended 2007)</p> <p>Ordinance for School Education Law (enacted 1953, last amended 2007)</p> <p>Rule for School Education Law (enacted 1947, last amended 2008)</p> <p>Fundamental Law for People with Disabilities (enact 1970, last amended 2004)</p> <p>Based on Law Concerning of Persons with Developmental Disabilities (enact 2004, last amended 2008)</p>	<p>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.</p> <p>In accordance with above mentioned legal revision, the national curriculum guidelines were revised. The guidelines for elementary and lower secondary schools are announced in year 2008 and those for schools for special needs schools are announced in year 2009. In addition, the major issues to be improved are shown as follows; 1.Actions for severe and multiple disabilities and their diversification, 2. enhancement of teaching for the individual children, 3.development the vocational education toward independence and participation in the society, 4.promotion of joint activities and learning.</p>	<p>251,489(2.3%) (6~15 years old)*</p> <p>*The population consists of the children in the special needs education schools, and the classes for special needs education, children receiving special needs services in resource rooms.</p>	<p>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</p>
Korea	<p>Special Education Act for Individuals with Disabilities and Others</p>	<p>Expanding opportunities of special education</p> <ul style="list-style-type: none"> -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 	<p>79,711(1.0% of total people of school age)</p>	<p>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</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>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>Local Government at District</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>The criterions are defined in the Ordinance of Enforcement for the School Education Law Article 22-3. The disabilities are categorized into five categories, v.z., persons with blindness, persons with deafness, persons with intellectual disabilities, persons with physical/motor disability, and persons with health impairment. The criterions are established according to the severity of disabilities. However, there is exception that students with disabilities who are recognized by the municipal board of education to have specific conditions that allow him/her to attend local elementary schools or lower secondary schools. They are so called "an eligible student" for attending regular schools.</p>	<p>Practically create and use for the individualized education support plan, the municipal board of education built shared common understanding between parents. Presupposed value of parents' ideas, the final decision maker is a municipal board of education which has task for driving compulsory 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>

2010 the Basic Data 3- (2) Special Education (URLs of data sources are listed in the last page of this section)

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary, Middle and High School Education)	Special Schools (Elementary, Middle and High School Education)
		Special Schools (Elementary, Middle and High School Education)	Special Schools (Elementary, Middle and High School 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	
Indonesia	Based on the result of assessment of the experts.	Total Number of Compulsory Education: 70,133 (Elementary school: 56,747, Junior secondary school: 13,386)	A- Visual Impairment: 32 schools (2.4%); B- Hearing Impairment: 97 schools (7.4%); C- Developmental Impairment: 106 schools (8.1%); Mix: 1,036 schools (79%); F- Autistic: 20 schools (1.5%); Others: 20 schools (1%)	<p>Elementary School/A- Visual Impairment: 3,113 ; B- Hearing Impairment: 15,576 ; C- Mild Intellectual Disability: 24,399 ; C1-Moderate Intellectual Disability: 8,998; D- Mild Physical Impairment: 1,549; D1- Moderate Physical Impairment: 609; E- Emotional Social Behavior: 416; F- Autistic: 1,818 ; G- Multiple Disability: 269 Total:56,747</p> <p>Lower Secondary School/ A- Visual Impairment: 872; B- Hearing Impairment: 4,167 ; C- Mild Intellectual Disability: 5,619 ; C1-Moderate Intellectual Disability: 1,900 D- Mild Physical Impairment: 341; D1- Moderate Physical Impairment: 65 ; E- Emotional Social Behavior: 162 ; F- Autistic: 133; G- Multiple Disability: 127 Total:13,386</p>	
Japan	There is no system specialized procedural due process. General lawsuit system corresponds to it.	60,302 (0.6%)	blind:83, deaf:116, intellectual disabilities:632, physical/motor disabilities:295, health impairment:129 NOTE: Above numbers are including those of schools for multiply categorized disabilities and counted redundantly. In this reason the actual numbers of schools for special needs education are total 1,030 schools in Japan.	<p>Elementary Dept/ visual impairment:1,714, hearing impairment:3,096, intellectual disabilities:30,811, physical/motor disabilities:13,507, health impairment:7,459</p> <p>Lower Secondary Dept/ visual impairment:1,077, hearing impairment:1,804, intellectual disabilities:23,735, physical/motor disabilities:7,979, health impairments:5,290</p> <p>NOTE: Above numbers are including those of schools for multiply categorized disabilities and students with multiple disabilities. Both of them are counted redundantly. In this reason the actual numbers of students with disabilities are: total 35,256 people for elementary school and total 27,046 people for lower secondary school in Japan.</p>	
Korea	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 follows; 1) the nearest school, 2) deficit level of student, 3) current ability of student, 4) opinion of parents. Superintendent of education decide a student's placement to a certain school among following kinds of schools; 1) inclusive class in general schools, 2) special class in general schools, 3) special schools.	Number of children enrolled in special schools is 23,776 Total number of children being served special education is 79,711 Rate is 29.8%	visual impairment : 12; hearing impairment : 18; mental retardation : 94; physical disabilities : 18; emotional behavioral disorder : 8	<p>Elementary School/ visual impairment : 331, hearing impairment : 560, mental retardation : 4721, physical disabilities : 1008, emotional behavioral disorder : 475 [Total:7095]</p> <p>Middle school/ visual impairment : 257; hearing impairment : 451; mental retardation : 4284; physical disabilities : 1008; emotional behavioral disorder : 343 [Total:6045]</p> <p>High school/ visual impairment : 614; hearing impairment : 529; mental retardation : 5037; physical disabilities : 720; emotional behavioral disorder : 409 [Total:7309]</p>	

Educational Environment for Children with Disabilities

Special Classes (Elementary, Middle and High School 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
135,166(1.3%)	<p>Elementary School/ low vision:225, hard of hearing:520, intellectual disabilities:14,547, physical/motor disabilities:1,857, health impairment:815, speech and language impairment:413, autism/ emotional disturbance:10,676</p> <p>Lower Secondary School / low vision:73, hard of hearing:194, intellectual disabilities:7,232, physical/motor disabilities:679, health impairment:338, speech and language impairment:75, autism/emotional disturbance:4,423</p>	<p>Elementary School/ low vision:271, hard of hearing:903; intellectual isabilities:49,840; physical/ motor disabilities:3,155; health impairment:1,527; speech and language impairment:1,384; autism/ emotional disturbance:36,408 [Total:93,488]</p> <p>Lower Secondary School/ low vision:88; hard of hearing:313; intellectual disabilities:25,970; physical/ motor disabilities:1,066; health impairment:590; speech and language impairment:104; autism/ emotional disturbance:13,547 [Total:41,678]</p>
<p>Number of children enrolled in special classes is 42,021</p> <p>Total number of children being served special education is 79,711 Rate is 52.7%</p>	<p>There is no data about the number of classes by disability categories</p>	<p>Elementary School/ visual impairment : 189, hearing impairment : 580, mental retardation : 11,148, physical disabilities :2,410, emotional behavioral disorder : 1,347 , autism spectrum disorder : 2,270, communication disorder : 568, learning disabilities :3,558 health impairment : 283, developmental delay: 533 [Total : 22,886]</p> <p>Middle school/ visual impairment : 97, hearing impairment : 280, mental retardation : 6,477, physical disabilities : 805, emotional behavioral disorder : 438, autism spectrum disorder : 807, communication disorder : 133 , learning disabilities : 1,067, health impairment : 126 [Total : 10,230]</p> <p>High school/ visual impairment : 95, hearing impairment : 172, mental retardation : 5,975, physical disabilities : 645, emotional behavioral disorder : 204 , autism spectrum disorder : 483, communication disorder : 72, learning disabilities : 369, health impairment : 70 [Total :8,085]</p>

2010 the Basic Data 3- (2) Special Education (URLs of data sources are listed in the last page of this section)

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary, Middle and High School Education)		Other Special Needs Education Service
	Total Number of Children with Disabilities Enrolled in Regular Classes and Rate	Support and Accommodation Provided in Regular Classes	
Indonesia	<p>For services performed in an inclusive school are still unable to be described the numbers served in the private and public schools, meanwhile from 13,590 pupils from elementary school, 7,907 (58.18%) are males and 5,684 (41.82%) are women. For Junior High School (SMP), from 1,309 pupils, 758 (57.41%) are males and 551 (42.09%) are women.</p>	<p>Some schools have empowered parent skills to teach, doing assessment and guiding special needs children, build special classroom, build accessible infrastructure, special itinerant teacher, professional assistance from district government, recognition to teachers and education personnel of the school implementing inclusive education</p>	<p>Children who get obstacles or problems in learning will be guided in special class in line with the problem faced. Meanwhile, children with special needs because of economic and geographies are educated through educational special services</p>
Japan	<p>In 2002, MEXT carried out a survey which estimated that 6.3% of students in compulsory education have LD, ADHD or high-functioning autism.</p>	<p>Team teaching, achievement based teaching, teaching in small groups, support assistants, use of information assistive devices, and others.</p>	<p>The students with mild disabilities belonging to the regular classes at elementary and lower secondary schools may receive special needs services in resource rooms. The targeted categories of the resource room are as follows: low vision, hard of hearing, speech and language disorders, emotional disturbance, autism, LD, ADHD, physical motor disability, and health impairment.</p>
Korea	<p>Number of children enrolled in special schools is 13,746 Total number of children being served special education is 79,711 Rate is 17.2%</p>	<p>teaching in small group, support assistants, use of assistive devices, alternative assessment, and others</p>	<p>Hospital class, special education support center, counseling support, therapeutic support, support assistants, support to approach the information, and others.</p>

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

Legal Definition of Inclusion	Legal Revision	Reasonable Accommodation	Others
<p>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.</p>	<p>not applicable</p>	<p>not applicable</p>	<p>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.</p>
<p>According to The Basic Law for Persons with disabilities Part II , 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."</p> <p>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.</p>	<p>not applicable.</p>	<p>not applicable.</p>	<p>For the immediate ratification and the consideration of maintenance for the domestic laws, the Council of Disability Policy Reform was established by cabinet approval on December 8th, 2009.</p> <p>Specific considerations include establishment of the monitoring organization for the compliance with Convention on the Rights of Persons with Disabilities, and the prohibition of discrimination by disabilities in the fields of education, employment, welfare services for individuals with disabilities and so on. In the education field, following topics are under discussed:</p> <ol style="list-style-type: none"> 1. The basic policy directions for realising an ideal inclusive education system in which both students with disabilities and those without disabilities shall be educated together. 2. possible solutions for improving the situation regarding teacher education focused on use of Braille and Sign languages. <p>In addition, the Special committee on Special Needs Education, the Central Council for Education. was established and the issues have been discussed since July 2010.</p>
<p>Students who has special needs can participate in the proper education with their friends in regular school without discrimination</p> <ol style="list-style-type: none"> 1) The head of the school cannot reject entrance of student with special needs 2) The head of the school cannot reject participation of student with special needs to all school activities 3) The head of the school have to serve education appropriate to the student's unique needs. 	<p>There has been no revision.</p>	<p>Access facility (eg. Wheelchair, Hearing Aid, elevator) Assistants sign language interpretation Accommodated Achievement Test</p>	<p>no data</p>

2010 the Basic Data 3- (3) Special Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Special Education	Recent Development in Special Education Policy	Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education)	Categories of Disability
Malaysia	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 amendments have 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 Recent development will be to improve the implementation of inclusive education setting to ensure adequate support for students in maximizing their potential and minimizing the barriers to learning.	38,162 Data: Elementary and secondary education Rate : 6.28	Visual Impairment Hearing Impairment Learning Disabilities
Nepal	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. Special Education Policy 1996	The Interim Constitution has guaranteed the primary education to all children including children with disability. Disability issue has been addressed in and given priority to the government's long term plan and short term plan & programme. Furthermore, disability has been defined broadly and, National Policy and Action Plan for Disability-2006 is being implemented. Also CRPD 2006 has been ratified by the government.	74,094 (5- 15 + years old: + mean above 15 years of age group.)	Government of Nepal in August 2006, has categories disabilities as: 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
New Zealand*	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 students with disabilities in State Special Schools: 2,871	Blind and vision impaired; Deaf and hearing impaired; physical disabilities, health, learning (intellectual) disabilities.
Pakistan*	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 Vision: The overall view of the National Policy for Persons with Disabilities in keeping with our Islamic way of life, is to provide by 2025 an environment that would allow full realization of the potential of persons with disabilities through their inclusive mainstreaming and providing them full support of the government, private sector, and civil society. Goal: Empowerment of persons with disabilities irrespective of caste, creed, religion, gender or other consideration for realization of their full potential in all sphere of life especially social economic, persons and political.	13,122	Blind, Deaf/Mute, Crippled, Insane, Mentally Retarded, Having Multiple disabilities & Others 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%

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
Diagnosed and certified by recognized medical practitioner Registration with District Education Office Discussion between parents and Special Education Unit(in State Education Department) for placement of school/types of programs	Based on diagnoses, certification and referral made by Medical Practitioner	Division of Special Education: placement in Special Education School. State Department of Education: placement in Special Education Integration Program	Parent can make request for placement of their children in special education school or special education integrated program according to types of disabilities
For school placement Education Act 1971, Article 6 (A) 1 has mentioned clearly that 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. District Education Office is responsible for school placement procedure.	According to Education Regulation 2002 and Special education Implementation Guidelines 2003	Ministry of Education and The Special education Council	School Management Committee, Parents' Teachers Association and Resource class Management Committee. Parents are consulted in assessment process. The school Management Committee and local level government also invite the parents respects their suggestion for making decision process.
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 take part in an assessment process to ensure special school placement is the best learning support solution for them.	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.	An application for a Section 9 Agreement by the parents, school and Ministry of Education, Special Education district manager then approved by the Ministry of Education, Special Education regional manager.
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).

2010 the Basic Data 3- (3) Special Education (URLs of data sources are listed in the last page of this section)

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary, Middle and High School Education)
				Special Schools (Elementary, Middle and High School 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
Malaysia	1 month From application to placement	2,523 (Elementary : 1,872 & Secondary : 651) Rate : 78.8 (Rate: total number of children enrolled divide by numbers of special schools)	Visual Impairment : 6 Hearing Impairment : 25 Visual, Hearing and Learning Disabilities : 1 Data: Elementary and secondary education	Elementary Dept/ Visual Impairment : 263; Hearing Impairment : 1609; Learning Disabilities : 0 Secondary Dept/ Visual Impairment : 142; Hearing Impairment : 413; Learning Disabilities : 96 Data: Elementary and secondary education
Nepal	According to Education Regulation 2002 and Special Education Implementation Guidelines 2003	74,094	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.)	Primary Dept/ Blind and Visual Impairment :4,262 Deaf and Hearing Impairment :8,343. Intellectual disability :16,084. Physical Disability : 18,339. Other Disabilities :6,733 Lower Secondary Dept/ Blind and Visual Impairment : 1,741. Deaf and Hearing Impairment :2,174. Intellectual Disability :2,594 Physical Disability :6,487. Other Disabilities :1,629. Secondary Dept/ Blind and Visual Impairment :819. Deaf and Hearing Impairment :734 Intellectual Disability:715 Physical Disability:2,938. Other Disabilities:582.
New Zealand*	An application for a section 9, agreement by the parents, school and district manager then approved by the regional manager.	2,878 (Total) The population of students in special schools is 0.38%.	Total = 46. Blind and Vision Impaired = 1; Deaf and Hearing Impaired = 2; Physical Disabilities = 3; Health = 3; Learning Disabilities (Intellectual) = 20; n/a = 6; Learning/Social Difficulties = 5; (excluding five Health Camp Schools)	Data not recorded
Pakistan*	applicable but information and source not found	13,122	applicable but information and source not found	applicable but information and source not found

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

Educational Environment for Children with Disabilities		
Special Classes (Elementary, Middle and High School 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
26,851 Rate: 6.45 (Rate: total number of children with disabilities enrolled divide by total number of classes) Data: Elementary and secondary education	Elementary School/ Visual Impairment : 39; Hearing Impairment : 101; Learning Disabilities : 3,329 Secondary School/ Visual Impairment : 82; Hearing Impairment : 168; Learning Disabilities : 1,898	Elementary School/ Visual Impairment : 115; Hearing Impairment : 350; Learning Disabilities : 21,310 Secondary School / Visual Impairment : 275; Hearing Impairment : 865; Learning Disabilities : 12,724 Data: Elementary and secondary school
Blind & Visual Impairment: 6,822. Deaf & Hard of Hearing :1,251. Intellectual Disabilities :19,313. Physical Disabilities : 27,764. Others : 8,944.	-	-
Schools are able to create student groups to meet the needs of their students and some have set up 'units', which are similar to 'special classes'. The Ministry does not fund these separately and does not collect information as to how many there may be.	not applicable	Data not recorded
applicable but information and source not found	Elementary School applicable but information and source not found Lower Secondary School applicable but information and source not found	applicable but information and source not found

2010 the Basic Data 3- (3) Special Education (URLs of data sources are listed in the last page of this section)

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary, Middle and High School Education)		Other Special Needs Education Service
	Total Number of Children with Disabilities Enrolled in Regular Classes and Rate	Support and Accommodation Provided in Regular Classes	
Malaysia	applicable but information and source not found	applicable but information and source not found	Special Education Service Centre: provides consultation and special needs services/ in selected primary special education schools
Nepal	74,094	Scholarship & Hostel Facilities as well as 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.	Separate resource class /rooms . Assessment center for guidance & counseling. Financial support for teaching material, Vocational training program for physically disabled & intellectual disabled. Eye & Ear checkup camp, Distribution of assistive devices.
New Zealand*	Data not recorded	not applicable	Resource Teachers of Behaviour and Learning (approx. 750 full time equivalent positions) and Supplementary Learning Support teachers (up to 150 full time equivalent positions)
Pakistan*	applicable but information and source not found	applicable but information and source not found	Education, Guidance and Counseling, Vocational Training, Sports and Recreation, assessment, Rehabilitation, Therapeutic Services(physic, speech, musical etc.). Early Identification/Intervention, Community Services, Prevention, Medical Treatment/Alternative Medicine, Social Uplift/ Empowerment, employment, Outreach Programme, Old age Benefits

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
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 an 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 dropping 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.	According to necessity.	According to necessity & demand	Nepal government has ratified CRPD 2006 . National Policy and Plan of Action on Disability 2006 is being implemented . Five percent quota has been reserved to person with disabilities in Civil Service & other organizations to get employment. Moreover, the government has started amendment process of 'Protection and Welfare Act of Disabled,1982 .Also government is practicing to create disable friendly environment.
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.

2010 the Basic Data 3- (4) Special Education (URLs of data sources are listed in the last page of this section)

	Legislation Relevant to Special Education	Recent Development in Special Education Policy	Total Number of Children with Disabilities and Rate (Elementary, Middle and High School Education)	Categories of Disability
Philippines	<ul style="list-style-type: none"> • RA 7277; Magna Carta for Disable Persons (1992) • The Education for the Handicapped Act (EHA) (P.L. 94-142) • 1990 Amendments (P.L. 101-476) ; To rename the EHA as the Individuals with Disabilities Education Act (IDEA) • DECS Order No. 26 (1997) ; Institutionalization of SPED(Special Education Division) Programs in all schools • DECS Order No. 5 (1998) ; Reclassification of Regular Teacher and Principal Items to Special Education Teacher and Special School Principal Items • DECS Order No. 11 (2000) ; Recognized Special Education (SPED) Centers in the Philippines • Executive Order No.417 (2005) ; Directing the Implementation of the Economic Independence Program for Persons with Disabilities (PWDs) • Executive Order Number 437 (2006) ; The Implementation of Community-Based Rehabilitation • The putative Special Education Act of 2007 • DepEd Order No. 99 (2009) ; Organization of Headstart Classes for Gifted and Talented Preschoolers • DepEd Order No.110 (2009); Guidelines in the Allocation to Secondary Schools Offering any of the Following Special Programs: Arts (SPA), sports (SPS) and Special Education (SPED) 	<p>The Department of Education (DepEd) has started implementing new programs to strengthen teachers' capabilities to better respond to children with special needs. Aside from the ongoing training given to teachers of children with disabilities, DepEd will provide additional enrichment courses to educators handling children with learning and multiple disabilities. As part of the enrichment program, participating teachers initially take 18 units of specialized courses that may lead to a graduate degree. In addition, early intervention in childhood education is now being implemented. Most notable of these current initiatives is the launch of the Filipino Adaptation of the Portage Guide to Early Education. 1) The Department of Education is urging the House of Representatives to finally ratify the Special Education Act of 2010.</p>	<p>156,270 (mentally gifted/fast learners;77,152, learning disabilities;40,260, hearing impaired 11,597, visually impaired 2,670, mentally retarded;12,456, behavior problem;5,112, orthopedically handicapped;760, autistic;5,172, speech defectives;912, chrobocally ill;142, cerebral palsy;32)</p>	<p>Autistic, Gifted or Talented, Mentally Retarded, Visually Impaired, Hearing Impaired, Orthopedically or Physically Handicapped, Learning Disabled, Speech Defective, Children with Behavior Problems, and Those Children that Encounter Health Problems</p>
Sri Lanka	<p>Compulsory Education act 1939, Kannangara Education Reforms -1943 Arampath Report - 1971 Read Report on Special Education -1972 Gregory Report on Special Education -1973</p>	<p>Salamanca Declaration -1994, Education for all -1994, Inclusive Education reforms -1997, Education Sector Development Project -2005 Provide accessibilities for people with Disabilities. (ED/1/28/1/1/14 dated 2008.08.05) * Get proper services from teachers passed out from Colleges of Education with 'Teaching Diploma on Special Education' (ED/1/28/1/1/43 dated 2008.08.13) * Implement inclusive education concept for the Special Education programmes (ED/1/28/1/1/08 dated 2009.01.28) * Implement the programmes which are approved by the National Council, for people with disabilities (ED/1/28/1/1/ dated 2010.02.18) * Special facilities for children with SNE on National Examination (ED/1/28/1/1/11 dated 2010.04.23) * Implementation of education development programmes for the children with SNE (ED/1/28/1/1/56 – dated 2010.06.24) * Apply the sign Language as a teaching method for children with hearing Impairment (ED/1/28/3/1/16 dated 2010.09.16)</p>	<p>Total Number of Children with Disabilities in Special Classes (Special School children also include) – 37,599 Total Number of Children with Disabilities Under inclusive Education (regular) - 77,060 Total (37,599+77,060) = 114,659 Rate - 2.9 %</p>	<p>Vision impaired & Blind Hearing impaired & Deaf Mentally Retarded Down Syndrome Autism Hyper-active Learning Difficulties Multiple Disabilities</p>
Thailand	<p>Education for the disabled Act B.E.2551 (2008) Ministerial regulations Act B.E.2550 (2007) Rehabilitation of Disabled Persons Act B.E. 2550 (2007)</p>	<p>The Special Educational Development Zone with particular strategies: 1) to provide education in security, 2) to stimulate equality in education, 3) to support religious education, 4) to promote education that is fit for employment, and 5) to strengthen the administration of education</p>	<p>104,119 (1.32%) (All students = 7,894,875)</p>	<p>Visual impairment Hearing impairment Intellectual disabilities Physical/motor disabilities or Health impairments Speech and language impairment Behavior/Emotional disturbance LD(learning disabilities) Autism and Multiple disabilities.</p>

School Placement of Children with Disabilities

School Placement Procedure	School Placement Criterion	Where the Authority for Final Resides	Parent Participation in Decision Making
<p>The school and the community utilizing appropriate assessment instruments shall conduct identification, screening, assessment and evaluation of the learners with special needs. Learners with Special needs shall be provided with a variety of educational programs and services. Programs may be organized in a variety of settings; Integration/Mainstreaming, Resource Room Plan, Itinerant Teacher Plan, Cooperative Class Plan, Special Education Center, Residential School, Hospital Instruction, Homebound Instruction, and community Based Delivery System Appropriate referral system shall be established if the result of the assessment merits residential school placement, e.g. for the learner who lives too far from existing special education services. Otherwise, homebound instruction shall be provided, Special supportive services, and administrative modifications shall be provided to learners with special needs when necessary. Learners with special needs may be admitted anytime during the year, if circumstances warrant such admission. Students aged 16 or older shall be admitted to an appropriate regular or alternative special program. The synthesis of identification and diagnostic information shall be the basis for the appropriate educational placement of the learner with special needs.</p>	<p>Criteria for admission for learner with special needs shall take into account the following factors: Good Health, Financial Status and Distance of residence</p>	<p>Department of Education (Doped SPED Department)</p>	<p>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.</p>
<p>students are admitted according to existing normal circulars at 4 years 9 months. Students in special classes are put into normal classes under inclusive education</p>	<p>According to compulsory education act- 1939 the disable children are placed in special education classes in special schools and special classes in normal schools. Then they are included in to normal classes</p>	<p>Secretary - Ministry of Education, Secretary – Provincial Ministry of Education, Provincial Director of Education</p>	<ol style="list-style-type: none"> 1. Parents have to get necessary medical report and submit them to school authorities before they enter the school at 4 years and 9 months. 2. The School conducts advisory service to parents of disable children and parents have to attend. 3. Parents attend class level meetings with teachers.
<p>The teaching and learning of special education is organized in both special and inclusive schools. Two types of curricula are used: 1) special curricula offered in special schools such as the School for the Deaf and the School for the Blind; and 2) regular curricula used in inclusive schools which may be adjusted to meet the special needs of children.</p>	<p>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.</p>	<p>The Office of Basic Education Commission</p>	<p>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.</p>

2010 the Basic Data 3- (4) Special Education (URLs of data sources are listed in the last page of this section)

	School Placement of Children with Disabilities	Educational Environment for Children with Disabilities		Special Schools (Elementary, Middle and High School Education)
		Special Schools (Elementary, Middle and High School 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
Philippines	Promotion of learners except for gifted/ talented/fast learners and for those with cognitive deficit/mental retardation and multiple handicapped with special needs shall follow the promotion policy for the regular year level. Educational programs for mentally challenged shall include: a) transition program- this a preparatory placement program in a parallel academic class, thereafter the learner with cognitive deficiency maybe integrated in the regular class b) vocational program/adult outcomes program- this is an alternative program for learners who may not be eligible secondary regular academic programs. Levels are defined in terms of expected outcomes. For the multiple handicapped, individualize promotion shall be adapted on a case to case basis.	Elementary School / Not indicated Secondary School/ Not indicated	Elementary School/ Not specified Secondary School/ Not Specified Total of schools offering SPED (Special Education) programs are 2,149. - 4 national special schools - 450 private special schools (151 recognized special education centers, 4,034 special classes)	Elementary School/ Not specified Secondary School / Not specified
Sri Lanka	Under general lawsuit and compulsory education act repealed in 1989	2,939 – 0.076% (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.	Elementary Dept/ Vision Impaired 246, Hearing impaired 1,029, Mentally Retarded 406, Physical/Motor disabilities 30, Autism 42 Lower Secondary Dept/Vision Impaired 154, Hearing Impaired 699, Mentally Retarded 292, Physical/Motor Disabilities 41
Thailand	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.	13,494 (0.17%)	Totals: 43 (Blind:2, deaf:20, intellectual disabilities:19, physical/ motor disabilities: 2)	Totals: 13,494 (Visual impairment : 334, hearing impairment : 5,637, intellectual disabilities :7,091 , physical/motor disabilities or health impairment : 432)

Educational Environment for Children with Disabilities

Special Classes (Elementary, Middle and High School 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
<p>Elementary School/ Not indicated Secondary School/ Not indicated</p>	<p>Elementary School/ Not specified Secondary School/ Not Specified Special classes offering special education:4,034 (Recognized Special Education Centers offering special education:151)</p>	<p>Elementary School/ Not specified Secondary School/ Not specified</p>
<p>34,660 (No.of children in special classed in Regular Schools) (37,599-2,939) = 34,660 0.897%</p>	<p>Elementary School Vision Impaired 26, Hearing Impaired 310, Mentally Retarded 484, Autism 09 Lower Secondary School Vision Impaired 30, Hearing Impaired 350, Mentally Retarded 256</p>	<p>Elementary School/ Vision Impaired & Blind 1,689, Hearing Impaired & Deaf 2,382, Mentally Retarded 8,391 Down Syndrome 830, Autism 188, Learning Difficulties 9,914 Multiple Weaknesses 562, Hyperactive 241 Lower Secondary School/ Vision Impaired & Blind 1,665, Hearing Impaired & Deaf 1,145, Mentally Retarded 2,840 Down Syndrome 647, Autism 48, Learning Difficulties 3,588 Multiple Weaknesses 441, Hyperactive 89</p>
<p>Children enrolled in elementary education and lower secondary education : 49,563 (0.63%)</p>	<p>Totals: 1,415 (Low vision: 39, hard of hearing: 603, Intellectual disabilities: 728, physical/motor disabilities or health impairment : 45)</p>	<p>Totals: 49,563 (Low vision: 3,073, hard of hearing: 950 , Intellectual disabilities: 4,857, physical/ motor disabilities or health impairment :5,620, speech and language impairment : 1,499, emotion disturbance: 1,352, autism: 1,185, L.D:29,007,multiple disabilities:2,020)</p>

2010 the Basic Data 3- (4) Special Education (URLs of data sources are listed in the last page of this section)

	Educational Environment for Children with Disabilities		
	Regular Classes (Elementary, Middle and High School Education)		Other Special Needs Education Service
	Total Number of Children with Disabilities Enrolled in Regular Classes and Rate	Support and Accommodation Provided in Regular Classes	
Philippines	applicable but information and source not found	<p>Programs may be organized in a variety of settings, namely; Integration/ Mainstreaming/ Inclusion/ resource room plan/ itinerant teacher plan/ cooperative class plan/ special education center/ residential school/ hospital instruction/ home bound instruction/ community-based delivery system. Special Guidance Programs for the learners with special needs shall established and maintained. Individual conferences, community sponsored programs, scholarship societies, career and vocational counseling, peer coaching, family support program, parent education program, sign language training program, reading and guiding program for the visually impaired shall be made available in school.</p>	<p>Health and Medical Services : The Department of Health (DOH) through its provincial and/or city hospitals provides early diagnosis, rehabilitation and treatment to children.</p> <p>Welfare and Social Services: The Department of Social Welfare and Development (DSWD) is primarily tasked with the provision of early intervention.</p> <p>Educational Services: In the government schools preschool education for children with disabilities is the most basic form of early intervention. Moving towards early inclusion of children with disabilities in regular community program(Home Based Instruction Program (HBI), Head Start Program, Community-Based Rehabilitation (CBR) Service) will facilitate their socialization skills.</p>
Sri Lanka	77,060 1.99%	Free education, Free Text books, Free Uniforms, Free Mid-Day Meal. Free Spectacles & free hearing aids, free medical services.	Acceptance of Salamanca declaration, implemented by Tangerine Summit of 2003.
Thailand	Totals: 49,563 (0.62%)	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.

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

Legal Definition of Inclusion	Legal Revision	Reasonable Accommodation	Others
<p>The country's annual nationwide observance of the National Disability Prevention and Rehabilitation Week (NDPI Week) every 17-23 July is the Philippines' major vehicle to raising public awareness on disability issues and concerns. The annual NDPR is a means to raise awareness about the rights, needs, potentials and contribution to development of persons with disabilities.</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"> • Department Order No. 14 Series of 1993: Creation of Special Education Council • Department Order No. 12 Series of 1999: Production of textbooks for learners with visual impairments • Department Order No. 11 Series of 2000: Recognizes Special Education Centers in the Philippines 	<p>Not updated as of 2009</p>	<p>Every learner with special needs has a right to an education program that is suitable to his needs</p>	<p>The National Council for the Welfare of Disabled Persons (NCWDP) is the focal point for disability issues and concerns. It has an inter-spectral 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 spectral representative of the National Anti-Poverty Commission sits on the Board. Youth with disabilities are represented by a member from the National Youth Commission. The Board has an Executive Committee that serves as a clearinghouse to process and review policy recommendations and concerns before the Board acts on them. The Council has five interagency sub-committees focusing on particular areas of concern: Subcommittee on Health, Subcommittee on Education, Subcommittee on Auxiliary Social services, Subcommittee on Employment, Subcommittee on Accessibility and Telecommunications Persons with disabilities are represented on all subcommittees. The Consultative and Advisory group, composed of leaders with disabilities from various disabled people's organizations, also provides for representation and participation. The Consultative and Advisory Group serves as a consultative body on issues affecting the sector as well as providing the Council with recommendations and relevant information on disability as a basis for policy and program development.</p> <p>Institutionalized regular consultation with persons with disabilities, concerned government and non-governmental organizations is undertaken by the NCWDP both at the national and local levels. NCWDP has organized committees for the welfare of Disabled Persons at the regional, provincial, municipal and city levels with representation from the sector. These committees serve as a mechanism for monitoring programs and services for persons with disabilities, from which spectral issues and concerns are generated and discussed. Job fairs and employment "talk-shops" were held in different parts of the country to promote the "employability" of persons with disabilities. Annual trade fairs showcasing products made by persons with disability have been conducted in the country's big shopping malls. Advertising agencies have likewise included disability dimensions in their program concepts for commercial advertisements.</p>
<p>Acceptance of Salamanca declaration, implemented by Tangerine Summit of 2003.</p>	<p>no recent revision</p>	<p>Free Accommodation for students of special schools.</p>	<p>At least 3% of job opportunities set apart for the disable. Added facilities for disable students at public examinations.</p>
<p>National Education Act An Education Reform Act for Future Development of the Thai People "Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided."</p>	<p>not applicable.</p>	<p>not applicable.</p>	<p>The following opinion report was presented based on law and the government policy. Concerning, how to promote the quality of education in a holistic and integrated manner in ways that will support the intellectual, spiritual, emotional and physical development of each individual disabilities persons. Thai action plan for disabilities persons : training or attachment for parent in the fields of early intervention , sensory integration , apply home and community to gain learning experience and the performance of disabilities child , conducting to mainstreaming and support for environment, assistive technology, include training program for parents and persons in communities, building schools networking through multidisciplinary team and healthcare organization, training teachers on special education by conducting the joint short courses training. Transition project joint to vocational education institutions to promote the employment of persons with disabilities and promote to leadership for them.</p>

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Recent Data on Education for Children with Disabilities in Japan

Recent Data on Education for Children with Disabilities in Japan

1. Number of special schools, number of children enrolled, number of teachers and staffs - totals for national, public and private institutions

Number of schools	Number of children enrolled					Num. of teachers and staffs		
	Total	Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total	Num. of teachers	Num. of staffs
1,030	117,035	1,640	35,256	27,046	53,093	85,400	70,518	14,882

(As of May 1, 2009)

2. Number of special schools and number of classes established according to standards, number of children enrolled - totals for national, public and private institutions

Type of disabilities	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
(1) Visual impairment	68	1,271	254	669	495	1,994	3,412
(2) Hearing impairment	98	1,958	1,234	2,183	1,281	1,751	6,449
(3) Intellectual disabilities	482	15,071	68	18,327	15,862	34,620	68,877
(4) Physical/motor disabilities	145	4,669	41	5,834	3,336	3,835	13,046
(5) Health impairment	70	1,173	1	1,090	937	942	2,970
(1)+(2)	-	-	-	-	-	-	-
(1)+(3)	1	14	41	3	2	24	30
(1)+(4)	-	-	-	-	-	-	-
(1)+(5)	-	-	-	-	-	-	-
(2)+(3)	3	108	2	83	90	198	373
(2)+(4)	-	-	-	-	-	-	-
(2)+(5)	-	-	-	-	-	-	-
(3)+(4)	104	4,342	2	5,030	3,565	7,232	15,829
(3)+(5)	13	444	-	499	374	654	1,527
(4)+(5)	17	616	26	673	423	486	1,608
(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)	14	419	4	453	325	635	1,417
(2)+(3)+(4)+(5)	1	33	1	35	28	41	105
(1)+(3)+(4)+(5)	-	-	-	-	-	-	-
(1)+(2)+(4)+(5)	-	-	-	-	-	-	-
(1)+(2)+(3)+(5)	-	-	-	-	-	-	-
(2)+(2)+(3)+(4)	-	-	-	-	-	-	-
(1)+(2)+(3)+(4)+(5)	14	444	6	337	328	681	1,392
Total	1,030	30,562	1,640	35,256	27,046	53,093	117,035

(As of May 1, 2009)

* This table is classified by the type of disabilities which each school specifies according to their school regulations.

3. Number of classes for special needs education, number of children enrolled, number of teachers in charge - total for national, public and private institutions

Type of Disabilities	Elementary schools		Lower Secondary schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	14,547	49,840	7,232	25,970	21,779	75,810
Physical/motor disabilities	1,857	3,155	679	1,066	2,536	4,221
Health impairments	815	1,527	338	590	1,153	2,117
Low vision	225	271	73	88	298	359
Hard of hearing	520	903	194	313	714	1,216
Speech and language disorders	413	1,384	75	104	488	1,488
Autism, Emotional disturbance	10,676	36,408	4,423	13,547	15,099	49,955
Total	29,053	93,488	13,014	41,678	42,067	135,166
Num. of teachers in charge	30,968		14,033		45,001	

(As of May 1, 2009)

4. Number of children receiving special needs services in resource rooms

Type of resource rooms	Elementary schools	Lower Secondary schools	Subtotal
Speech and language disorders	30,112 (59.5%)	278 (8.1%)	30,390 (56.3%)
Autism	7,195 (14.2%)	869 (25.2%)	8,064 (14.9%)
Emotional disturbance	3,822 (7.6%)	888 (25.7%)	4,710 (8.7%)
Low vision	139 (0.3%)	16 (0.5%)	155 (0.3%)
Hard of hearing	1,580 (3.1%)	339 (9.8%)	1,919 (3.6%)
Learning disabilities	4,039 (8.0%)	687 (19.9%)	4,726 (8.7%)
Attention deficit hyperactivity disorder	3,659 (7.2%)	354 (10.3%)	4,013 (7.4%)
Physical/motor disability	19 (0.04%)	3 (0.09%)	22 (0.04%)
Health impairment	4 (0.01%)	18 (0.5%)	22 (0.04%)
Total	50,569 (100.0%)	3,452 (100.0%)	54,021 (100.0%)

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

(As of May 1, 2009)

5. National demographic data for schooling of children

	Compulsory education stage (elementary and lower secondary)	All stages (kindergarten to upper secondary)
Number of children enrolled (all)	10,738,655 (100.0%)	15,779,155 (100.0%)
Number of children receiving special needs education	251,489 (2.34%)	306,322 (1.9%)
Breakdown: Enrollment in special schools	62,302 (0.6%)	117,035 (0.7%)
Enrollment in classes for special needs education	135,166 (1.3%)	135,166 (0.9%)
Number accessing resource rooms	54,021 (0.5%)	54,021 (0.3%)
Number of children postponed or exempted schooling because of their disabilities	58 (0.0005%)	/
Breakdown of above:		
Blind/visual impairment	0	
Deaf/hearing impairment	0	
Intellectual disabilities	12	
Physical/motor disabilities	9	
Health impairment	33	
Enrolled in children's facilities/corrective institutions	78	
Others	3,204	

(As of May 1, 2009)

6. Ratios enrolled in classes for children with multiple disabilities

① Elementary and lower secondary department in special needs schools

Type of schools	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
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	41.2	41.2
Visual Impairment		26.6	30.9	35.4	41.9	43.3	43.8	42.3	44.5	46.4	46.0	47.0	47.0	46.5
Hearing Impairment		12.7	12.7	15.7	17.9	17.4	17.9	17.9	18.4	19.4	18.8	19.6	20.3	20.2
Intellectual Disabilities		34.1	34.0	37.2	37.6	36.7	34.9	34.9	34.3	34.3	34.3	35.9	30.9	30.4
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	76.2	78.5
Health Impairment		33.3	33.0	31.4	32.5	34.1	35.9	37.9	38.5	39.5	39.3	44.4	32.1	34.5

The ratios are calculated by the type of major disability of the child after 2008 though they were calculated by the type of school they belonged to until 2007. Furthermore, in previous cases, case count might be doubled or more for the child with multiple disabilities.

② Upper secondary department

Type of schools	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total (%)			15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0	22.1	21.3	21
Visual Impairment			7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9	8.1	8.0	8.5
Hearing Impairment			5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9	8.0	9.8	11.5
Intellectual Disabilities			9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3	17.8	14.4	13.8
Physical/Motor Disabilities			32.3	51.1	60.5	59.5	60.8	60.8	59.6	58.1	57.9	46.9	66.5	69.5
Health Impairment			28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5	39.5	39.5	41.0

The ratios are calculated by the type of major disability of the child after 2008 though they were calculated by the type of school they belonged to until 2007. Furthermore, in previous cases, case count might be doubled or more for the child with multiple disabilities.

7. Entering Rates for Upper-secondary Department of Schools of Special Needs Education after graduation from Lower-secondary Department of Schools for Special Needs Education or the Classes for Special Needs Education of Lower-secondary Regular Schools

	1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009
Schools for Children with Visual Impairment	89.6	92.5	90.8	91.4	94.4	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6
Schools for Children with Hearing Impairment	94.8	96.8	95.6	95.2	95.4	94.5	93.8	96.6	94.6	96.9	96	92	96.9
Schools for Children with Intellectual Disabilities	49.9	56.7	66.8	81.2	94.5	94.4	95.8	95.1	95.8	96.9	97.4	97	97.8
Schools for Children with Physical/Motor Disabilities	71.9	74.5	78.1	84.6	94.1	95.5	95	94.3	95.5	94.6	96.7	96.7	96.9
Schools for Children with Health Impairment	24	22.8	28.5	31	42.9	46.4	42.9	45.3	45	47.7	49.9	50	50.4
Classes for Special Needs Education	11.5	25.9	39.7	52.1	62.2	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7

The ratios are calculated by the type of major disability of the child after 2008.

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Editorial Note

It has been almost six years since the first volume of this journal was published. We have already published 28 research papers/reports among the six volumes of this invaluable journal. In this latest volume, Dr. Somporn Warnset provided the readers with her deep insights from her practical action research project and Dr. Alka Bhargava explained contemporary policy and measures in India. Ms Hirose Yumiko and Mr. Sasamori Hiroki also introduced Japanese status quo in the field of education for the children with autism.

The members of the team also express deep appreciation to those who sent basic statistic data from the countries as well as those who checked them. All the participants of the 30th Asia-Pacific International Seminar on Education for Individuals with Special Needs contributed with great efforts and the members of international survey team at NISE, Japan thoroughly checked the data for this volume.

As the readers might have learned that this journal was originally created to contribute to the development of education for children with special needs in the Asia-Pacific region. We have been using the networks cultivated by participating countries and individual participants at the Asia-Pacific International Seminar on Education for Individuals with Special Needs.

Finally, we would like to commend the work that all of you are doing for enhancing the education of the children with special needs, and wish you great success in your tremendous efforts.

Editorial Team
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National Institute of Special Needs Education, Japan
5-1-1 Nobi, Yokosuka, Kanagawa prefecture,
239-8585 JAPAN
Tel.: +81-46-839-6810
Fax: +81-46-839-6919
Homepage: <http://www.nise.go.jp>

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