

**Statistics and Indicators in Asia-Pacific Countries 2007**

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

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### 2007 the Basic Data 1- (1) General Information

	Area	Population	Capital	Ethnicity/Race	Language
Australia	7,692,024 sq km Source: Year Book 2006 - Australian Bureau of Statistics (ABS)	Approx. 21,044,990 as at August 2007 (ABS)	Canberra	Most of Australia's population is of Anglo-Saxon and European descent 24% of Australia's population was born overseas. The largest group is from the UK (23%), New Zealand (10%), Italy (4%), China (4%), and Vietnam (4%). (ABS, 2006)	English
Bangladesh	144,000 sq km	140,000,000	Dhaka	Mostly Bengalis	Bengali (national language)
China	9,600,000 sq km	1,309,480,000 (end of 2006) National Bureau of Statistics of China	Beijing	Han people (92% of total population) and 55 ethnic minorities	Manderine (Chinese) language
India	3,287,263 sq km Source: Census of India, 2001 and 2007	1,028,610,000 Source: Census of India, 2001	Delhi	Indo-Aryan, Dravidian, Mongolian etc.	Hindi is the national language Hindi & English is the official language There are 23 more languages and numerous dialects
Indonesia	About 1,890,000 sq km	218,868,791 (2005, Data Statistic Indonesia)	Jakarta	Mostly of mixed Malayan origin ( generally divided into 27 tribes including Javanese and Sudanese)	Indonesian
Japan	377,899 sq km Source: "(World Statistics) 2007" - Statistics Bureau & Statistical Research and Training Institute*1	127,768,000 (2005) *1	Tokyo	Japanese, etc.	Japanese

Religion	Per Capita GDP	Per Capita GNI	Literacy Rate	Economic Growth Rate	Unemployment Rate
18.7% Anglican, 25.8% Catholic, 5.7% Uniting Church, 3.0% Presbyterian and Reformed, 5% Other religions, 18.7% state that they have no religion or did not adequately describe it. (Source: ABS Census, 2006)	US\$36,546 per year for 2006 (source Australian Government Department of Foreign Affairs and Trade)	N/A	70 per cent of Australian 15 year-old students achieved at or above proficiency level 3 for reading literacy in PISA 2003. 15 per cent achieved the highest reading proficiency level. 12 percent at or below the lowest proficiency level. (Source: OECD)	2.1%-CPI year to June 2007 (ABS)	4.3% at August 2007 (Source: ABS)
88.1% Muslim, 10.5% Hindu, 0.6% Buddhist, 0.3% Christian (1991 census)	\$450 (2005)	N/A	Adult literacy rate: 64% (2001, Government Bureau of Statistics)	6.1%	N/A
Buddhism, Islam, Christianity, etc.	\$1,230 (2004) (based on World Bank figures)	N/A	90.9% (based on '2005 United Nation's Development Programme Report, 2005' )	10.1% (2005) (based on World Bank figures)	4.2% (2004, registered unemployment rate in urban areas)
Hindus - 827,579,000 (80.5%) Muslims -138,188,000 (13.4%) Christians - 24,080,000 (2.3%) Sikhs - 19,216,000 (1.9%) Buddhists - 7,955,000 (0.8%) Jains - 4,225,000 (0.4%) other religions - 6,640,000 (0.7%) Source : Census of India, 2001	\$540 (2003 : World Development Indicators 2005)  GDP-7 Source: World Bank Group, 15/09/06	N/A	64.8% (Source : Census of India, 2001) and 67.30% (Source: NSSO 61st Round Report No.517, 2004-05	6.9% GDP growth rate (FY2004,interim rate based on Indian data)  8.5% (2005) Source: World Bank Group, 15/09/06 and India 2007	N/A
87% Muslim, 10% Christian, 2% Hindu, rest Buddhist	\$723 (2000) , \$673 (2001), \$804 (2002), \$954 (2003), \$1,3206 (2005), \$1,663 (2006)	N/A	88.4%(2003), 90.4% of adult and 98,7% of youth (2004)	4.8% (2000), 3.4% (2001), 3.7% (2002), 4.5% (2003), 5,6% (2005), 5,5 (2006)	N/A
Shintoism/Buddhism, etc.	US\$35,650 per capita (2005) *1	US\$36,494 per capita (2005) *1	N/A	3.13% growth rate of real GDP (2005) *1	4.4% over 15 years of age (2005) *1

### 2007 the Basic Data 1- (2) General Information

	Area	Population	Capital	Ethnicity/Race	Language
Malaysia	About 330,000 sq km	25,580,000 (2004 Bureau of Statistics)	Kuala Lumpur	Ethnic Malays (65.5%) ,ethnic Chinese (about 25.6%) ,ethnic Indian (about 7.5%) ,others (1.3%)	Malay (national language) ,Chinese,Tamil, English
Nepal	147,181 sq km	23.1Millian (CBS 2001)	Kathmandu	Limbu, Rai, Tamang, Newar, Gurung, Magar, Tharu, etc.	Nepali
New Zealand	275,340 sq km	4,180,000 (March 2007 NZ Bureau of Statistics)	Wellington	Mostly of Anglo Saxon descent; 14.6% (about 565,329) native Maori (2006 census)	English
Pakistan	796,000 Sq km *1: Economic Survey of Pakistan ( <a href="http://www.infoplease.com/">http://www.infoplease.com/</a> )	169,270,617 *1	Islamabad	Punjabi, Sindhi, Pathan, Baluchi *2: M/o Information, Govt. of Pakistan ( <a href="http://www.infoplease.com/">http://www.infoplease.com/</a> )	Urdu (National Language)*1
Philippines	299,404 sq km	81,500,000 (2003 World Bank Data) 83,100,100 (2006 World Bank Data)	Manila	Mostly of Malay descent; others include Chinese, Spanish, mixed blood, ethnic minorities, etc.	Filipino (National Language), English and Filipino (official Languages), 11 other languages, 87 dialects indigenous to the archipelago
South Korea	99,274 sq km	47,041,434 (2007.09)	Seoul	Korean	Korean
Sri Lanka	65,610 km	about 19,886,000	Sri Jayawardanapura	(Except for certain regions) 72.9% Sinhala, 18% Tamil, 8.0% Sri lanka Moor	Sinhalese and Tamil (official languages) English (link work)
Thailand	514,000 sq km	62,828,706 (2007)	Bangkok	75% Thai; others include Chinese, Malay, and ethnic minorities of mountainous areas	Thai

Religion	Per Capita GDP	Per Capita GNI	Literacy Rate	Economic Growth Rate	Unemployment Rate
Islam (religion of the Federation, Confucianism, Hindu, Christianity, indigenous faiths)	\$3,093 per capita GNP (1998) , \$3,840 (2003)	N/A	88.9(2003)	5.2% (2003) 7.1% (2004)	3.5% (2003)
Hindu, Buddhist, Muslim etc.	US\$383 (Economic survey of Ministry of Finance 2006/07)	N/A	53.7(2001 census)	2.29% (Economic survey of Ministry of Finance 2006/07)	N/A
79.6% Christian (11.8% Anglican, 7.0% Presbyterian, 17.2% Catholic, 2.5% Methodists); 34.7% atheist, etc. (2006 census)	US\$ 19,955 (2004 OECD)	N/A	N/A	3.3% GDP growth rate (NZ Reserve Bank) (April 2001-March 2002) 3.3% (April 2003-March 2004)	2.6% (April 2001-March 2002) 1.5% (April 2003-March 2004) 3.6% (June 2007 Quarter)
Islam – Official Religion *1	\$652 per capita GNP – 2003-04 – Survey of Pakistan	N/A	47% *3: Ministry of Education, Govt. of Pakistan	4.5% plus substantial under employed *1	6.6% plus substantial under employed *1
81.04% Catholic, 9.23% Other Christians, 5.06% Islam, 4.62% Others	US\$912 per capita GNP (1996), \$1,036.10 (2004), \$1,184.38 (2005) - (International Financial Statistics 2006)	\$1,037.61 (2003), \$1,110.72 (2004), \$1,284.49 (2005) - (International Financial Statistics Data 2006)	92.2 (2000 census) 95.6(2003)	4.5% (2003) 6.18% (2004) 4.97% (2005) (National Statistical Yearbook 2006)	11.8% (2004), 11.04% (2005) (National Statistical Yearbook 2006)
22.8% Buddhist, 18.3% Christian, 10.9% Roman catholic rest Confucian and Chondogyo(2007.9)	\$16,291 per Capita GNI (2005)	\$17,690 pre Capita GNI(2006)	N/A	4.0%(Korea National Statistical Office)	3.1%(2007.08) Korea National Statistical Office
(Except for certain regions) 70% Buddhist, 10.0% Hindu, 8.5% Muslim 11.3% Roman Catholic(2006)	US\$ 1,355 (2006)	US\$ 1,355 (2006)	92.5% (2003)	7.4% (2006)	6.5% (2006)
95% Buddhist, 4% Muslim	\$2,236 (2003)	N/A	N/A	6.1% (2004)	12.7% (2006)

## 2007 the Basic Data 2-(1) Information of Education

	Law and Trend		
	Basic Law in Education	Policy and Trend in Education	Structure of Government Concerning Education
Australia	Independent Schools (Loans Guarantee) Act 1969; Student Assistance Act 1973; Human Rights and Equal Opportunity Commission Act 1986; States Grants (Primary and Secondary Education Assistance) Act 2000; The Indigenous Education (Targeted Assistance) Act 2000; Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004; Disability Discrimination Act 1992 and the related Disability Standards for Education 2005; There is also legislation for each state and territory.	The Australian Government Supports the rights of students with disability/special needs to have the same educational opportunities as other students and is committed to providing ongoing funding for this purpose. The Australian Government provides substantial funding to the states and territories, including targeted funding to support educationally disadvantaged students, but the responsibility for the equitable distribution of these funds is that of each state or territory. The Australian Government also funds research projects into the professional development of teachers to assist students with disability to attend and participate in mainstream schools and classes.	In the Australia , the six states and two territory governments have primary responsibility for funding of state government schools. The Australian Government is the primary source of public funding for non-government schools, while also providing supplementary assistance to government schools. Most non-government schools have some religious affiliation, with approximately two-thirds of non-government school students enrolled in Catholic schools. Overall, state government schools enrol 68 per cent of students, while non-government schools enrol 32 per cent of students.
Bangladesh	Bangladesh Constitution ensures Primary Education free for All and compulsory.	Education Policy – 2000; Primary Education Development Programme (PEDP) –II; EFA Plan; PRSP; National Plan of Action for Children	N/A
China	1986: "Decision on Reforming the Education System" and enacted the Compulsory Education Act, which stipulates that nine years of education, starting from age 6, would be free. 1993: The Teacher Law 1995: The Education Law was enacted. 1996: Vocational Education Law was enacted. 1998: Higher Education Law was enacted. 2002 (Sep): The "decision to promote vocational education reform and development" was passed and adopted by the State Council. The "labor preparation system" requiring individuals to undergo pre-employment training" was continued and promoted.. 2002 (Dec): Private School Promotion Law was enacted. 2006 New compulsory education Law	Give priority to basic education and Compulsory education; Reform of educational goal of learner center, and emphasize individual characteristics development; Promote the healthy and sustainable development of rural compulsory education; Improve the efficiency and quality of literacy education; Pay more attention to the development of preschool education; reinforce educational and teaching reforms, promote quality education and raise the quality of education; popularize IT education and promote educational modernization through IT education; Improve teacher-training system, restructure of personnel system and upgrade the competence of primary and middle school teachers *3 life long education planning and development *3 National Report on the Development of Education For All in China, Ministry of Education of the People's Republic of China, 2001	23 provinces, 5 autonomous regions, 4 municipalities directly under the Central Government and 2 special administrative regions
India	Provision of free & Compulsory Education till the age of 14 years Education, in general, is the concurrent responsibility of the Union and the States (Const. Amendment, 1976). Local authorities assigned a suitable role in education. State Govts. & local bodies to provide instruction in mother tongue till primary level	National Policy on Education, 1986; Universalisation of Elementary and Secondary Education	– Federal Government: Ministry of Human Resource Development (MHRD), Govt. of India – State Government (28 States and 7 Union Territories) – Districts (604) Source: MHRD, Government of India ( <a href="http://education.nic.in/">http://education.nic.in/</a> )



Curriculum Standard in Education	System of School Education and Compulsory Education			Primary Education		Secondary Education	
	Structure of School Education	Compulsory education: age/years	No. of school children enrolled	No. of children	Class size	No. of students	Class size
Establishment of Curriculum Corporation in 1989; Adelaide Declaration on National Goals for Schooling in the Twenty-first Century; Each state and territory has responsibility for developing their own curriculum. In May 2007, the Minister for Education, Science and Training today announced a new initiative to help develop core curricula standards which will lay the foundation for improving the quality and consistency of curricula in Australian schools.	School division: formal education lasting 13 years: preschool education (usually 1 year and not part of compulsory education); kindergarten (1 year); elementary school (6-7 years); and secondary school (5-6 years). Vocational education and training (VET) division. Higher education division.	Compulsory education is established under state legislation. ACT: 6-15 years; NSW: 6-15 years; QLD: 6-16 years; VIC: 6-16 years; WA: 6-16 years (17 Years from 2008); SA: 6-16 years (17 years from 2010); TAS: 5-16 years; NT: 6-15 years.	3,368,036 (Source: ABS Schools Australia 2006)	1,936,118 (FT enrolments source: ABS Schools Australia 2006)	24.3 (Source: OECD Education at a glance 2006)	1,431,918 (FT enrolments source: ABS Schools Australia 2006)	24.9 (Lower secondary source: OECD Education at a glance 2006)
N/A	School division: Primary 5 years (Compulsory); Lower Secondary 8 years and Secodary 10 years (not compulsory); kindergarten (1 year), Higher education: Higher Secondary 12 years Bachelor 14 years and Masters 16 years (college and University)	Primary; Age 6-11	No. of School: 78,363	No. of children: 17,561,828	60 student per class on average	N/A	45 per class
The State Education Commission organized the revision of the Teaching Plans and Syllabuses for the 9-year compulsory education (promulgated in 1992, effective on autumn of 1993) The New curriculums have embodied many breakthroughs in curriculum policies, objectives and curriculum structures. The state shifted from the single disciplinary courses to a combination of disciplinary courses and activity courses, increased elective courses, adjusted the ratio between arts and science, strengthened the courses in sociology, labor skills, music, sports and arts, added vocational guidance courses, and placed more emphasis on integrated courses. *3 *3 National Report on the Development of Education For All in China, Ministry of Education of the People's Republic of China, 2001	6-3-3 system (6 years of elementary school, 3 years of primary lower middle school, 3 years of upper middle school), 4-5 years of college, short-term vocational school, graduate school	9-years Compulsory education for all, and coast area is promoting 12 years Compulsory education.	Regular Primary Schools: 366,213 (2005*3); Regular Secondary Schools: 77,977 (2005*3) *3 Educational Statistics Yearbook of China 2005, People's Education Press, 2006	108,640,700 (2005) in Regular Primary Education school *3	various class size in different location between 28-60	92,106,700 (2005) in Regular Secondary Education *3	various class size in different location between 28-60
National Curriculum Framework 2005 (NCERT)	Pre Primary: 0-5 or 6 yrs.; Elementary: Primary, Class 1-5th, Age 5.6-11 years; Upper Primary, Class 6-8th, Age 11-14 years; Secondary: High School, Class 9th to 10th; Age 14-16 yrs, Sr. Secondary, Class 11th & 12th; Age 16-18 yrs.; University Education: Age: 18-24 years; Undergraduate-3 years; Post Graduate-2 years	6-14 years	68,734,743 Source: Seventh All India School Education Survey (7th AISES), NCERT 1st Edition March 2007	Primary: 124,615,546; Upper Primary: 43,667,786 (Source: Elementary Education in India: DISE 2005-06, NUEPA)	46 (Source: Elementary Education in India: Mehta, A. 2005)	Secondary and Upper Secondary combined - 219.1 million (Source: Ministry of Human Resource Development; Selected Educational Statistics 2004-05 (as on 30th September, 2004))	Upper primary: 34 & Secondary: 39 (Average) 32 (Source: Elementary Education in India: Mehta, A. 2005 - 06 Published in 2007)

## 2007 the Basic Data 2-(2) Information of Education

	Law and Trend		
	Basic Law in Education	Policy and Trend in Education	Structure of Government Concerning Education
Indonesia	Indonesian Constitution 1945 Law No. 20 of 2003	Inclusive Education	Central government Local government
Japan	The fundamental law of education 1947 The School Education Law 1947 The Courses of Study 1999 version Education Reform Plan for the 21st Century (Rainbow Plan 2001 ) Report of New Fundamental Law of Education and Basic Promotional Plan for Education 2003 Reforming Compulsory Education 2004 Revised the fundamental law of education 2006 Revised the School Education Law 2007	Educational reform/ preventing decline in academic achievement/decentralization	Central government Local government -prefecture (47 prefectures) -municipal (2,524 municipals) 2005 Souce: Mext -Interim report(2005/05/01)
Malaysia	Education Law: enacted in 1996 to regulate the education system as a whole; Law Concerning Private Higher Education: enacted in 1996 to approve the establishment of privately-run higher education institutions. National Higher Education Council Law: enacted in 1996 to set policies concerning the number of students to be admitted, types of curriculum, tuition, certificate of completion, granting of academic degrees, and course accreditation. University (Revision) Law: enacted in 1996. National Accreditation Advisory Board Law: enacted in 1997	N/A	N/A
Nepal	Education Act 1971, (Amendment 2006) Education Regulation 2002, (Amendment 2006) Special Education Conduction Directives 2003	* Improving equitable access; * Improving quality and efficiency * Increasing institutional capacity; * Continuing school governance and community involvement; * Focused programme for disadvantage	Ministry of Education and Sports; Department of Education; Regional Education Directorate (5); District Education Office (75); Resource Centre (1,191); District 75, Zone 14, Region 5, Municipality 58, Village Development Committee 3,914; Data source: Ministry of Education and Sports, Department of Education
New Zealand	All schools operate under the Education Act of 1989	Policies which support inclusive practices.	Funded by central government through the Ministry of Education

Curriculum Standard in Education	System of School Education and Compulsory Education			Primary Education		Secondary Education	
	Structure of School Education	Compulsory education: age/years	No. of school children enrolled	No. of children	Class size	No. of students	Class size
Curriculum made by Indonesian Board for National Standard of Education	4 levels: Kindergarten (2 years); Primary School (at least 6 years); Junior Secondary School (at least 3 years); Senior Secondary School (at least 3 years)	9 years compulsory education; Primary school (6), 7–12 years old; Junior Secondary School (3), 13–15 years old	N/A	34,114,468 (2006) (primary & junior) *1 (Centre of Educational Data & Information Ministry of National Education)	40 : 1	5,145,743 (2006) (senior high) *1	40 : 1
National curriculum guidelines set by central government The Courses of Study 1999 version	5 basic levels – kindergarten(nursery), elementary school, lower secondary school, upper secondary school(secondary education school) and university(college,etc.)	elementary/ lower secondary school (6/7 years old – 14/15 years old) , 9 years	10,855,703 Souce: *1 Statistics in special support education 2006	7,187,417 (2006)*1	25.9 (2006)*1	lowe secondary education 3,601,527 (2006)*1 upper secondary education 3,494,513 (2006)*1	lowe secondary education 30.4 (2006) *1
N/A	6–3–2 system – primary education (6 years of elementary school), first stage secondary education (3 years of junior high school) and second stage secondary education (2 years of senior high school); Upper secondary education (Six Form University Examination Program); Higher education (technical colleges,, polytechnic institutes, colleges, universities, etc.)	compulsary education begins in 2002 with 100% rate of children participation at primary school	9,614 (Statistic 2005)	3,045,957 (Educational statistic 2005)	1:35 (87,027,342 classes)	2,160,283 (educational statistic 2005)	1:35 (61,722,371 classes)
The Curriculum Development Centre is the responsible for the development of school level (grade 1–10) curriculum. Data source: Ministry of Education and Sports, Department of Education	Primary education up to 9 years of age group free education, (also preschool programs); Lower secondary education (three-years with the age groups 10–12 years children) Secondary Education (Two-year), Higher secondary (grade 11–12 )schooling) ; Higher education (enter at age 17 and equivalent to a college level education, Bachelors, Master's and doctorate level) Data source: Ministry of Education and Sports, Department of Education	A free Primary school education (5 years with the 5–9 years age groups children) Total year of free education is 5. Data source: Ministry of Education and Sports, Department of Education	4,515,059 Flash Report 2007, DoE.	4,515,059 Flash Report 2007, DoE.	1:40 Data source: Ministry of Education and Sports, Department of Education	a) 1,301,134 (lower secondary level) and b) 679387 (secondary level) Data source: Ministry of Education and Sports, Department of Education	a) 1:55 (lower secondary level) and b) 1:55 (secondary level) Data source: Ministry of Education and Sports, Department of Education
National Curriculum policy statements are set by governement.	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)	748,976 (2007) Primary and Secondary Sector	(2007) 423,473	N/A	(2007) 277,392	N/A

## 2007 the Basic Data 2-(3) Information of Education

	Law and Trend		
	Basic Law in Education	Policy and Trend in Education	Structure of Government Concerning Education
Pakistan	Federal Supremacy of Curriculum Text Books, and maintenance of standard of Education Act 1976 (X of 1976) *1: M/o Education	<p>– Aims and objectives of Education and Islamic Education: Education and training should enable the citizens of Pakistan to lead their lives according to the teachings of Islam as laid down in the Qur'an and Sunnah and to educate and train them as a true practicing Muslim. 1. Literacy and Non-Formal Education: Eradication of illiteracy through formal and informal means for expansion of basic education through involvement of community. The current literacy rate of about 47% will be raised to 55% during the first five years of the policy and 70% by the year 2010. – Elementary Education: About 90% of the children in the age group (5-9) will be enrolled in schools by year 2002-03. Gross enrolment ratio at primary level will be increased to 105% by year 2010 and Compulsory Primary Education Act will be promulgated and enforced in a phased manner. – Secondary Education: – Teacher Education: – Technical and Vocational Education: – Education (TVE) – Higher Education: *</p>	Government Structure: The Government; Provincial Governments (4); Local Governments: – Punjab: 35 – Sindh: 22 – Balochistan: 27 – NWFP: 22 Source: <a href="http://www.infopak.gov.pk">http://www.infopak.gov.pk</a>
Philippines	Law of the Republic 9155, Governance of Basic Education Act (2001) Article XIV The 1987 Constitution of the Philippines, Sections 1 – 4	One school for every Baranggay (smallest political unit), computerization of education, home schooling, school of tomorrow, volunteer teachers, decentralization, focus on English communication, science, math, and technology	The Department of Education (DEPED) serves as the nation's center for educational concerns. Under which are the Bureau of Elementary Education, Bureau of Secondary Education, and the Bureau of Special Education. Through its offices in each region of the country it reaches out to the schools in the provinces. Furthermore, the regions have been divided into smaller divisions and districts. Each division has their own Division Superintendent as the overseer of the area. The principals of each school have been given considerable authority to ensure the management of their programs.  regions of the country: (18)
South Korea	The Constitution (promulgated on July 17, 1948) defines South Korea's educational philosophy and lays down the basic framework for administering its educational system. The Education Fundamental Act (promulgated in December 13, 1997) lays down the primary principle concerning the entire area of education.	Educational reform/ Compensation education for the disadvantaged children / Self-initiative learning / Decentralized and extended autonomy	central government , local government – prefecture (17 prefecture) – municipal (182 municipals) source: (statistical year book of education)

Curriculum Standard in Education	System of School Education and Compulsory Education			Primary Education		Secondary Education	
	Structure of School Education	Compulsory education: age/years	No. of school children enrolled	No. of children	Class size	No. of students	Class size
<p>The National Bureau of Curriculum and Text Books 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 XIII 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 job.</p> <p>*1</p>	<p>Pre-School (3 – 5 Years) , Primary (Grades 1 – 5 ) (5 – 9 Years) , Middle (Grades 6 – 8 ) (10 – 12 Years) , Secondary (Grades 9 – 10) (13 – 14 Years) – M/o Education Higher Education (17 Years &amp; over) – Higher Education Commission</p> <p>*1</p>	<p>Primary / 5 years</p> <p>*1</p>	<p>313,651,95</p> <p>*1: M/o Education i.e. www.moe.gov.pk</p>	<p>(Pre-Primary 7,135,447)</p> <p>Primary 16,834,417</p> <p>Source: Ministry of Education, Government of Pakistan</p>	<p>N/A</p>	<p>Middle 5,262,323</p> <p>Secondary 7,395,331</p> <p>(High 2,133,008)</p> <p>Source: Ministry of Education, Government of Pakistan</p>	<p>N/A</p>
<p>Two languages of instruction are used. Certain subjects are taught in English, while others are taught in Filipino, the national language. In June 2002, the Department of education piloted the Basic Education Curriculum (BEC) which gave emphasis on subjects such as Mathematics, English, Science and Technology, as well as socio-cultural awareness in MAKABAYAN.</p>	<p>Primary education (up to 6 years of compulsory education in public schools or up to 7 years in certain private schools; also, preschool programs) ; secondary education (corresponds to four-year high school) ; higher education (enter at age 16 and equivalent to a college level education, master's and doctorate level) Preschool of 4 year levels, elementary school of 6-7 year levels/grades (7 years for some private schools), high school or secondary school of 4 year levels, college of an average of 4-5 years, higher studies including Master's Level and Doctoral Level.</p>	<p>Elementary education of 6 year levels starts at 6/7 years old to 12/13 years old</p>	<p>12,083,977 (primary/elementary level) + 5,028,083 (secondary/high school level) = 17,112,060 (2007 government school system)</p>	<p>12,083,977 (2007)</p>	<p>35.17 (2007)</p>	<p>5,028,083 (2007)</p>	<p>39.17</p>
<p>Development of the 7th National-level curriculum in 2000 and has been operated until 2005/ Partial Revision of 7th curriculum is researched according to 5 work-day per week</p>	<p>6-3-3-4 system: kindergarten (3 years from ages 3-6) ; primary school (6 years from ages 6-12); secondary school (3 years from ages 12-15); high school (3 years from ages 15-18); and college (18 years and older); graduate school (22 years and older)</p>	<p>Primary / junior high school education (6 years from ages 6-12 and 3 years from 13-15) Total years of compulsory education is 9.</p>	<p>6,000,354 (statistical Year book of education 2006)*compulsory education ranges from elementary school to junior high school (middle school)</p>	<p>3,925,043 (statistical Year book of education 2006)</p>	<p>30.8 (statistical Year book of education 2006)</p>	<p>Total: 3,851,168 (statistical Year book of education 2006) – junior high school: 2,075,311 (statistical Year book of education 2006) – high school: 1,775,857 (statistical Year book of education 2006)</p>	<p>Mean Class size 33.9 (statistical Year book of education 2006) – junior high school: 35.3 (statistical Year book of education 2006) – high school: 32.53 (statistical Year book of education 2006)</p>

### 2007 the Basic Data 2-(4) Information of Education

	Law and Trend		
	Basic Law in Education	Policy and Trend in Education	Structure of Government Concerning Education
Sri Lanka	<p>Urban School Ordinance – 1906 No.05  Rural School Ordinance – 1907 No.08  Education Ordinance – 1920 No.01  Education Ordinance – 1939 No.01  Assisted Schools &amp; Teachers Colleges Special Ordinance – 1960–No.05  Public examinations Ordinance – 1968  Education Ordinance – 1947 No.26  Education Ordinance 1951/5  Education ordinance 1953/43</p>	<p>Education reforms – 1997  Accepted Education for all – 1994  Decentralization of the Education – 1989</p>	<p>National Level – (National schools – 324)  Provincial Level – (9 Provinces)</p>
Thailand	<p>The New National Education Act was established in 1999. In March 2002, compulsory education was extended from 6 to 9 years under a 6-3 system.</p>	N/A	<p>central government  local government  –prefecture (76 prefectures)  Source: Bureau of Special Education (2007)</p>

Curriculum Standard in Education	System of School Education and Compulsory Education			Primary Education		Secondary Education	
	Structure of School Education	Compulsory education: age/ years	No. of school children enrolled	No. of children	Class size	No. of students	Class size
National Institute of Education prepare the school curriculum by central level	1AB Schools – Schools having advance level Science,Commerce and Arts stream classes Grade (1 –12) ( Year 5– 18) IC Schools – Schools having advance level Arts/ and or Commerce stream but no Science stream. Grade (1–12) (year 5–18) Type 2 – Schools having classes only up to Grade 11 (Grade 1–11) (Year 5–16) Type 3 – Schools having classes only up to Grade 08 (Grade 1–8) (Year 5–13) Year 5–14 (1997 Nov.25)	Year 5–14 (1997 Nov.25)	3,836,550	1,612,633	19 children	1,939,019	20
Language of instruction: Thai Language (education provided in the unique language of each ethnic minority) Source: Bureau of Special Education (2007)	6–3–3–4 system; primary education (6–year compulsory education) , secondary education (first stage secondary education: 3 years of compulsory education, after graduation, second stage of secondary education: advance to the next level in 3 years) ; higher education (3 years towards an associate degree, 4 years toward a bachelor's degree); preschool education (nursery school: ages 0–3, kindergarten: ages 3–6) Source: Bureau of Special Education (2007)	Compulsory education for 9 years. Children who turn 6 on or before May 15 required to begin their compulsory education by entering elementary school as a 1st grader. Source: Bureau of Special Education (2007)	6,458,379 (2006) Source: Bureau of Special Education (2006)	4,151,030 (2006) Source: Bureau of Special Education (2006)	N/A	2,307,349 (2006) Source: Bureau of Special Education (2006)	N/A

### 2007 the Basic Data 3- (1) Information of Special Education

	Law and Trend		Special Schools			
	Basic Law	Policy and Trend in Education	No. of Special Schools	compulsory level		Types
				No. of Children in special school	Percentage in Total children	
Australia	Schools Assistance Act 2004 – Targeted funding is provided through the Schools Grants element of the Literacy, Numeracy and Special Learning Needs (LNSLN) Programme which is funded through the Schools Assistance Act 2004. Disability Standards for Education 2005 formulated under the Disability Discrimination Act 1992, ensure students with disability are able to access and participate in education on the same basis as other students .	The Government (AG) supports the rights of students with disability/special needs to have the same educational opportunities as other students and is committed to providing ongoing funding for this purpose. The AG provides substantial funding to the states and territories who have the responsibility, ownership management and control of schools. While the AG targets funding to support educationally disadvantaged students, the responsibility for the equitable distribution of these funds rests with state or territory education authorities. The AG also funds research projects into the professional development of teachers to assist students with disability to attend and participate in mainstream schools and classes.	320 (Government sector) 14 (Catholic sector) 39 (Independent sector) Source: DEST Schools census 2006	mainstream classes(62%) , special classes in mainstream settings(27.4 %) and special schools(9%) Source: the 2003 Australian Bureau of Statistics Survey of Disabilities	N/A	Disability and specific needs such as autism, and students with behavioural disorders Residential and respite care for students with mild learning difficulties to severe physical and mental disorders. Source: Australian Institute of Health & Welfare (AIHW) Bulletin July 2006.
Bangladesh	Disability Welfare Act – 2001	From Special education to Intergrated education; and then Inclusive Education Respond to needs of children with disabilities	Government – 13 NGO – 68	Approximate – 9,000	0.56%	Visual impairment, hearing impairment, Intellectual impaired, physical disability
China	1. Education Law of the People's Republic of China Article 2, 10, 38 2. Law of the People's Republic of China on the Protection of Disabled Persons Article 18–26 3. Compulsory Education Law of the People's Republic of China (Revised on June 29, 2006) Article 9 4. Education Ordinance of Disabled Persons, Promulgated by the State Council of the People's Republic of China in 1994 5. Higher Education Law of the People's Republic of China Article 9 in 1998 6. Vocational Education Law of the People's Republic of China Article 7,15,32, in 1996 7. Law on Protection of Minors, enacted in 1991 *1: info. of Ministry of Education of the People's Republic of China <a href="http://www.moe.edu.cn/english/laws_e.htm">http://www.moe.edu.cn/english/laws_e.htm</a> Yunying Chen et al.(2004), "Introduction of Special Education in China", HuaXia Press, P61	Education for social inclusion; Child Center and whole humman development; equal right of education ; development of supportive system; assistive technology and ICT for special needs	1,593(2005) *4 *4 Educational Statistics Yearbook of China 2005, People's Education Press, 2006	364,409 (2005) *4	0.5%	Schools for the Blind, Schools for the Deaf, Schools for Retarded, and Comprehensive Special Schools
India	Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995  Rehabilitation Council of India Act, 1992  National Trust for Welfare of Persons with autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999	Both Special Education and Integration were recommended since 1944. Policy on Integrated Education introduced in 1974. Trend was that both special schools and Integrated schools existed in parallel. Till now the twin track system exists. Emphasis is being	1,196 (336 in rural and 860 in urban area) Source: 7th All India School Education Survey, (7th AISES) Sept.2002	94,603 Source: 7th AISES Sept.2002	.03% (from class I– XII) : Age Group– 6 to 18 years Source: 7th AISES Sept.2002	Visual Impiairment Hearing Impairment Locomotor Disability Intellectual impairments Multiple Impairment Source: 7th AISES Sept.2002



all levels		Special Classes					Other special education services		As a whole		Remarks
No. of Schools by Type	No. of Children by Type	No. of Special Classes	No. of children in Special classes	Percentage in Total Children	No. of Classes by Types	No. of Children by Type	Other Special Education Services	No. of Children	No. of Children with Disabilities	Percentage in Total Children	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	Non-Government Centres such as respite care centres which may also offer some individualised educational programmes. Both non-government and government schools often provide additional assistance by teacher aides that are dedicated to a particular student with special needs in mainstream classes.	This information is not collected at the national level.	Aged 0-4 years 53,500; Aged 5-14 years 266,400. Source:ABS 2003 (Publication 4430.0)	Aged 0-4 years 4.3%; Aged 5-14 years 10.0%. Source:ABS 2003 (Publication 4430.0)	Sources: ABS Disability Ageing and Carers, 2003; ABS School Census 2005; Australian Institute of Health and Welfare Bulletin - Disabilities Update July 2006) It has been necessary to use a range of data sources and these are not always entirely consistent as they are collected from various sources over different timeframes.
Blind - 09 Hearig/speech - 16 Intellectual - 54 Physical - 02	Blind - 1350 Hearig/speech - 2,000 Intellectual - 5,500 Physical - 150	64 in Government schools	640 (10 in each school)	0.04%	64 for blind children	640 (10 in each school)	Home-based teaching	N/A	N/A	N/A	-
Schools for the Blind(35), Schools for the Deaf(644), Schools for Retarded(391), Comprehensive Special Schools (523) (data of 2005) * 4	Blind(42,350), Deaf (115,182), Mental Retardation and other types (206,877) (Data of 2005)*4	707(Data of the Blind, the Deaf and Mental Retardation)(2005)*4	4,457(Data of the Blind, the Deaf and Mental Retardation)(2005)*4	N/A	Class for the Blind(23), Class for the Deaf (70), Class for the Mental Retardation(614)(Data of 2005) *4	Hearing impairments(490), Visual impairments(183), Mental Retardation(3,784) *4	Inclusive class: followers in Primary schools/Junior High(Vocational)Schools	225,590(Data of the Blind, the Deaf and Mental Retardation)(2004)*4	560,000(Data of the Blind, the Deaf and Mental Retardation)(2005)*3 *3 Report of Status of the Disabled Year 2005 <a href="http://www.edu.cn/20060705/3198593.shtml">http://www.edu.cn/20060705/3198593.shtml</a>	0.64% *3 Report of Status of the Disabled Year 2005 <a href="http://www.edu.cn/20060705/3198593.shtml">http://www.edu.cn/20060705/3198593.shtml</a>	-
Visual impairment-308 Hearing impairment-550 Locomotor Disability- 299 Intellectual impairment-400 Multiple disability-200 Others-68 Since a single school may have both VI&HI Source: 7th AISES, Sept.2002	Visual Impairment-14.81% Hearing Impairment-46.36% Locomotor Disability-14.19% Intellectual impairment-20.42% Multiple Impairment-2.76% Others -1.46% Source: 7th AISES, Sept.2002	N/A	N/A	N/A	N/A	N/A	Home Based Education Education Guarantee scheme (EGS) & Alternative Innovative Schooling (AIE) Resource Centres	9,594 in Home based education 46,591 under EGS & AIE Source: Annual Report, Ministry of Human Resource Development ( MHRD, 2005-06) No. of children catered to by Resource Centres not Known	2.14 Million children with disabilities identified in the age group 6-14 years Source: MHRD Annual Report, 2005-06.	Approximately 1.0 per cent of total population	The data on total number of children is from tenth plan (2000) and the data on no. of disabled children is very recent (2005-06)

### 2007 the Basic Data 3- (2) Information of Special Education

	Law and Trend		Special Schools			
			No. of Special Schools	comparsory level		Types
	Basic Law	Policy and Trend in Education		No. of Children in special school	Percentage in Total children	
Indonesia	Indonesian Contitution 1945 Law No. 20 of 2003 Law Number 23 of 2002 Law No. 4 of 1997	inclusive education	1,568	54,244	0,15%	A – visual impairment B– hearing impairment C– mild intellectual Disability C1–moderate Intellectual Disability D–mild physical impairment D1– moderate physical impairment E– emoional social behaviour G– multiple disability F. autistic
Japan	School Education Law Enforcement Ordinance 1947 School Education Law (revised) 2006 Revised the fundamental law of education 2006 Revised the School Education Law 2007	From Special education to Special support education; Respond to needs of children with LD/ADHD and other disabilities  2006 special school → school for special needs education special class → class for special need education Instruction through Tsukyu(Resouce room) for atutism, ADHD, LD 2007 special needs education	1,006 (2006) *2 STATISTICAL ABSTRACT in special needs education(MEXT) 2006	56,315 *2 comparsory stage	0.52% *2	Blind, Deaf, Intellectual disabilities, Physical/motor disabilities and Health impairments
Malaysia	Education Act 1996	Education for the educable as stated int the education regulation 1997, special needs provision are being provided in 2 settings; special schools, and integrated programme	32	2,508	0.05%	Blind, Deaf, LD
Nepal	Education Act 1971, (Amendment 2006) Education Regulation 2002, (Amendment 2006)	Special Education Policy 1996. Special Education Conduction Directives 2003 National Policy and Action Plan for Disability 2006	28 Data source: DoE, Flash Report 2007	46,135 Data source: Ministry of Education and Sports, Department of Education	1.02%	– Hard of hearing & Deaf – Intellectual disabilities – Blind & Low vision – Physical handicapped Data source: Ministry of Education and Sports, Department of Education
New Zealand	Education Act 1989	Policy supports all schools to develop capability to support students with special needs,of those with the highest needs, 73% attend a regular school.	(2007) 41 *1 July 2007 Special School with Total Roll, Data Management Unit, Ministry of Education / Six Health Camp Schools are not included.	(2007) 2,527 (excluded Six Health Camp Schools)	(2005) 0.36% (2007) 0.36%	Visual , Deaf and Hearing Impaired, Physical Disabilities, Health, Intellectual, Learning/Social Difficulties *1

		Special Classes					Other special education services		As a whole		Remarks
all levels		No. of Special Classes	No. of children in Special classes	Percentag e in Total Children	No. of Classes by Types	No. of Children by Type	Other Special Education Services	No. of Children	No. of Children with Disabilities	Percentage in Total Children	
No. of Schools by Type	No. of Children by Type										
A – 631 B – 1,256 C – 1,306 C1–887 D – 348 D1–90 E – 78 G –51 F – 267	3,514 20,833 29,788 13,114 1,182 624 664 376 1,537	N/A	N/A	N/A	N/A	N/A	814	1,518	317,016	0.80%	–
Blind(71), Deaf(104), Intellectual disabilities(543), Physical/motor disabilities(197) Health impairments(91)*2	Blind(3,688), Deaf(6,544), Intellectual disabilities(71,453 ) , Physical/motor disabilities (18,717)and Health impairments(4,190) *2  include kindergarten(nurs ery) upper ecandary education	35,946(2006)*2	104,544(2006)*2	0.96%(2006)*2	Intellectual disabilities(63,238), Physical/motor disabilities(3,917), Health impairments(1,728), Visual impairments(335), Hard of hearing(1,176), Speech and language disorders(1,221) and Emotional disturbance(32,929) (2006)*2	Intellectual disabilities(63,238 ) , Physical/motor disabilities(3,917), Health impairments(1,728), Visual impairments(335), Hard of hearing(1,176), Speech and language disorders(1,221) and Emotional disturbance(32,929) (2006)*2	Instruction through tsukyu(Resource room) New tsukyu for children with LD,ADHD have started in 2006, and tsukyu for children with Autism was separated from tsukyu for children with emotional disturbance	41,448(2006)*2	202,307(2006)*2	1.86%(2006)*2	children with special (educational) needs are estimated 6.3% of all children in ordinary schools
Blind– 7, Deaf 26	Blind– 865, Deaf– 3,687, LD 20,209	973	22,253	N/A	LD– 951 Deaf– 74 Blind–30	LD– 202,109 Deaf– 1,538 Blind–506	one stop centre that provides consultancy for students and client,based in every special schools.	N/A	24,761	0.43%	–
Hard of hearing & Deaf (13) Intellectual disabilities (13) Blind & Low vision (1) Physical handicapped (1) Data source: Ministry of Education and Sports, Department of Education	– Hard of hearing & Deaf (9,014) – Intellectual disabilities (3,063) – Blind & Low vision (15,475) – Physical handicapped and Other (18,583) Data source: Ministry of Education and Sports, Department of Education	340	60,730 Data source: Ministry of Education and Sports, Department of Education	0.94% out of total enrollment 6,495,580 in grade 1–10. Data source: Ministry of Education and Sports, Department of Education	– Hard of hearing & Deaf (165) – Intellectual disabilities (114) – Blind & Low vision (61) Data source: Ministry of Education and Sports, Department of Education	– Hard of hearing & Deaf (11,476) – Intellectual disabilities (18,142) – Blind & Low vision (4,596) – Physical handicapped (26,516) Data source: Ministry of Education and Sports, Department of Education	“Talking library for blind students of higher level; provision for sign language interpreter for higher level; vocational training; Assessment center; 47 Scholarship provision for special needs children studying in public schools; 13,890 (including students of special needs schools and special classes)” Free Braille textbook distribution. Materials Supports. Data source: Ministry of Education and Sports, Department of Education	N/A	60,730	0.94(Out of Total enrollment 6,495,580 in grade 1–10) Data source: Ministry of Education and Sports, Department of Education	This year department of education has collected data from each school of the country including all types of disabilities and compile it then published as flash report 2006–2007.
Visual – 1, Deaf and Hearing Impaired –2, Physical Disabilities–3, Health– 3, Intellectual–26, Learning/Social Difficulties–6 *1 (excluded Six Health Camp Schools)	Visual – 42, Deaf and Hearing Impaired –158, Physical Disabilities–156, Health– 31, Intellectual–2,140, Learning/Social Difficulties–211 *1 (excluded Six Health Camp Schools)	Schools are able to create classes to meet the needs of their students and some have “special” classes. The Ministry does not fund these separately and does not collect information as to how many there may be.	N/A	N/A	N/A	N/A	Resource Teachers of Behaviour and Learning (780 full time equivalent positions) Supplementary Learning Support Teachers,(150 full time equivalent positions )	RTL B 20,000, SLS 1,500, Moderate deaf 1,600, Moderate vision 550	All would have learning needs which require specialist and/or specialist teacher input	N/A	–

### 2007 the Basic Data 3- (3) Information of Special Education

	Law and Trend		Special Schools			
	Basic Law	Policy and Trend in Education	No. of Special Schools	comparsory level		Types
				No. of Children in special school	Percentage in Total children	
Pakistan	There is no law in Special Education. There is only one Ordinance i.e. Disabled Persons (Employment and Rehabilitation) 1981. The ordinance provides for the establishment of National council which has been mandated to perform the following functions: a. To formulate policy for the employment, rehabilitation and welfare of the disabled persons. b. To evaluate ases and co – ordinate the execution of its policy by the Provincial council. c. To have overall responsibility for achieving the purposes of the ordinance	National Policy for Persons with Disabilities 2002: Vision The overall vision 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. *Source: M/o Social Welfare and Special Education(Govt. of Pakistan)	520 * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed (2006) (Public 227 and Private 243) source: Ministry of Education, Government of Pakistan	28,072 * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed	2.49% * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed	Mentally Retarded, Visually Handicapped, Hearing Impaired, Physically Disabled and Multiple Handicapped.
Philippines	Accessibility Law (Batas Pambansa Bilang 344) and its Ammended Implementing Rules and Regulations (1982), Section 5 of Article XIV of the 1987 Constitution of the Republic of the Philippines, Magna Carta for Disabled Persons – Philippines (Republic Act 7277) 1992, Ammendments to the MAgna Carta for Disabled Persons (Republic Act 9442) 2006	Mainstreaming and Inclusion in education, parent empowerment and family involvement, skills training and sheltered workshops for youth with special needs	2,149	59,029 (Elementary Level)	0.49%	Learning Disability, Hearing Impairment, Visual Impairment, Intellectual Impairment, Behavioral Problems, Physical/Orthopedic Impairment, Autism, Speech Disorders, Chronic Illness, Cerebral Palsy
South Korea	Special Education Promotion Law	Students with Disability→Students with Special Needs / Special Classes in Regular Schools / Has been enhanced teacher–aide system, therapeutic & remedial education, and other health impairment/ Full revision of Special Edcuaiton Promotion Law(hospital school, therapeutic education teacher, and life long education)/ Need of compulsory education for early childhood and high school students)	144 (2007)	22,963 (2007)	0.38% (2006)	visual impairment/ hearing impairment/ mental retardation/ physical disability/ emotional disturbance/ learning disabilities/ speech–language impairment (communication disorder)/ health impairment/other disabilities specified by the order of the Ministry of Education and Human Health Resources
Sri Lanka	Assisted Schools ordinance – 1960 No. 05; Compulsory Education Ordinance – 1997 Nov. 25	Accepted Special Eduction Units in regular schools – 1969; Accepted Inclusive Education Concept – 1997	25 (2007)	3,000 (2007)	0.1% (2007)	03 types . Blind, Deaf, Mentally Retarded (Blind –B Deaf –D Mentally Retarded – MR )
Thailand	National Scheme of Education 2002–2016(B.E.2545–2559) National Education Law	Students with Disability, Students with special Needs, Special School/Special Class, in Regular School/Inclusive Education with special support resource teacher,specific material,educational couponfor extra teaching/Informal Education/Home School	43 (2007)	13,495 (2007)	0.16%	Visual Impairment, Hearing Impairment, Intellectual Disabilities, Physica Disabilities and Health Disabilities 2007

all levels		Special Classes					Other special education services		As a whole		Remarks
No. of Schools by Type	No. of Children by Type	No. of Special Classes	No. of children in Special classes	Percentage in Total Children	No. of Classes by Types	No. of Children by Type	Other Special Education Services	No. of Children	No. of Children with Disabilities	Percentage in Total Children	
More than one disabilities (270; 51.9%) Hearing Impairment (93; 17.9%) Visual impairment (54; 10.4%) Mental Retardation (41; 7.9%) Physical Disability (39; 7.5%) Multiple Disability (23; 4.4%) Total: (520; 100%) * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed (2006)	N/A	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> <li>Education</li> <li>Guidance and Counselling</li> <li>Vocational Training</li> <li>Sports and Recreation</li> <li>Assessment</li> <li>Rehabilitation</li> <li>Therapeutic Services</li> <li>Early Identification/intervention</li> <li>Community Services</li> <li>Prevention</li> <li>Medical Treatment/Alternative Medicine</li> <li>Social Uplift/Empowerment</li> <li>Employment</li> <li>Outreach Program</li> <li>Old Age Benefit</li> <li>Others</li> </ul>	N/A	Visually Handicapped 8.06%	N/A	–
( 2,149 Total) 151 SPED Centers, 450 Private Regular Schools with SPED Program, 1,548 Public Regular Schools with SPED Program	N/A	4,043	N/A	N/A	N/A	N/A	Hospital Schools, Residential Schools, Vocational Schools	to follow	77,132 (total) – Learning Disability(41,670), Hearing Impairment (10,572), Visual Impairment (2,455), Intellectual Impairment (10,585), Behavioral Problems (4,921), Physical/Orthopedic Impairment (784), Autism (5,047), Speech Disorders (913), Chronic Illness (150), Cerebral Palsy (38)	0.87% (percentage in total population of children 5–14 years old)	The Special Education Bureau is currently updating their files on the statistics of children and youth with special needs as well as the schools which offer special services to these kids. Consequently, data herewith are not yet complete.
visual impairment(12)/hearing impairment(18)/mental retardation(89)/physical disability(18)/emotional disturbance(7)	visual impairment(1,819) hearing impairment(1,334) mental retardation(14,365) physical disability(3,094) emotional disturbance(2,139) learning disabilities(11) speech-language impairment(communica- tion disorder)(161) health impairment(40)	5,735 (2007)	35,340 (2007)	0.45% (2006)	Learning disability, Autism, Speech and language disorders, Emotional disturbance(Autism), Mental retardation, Physical disabilities, Health impairments, Visual impairments, Hard of hearing, Health impairments	visual impairment(269)/hearing impairment(853)/mental retardation(19,246)/physical disability(3,002)/emotional disturbance(4,629)/learning disabilities(6310)/speech-language impairment(communica- tion disorder)(522)/heal- th impairment(509)	inclusive class, itinerant class, hospital class, special education support center	inclusive class 7,637(2007)	65,940 (2007)	0.83% (2007)	–
B. 11, D. 08, MR 06 (2007)	B – 502 D – 1,698 MR – 800	1,450 (2007)	25,000 (2007)	0.85% (2007)	Blind 50, Deaf 650, MR 750	B–140, D–11,490, MR 13,370	Inclusive Education in regular class rooms	80,000	108,000	2.73%	0
V I (2) HI(20) ID(19) PDHD(2) 2007	V I (326) HI(5,992) ID(6,838) PDHD(339) 2007	N/A	223,211 (2006)	2.62%	N/A	Autistic (4,221) Intellectual Disabilities (30,817) Hearing Impairment (9,476) Visual Impairment (17,821) Physical Disabilities (20,701) Language Difficulties (12,117) Learning Disabilities (105,952) Emotional Disabilities (11,674) Mutiplal Disabilities (10,432)	Instruction through Special Education Center 76centers service areas 2007	157,316	421,147 (2007)	4.95%	0

