

Statistics and Indicators in Asia-Pacific Countries 2006

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

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Data by Asia-Pacific Country (Basic Information for Each Country)

	Area	Population	Capital	Ethnicity/Race	Language
Australia	7,692,024 sq km Source: Year Book 2006 – Australian Bureau of Statistics (ABS)*1	Approx. 20,674,141 as at September 2006 *1	Canberra	Mostly of Anglo-Saxon and European descent 4.8 million or 24% of Australia's population was born overseas. The largest group is from the UK 1.2 million, New Zealand 442,200, Italy 227,900, China 182,000 and Vietnam 176,600. *1	English
Bangladesh	144,000 sq km	140,000,000	Dhaka	Mostly Bengalis	Bengali (national language)
China	9,600,000 sq km	1,292,270,000 (end of 2003; in January 2005, China announced that its population exceeds 1.3 billion)	Beijing	Han people (92% of total population) and 55 ethnic minorities	Manderine (Chinese) language
India	3,287,263 sq km Source: 1991 Census of India	1,027,015,247	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	About 215,000,000 (2003 census)	Jakarta	Mostly of mixed Malaysian origin (generally divided into 27 tribes including Javanese and Sudanese)	Indonesian
Japan	377,899 sq km	127.619,000 (2003)	Tokyo	Japanese, etc	Japanese

Religion	Per Capita GDP Per Capita GNI	Literacy Rate *a	Economic Growth Rate	Unemployment Rate
20.7% Anglican, 26.6% Catholic, 20.7% Other Christian Denominations, 4.5% Other religions, 15.5% and 11.7% not adequately described. (Source: 2001 ABS Census 2006 ABS Yearbook)	Per capita GDP \$11,950 (\$A) at June 2006, Gross National Income \$236,531m (\$A) at June 2006, Source: ABS June 2006	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 at tor below the lowest proficiency level. [Source: OECD Programme for International Student Assessment (PISA) 2003]	4.0% Inflation rate - CPI *1	4.9% (FY2005) at August 06 Date (Source: Reserve Bank of Australia)
88.1% Muslim, 10.5% Hindu, 0.6% Buddhist, 0.3% Christian (1991 census)	\$450 (2005)	Adult literacy rate: 64% (2001, Government Bureau of Statistics)	6.10%	30%
Buddhism, Islam, Christianity, etc.	\$1,100 (2003) (based on World Bank figures)	87.0%(2003)	9.5% (2004)	4.2% (2004, registered unemployment rate in urban areas)
Hindus-80.5% Muslims 13.4% Christians-2.3% Sikhs-1.9% Buddhists-0.8% Jains-0.4% other religions -0.7%	\$540 (2003: World Development Indicators 2005) GDP-7 Source: World Bank Group, 15/09/06	65.4% (2001 census) 59.5%(2003) 65.37%	6.9% GDP growth rate (FY2004, interim rate based on Indian data) 8.5%(2005) Source: World Bank Group, 15/09/06	n.a.
87% Muslim, 10% Christian, 2% Hindu, rest Budhist	\$723 (2000)、\$673 (2001)、\$804 (2002)、\$954 (2003)	88.4%(2003)	4.8% (2000)、3.4% (2001)、3.7% (2002)、4.5% (2003)	
Shintoism/Buddhis m	US\$4,599.7 billion [??] (1996) US\$34,630 per capita (1994) US\$4,670.7 billion (2004) US\$36,600 per capita (2004) 総務省統計局、日本銀行		-1.1%(2001) 0.8% (2002) 2.0%(2003)	5.30%

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	147,000 sq km	24,740,000 (FY2003 / 04 estimate of Central Bureau of Statistics, Nepalese Government)	Kathmandu	Limbu, Rai, Tamang, Newar, Gurung, Magar, Thakuri, etc.	Nepalese
New Zealand	275,340 sq km	4,038,200 (June 2004 NZ Bureau of Statistics)	Wellington	Mostly of Anglo Saxon descent; 13.5% (about 527,000) native Maori (2001 census)	English
Pakistan	796,000 sq km	148,720,000 (2004)	Islamabad	Punjabi, Sindhi, Pathan, Baluchi	Urdu (national language)
Philippines	299,404 sq km	81,500,000 (2003 World Bank Data)	Metro Manila	Mostly of Malay descent; others include Chinese, Spanish, mixed blood, ethnic minorities, etc.	Filipino (national language), English and Filipino (official languages); some 80 languages
South Korea	99,274 sq km	4,728,000 (2005.11)	Seoul	Korean	Korean
Sri Lanka	65,607 sq km	About 19,300,000	Sri Jayavardhanapura	(Except for certain regions) 72.9% Sinhalese, 18.0% Tamil, 8.0% Sri Lanka Moor)	Sinhalese and Tamil (official languages) English (link word)
Thailand	514,000 sq km	63,460,000 (2002)	Bangkok	75% Thai; others include Chinese, Malay, and ethnic minorities of mountainous areas	Thai

Information Page: *The above information is found at <http://www.mofa.go.jp/mofaj/area/index.html>.

*a United Nations Educational, Scientific and Cultural Organization "Statistical Yearbook." United Nations "Statistical Yearbook."

Islam (religion of the Federation, Confucianism, Hindu, Christianity, indigenous faiths)	\$3,093 per capita GNP (1998) , \$3,840 (2003)	88.9%(2003)	▲7.4% (1998) , 5.8% (1999) , 5.2% (2003) , 7.1% (2004)	3.2% (1998) , 3.5% (2002) , 3.5% (2003)
Hindu (national religion)	About \$269 (FY2003 /04, Central Bureau of Statistics, Nepalese Government)	53.7% (2001 census) 45.1(2003)	3.7% real GDP growth rate (2003 /04 estimate, government economic survey)	
60% Christian (16.9% Anglican, 14.0% Presbyterian, 12.5% Catholic, 3.5% Method-its); 29.6% atheist, etc. (2001 census)	US\$ 19,955 (2004, OECD)		3.3% GDP growth rate (NZ Reserve Bank) (April 2001–March 2002) 3.3% (April 2003–March 2004)	2.6% (NZ Reserve Bank) (April 2001–March 2002) 1..5% (April 2003–March 2004)
Islam (official religion)	\$652 per capita GNP (2003/04 Economic Survey of Pakistan)	51.6% (2003)	6.4% (2003/04)	8.27% (2003/04)
83% Catholic, 10% other Christian, 5% Muslim	US\$912 per capita GNP (1996), \$1,050 (2003)	92.2% (2000 census) 95.6(2003)	4.4% real GDP growth (2000) 4.5% (2003)	10.0% (1998) , 9.8% (1999) , 11.2% (2000) , 11.1% (2001) , 11.4% (2002) , 11.4% (2003)
27% Buddhist, 24% Christian, rest Confucian and Chondogyo	\$16,291 per Capita GNI (2005)	99%(2005)	3.8% (2005) (estimated by Budget Ministry)	3.6% (Aug, 2005) (Korea National Statistical Office)
(Except for certain regions) 70.0% Buddhist, 10.0% Hindu, 8.5% Muslim, 11.3% Roman Catholic,	US\$947 (2003,, market value indicated)	92.5%	6% GDP growth rate (2005)	8.6% (based on 2003 estimate)
95% Buddhist, 4% Muslim	\$2,236 (2003)		6.1% (2004)	2.1% (2004)

Statistical Yearbook.”

Basic Information of Education (1)

	Law and Trend		Curriculum Standard in Education
	Basic Law in Education	Policy and Trend in Education	
Australia	<p><u>Australian Government Legislation:</u> The Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004; Independent Schools (Loans Guarantee) Act 1969; Non-Government Schools (Loans Guarantees) Act 1977; States Grants (Primary and Secondary education Assistance) Act 2000; Student Assistance Act 1973; Higher Education Funding Act 1988 (now only applies to Higher Education Providers and Taxation); Higher Education Support Act 2003; Australian National university Act 1991; Australian Research Council Act 2001; Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Act 2005; Vocational Education and Training Funding Act 1992; Disabilities Discrimination Act 1992 and the related disabilities Standards for Education 2005; Human Rights and Equal Opportunity Act 1986; Education Services for Overseas Students Act; The Indigenous Education (Targeted Assistance) Amendment Act 2004; Also legislation for each state and territory</p>	<p>The Australian Government Supports the rights of students with disabilities /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 SWDs to attend and participate in mainstream schools and classes.</p>	<p>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 curriculum</p>
Bangladesh	<p>Bangladesh Constitution ensures Primary Education free for All and compulsory.</p>	<p>Education Policy – 2000; Primary Education Development Programme (PEDP) –II; EFA Plan; PRSP; National Plan of Action for Children</p>	
China	<p>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</p>	<p>Give priority to the development of elementary education; Reform of China's elementary education; 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</p>	<p>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</p>
India	<p>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</p>	<p>National Policy on Education, 1986 Universalisation of Elementary and Secondary Education</p>	<p>National Curriculum Framework 2005 (NCERT)</p>

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
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 (college, etc.) division	Compulsory education is established under state legislation. ACT – 6–15 years; NSW – 6–15 years; QLD – 6–17 years; VIC – 6–15 years; WA – 6.6–16 years (17 years from 2008); SA – 6–16 years (17 years from 2010); TAS – 5–16 years; NT – 6–15 years. Source: DEST	3,348,139 (Source: ABS Schools Australia 2005)	1,932,169 (FT enrolments source: ABS Schools Australia 2005)	24.3 (Source: OECD Education at a glance 2006 (based on 2005 data))	1,415,970 (FT enrolments source: ABS Schools Australia 2005)	24.9 (Lower secondary source: OECD Education at a glance 2006 (based on 2005 data))
School division: Primary 5 years (Compulsory) Lower Secondary 8 years and Secondary 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: 78363	No. of children: 17561828	60 student per class on average		45 per class
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	Compulsory education is for 9 years: 6 years of elementary school and 3 years of lower middle school	Regular Primary Schools: 425,846 (2004); Regular Secondary Schools: 79,490 *1 *1: China Education Yearbook 2004, People's Education Press, 2004	116,304,169 (2004) in Regular Primary Education school*2 *2: Educational Statistics Yearbook of China 2004, Department of Development & Planning Ministry of Education, People's Education Press, 2005	various class size in different location between 28–60	102,252,797 (2004) in Regular Secondary Education *2 *2: Educational Statistics Yearbook of China 2004, Department of Development & Planning Ministry of Education, People's Education Press, 2005	various class size in different location between 28–60
Pre Primary: 0–5 or 6yrs. Elementary: Primary, Class 1–5th , Age 5.6–11years 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	201457062	Primary: 122,915,301 Upper Primary: 46,845,845	46 Source Elementary Education in India Mehta, A. 2005	Secondary: 21,888,898 upper Secondary: 9,807,018	upper primary & Secondary: 32 Source Elementary Education in India Mehta, A. 2005

Basic Information of Education (2)

	Law and Trend		Curriculum Standard in Education
	Basic Law in Education	Policy and Trend in Education	
Indonesia	1. Indonesian Constitution 2. Law No. 20 of 2003		Curriculum made by Indonesian Board for National Standard of Education
Japan	The fundamental law of education 1947 The School Education Law 1947 The new Courses of Study 1999 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 11	Educational reform/ preventing decline in academic achievement/ decentralization	Set by government in official curriculum guidelines The new Courses of Study 1999
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		
Nepal			The Curriculum Development Centre is the responsible for the development of school level (grade 1-10) curriculum.
New Zealand	All schools operate under the Education Act of 1989	Policies which support inclusive practices.	National Curriculum policy statements are set by government.

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
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) + Junior Secondary School (3)		39851551 (primary&junior -2003	40 : 1	6128962 (senior high)	40 : 1
5 basic levels – kindergarten, elementary school, junior high school, high school (secondary education school) and college or university	elementary/junior high school (6/7 years old – 14/16 years old), 9 years	10,823,876 (2005) *1 Summary of STATISTIC ABSTRACT 2005 edition(MEXT)	7,197,460 (2005) *1	26.1 (2005) *1	3,626,416 (2005) *1	30.7 (2005) *1
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.)	compulsory 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)
Primary education (up to 9 years of free education, also preschool programs) ; lower secondary education (three-years with the age groups 10–12 years children) secondary education (four-year including high school (grade 11–12)schooling) ; higher education (enter at age 17 and equivalent to a college level education, master's and doctorate level)	Free Primary school education (5 years with the 5–9 years age groups children) Total years of free education is 5.	4,502,697	4,502,697	1:38	a) 1,374,796 (lower secondary level) and b) 587,177 (secondary level)	a) 1:56 (lower secondary level) and b) 1:54(secondary level)
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)	766,463 (2005) Primary and Secondary Sector	444,446		267,712	

Basic Information of Education (3)

	Law and Trend		Curriculum Standard in Education
	Basic Law in Education	Policy and Trend in Education	
Philippines	Law of the Republic 9155, Governance of Basic Education Act (2001)		Two languages of instruction are used. Certain subjects are taught in English, while others are taught in Filipino, the national language.
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	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
Thailand	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.		Language of instruction: Thai and lingua franca (education provided in the unique language of each ethnic minority)

Information Page: * Information below was obtained at <http://www.ovta.or.jp/info/asia/index.html>
 Data of South Korea and Japan are updated in 2005.

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
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)		12,707,788 (1999)		5,207,446 (1999)		
6-3-3-4 system: kindergarten (3 years from ages 3-6); primary school (6 years from ages 6-12); secondary school (3 years from ages 12-15); high school (3 years from ages 15-18); and college (18 years and older); graduate school (22 years and older)	Primary / junior high school education (6 years from ages 6-12 and 3 years from 13-15) Total years of compulsory education is 9.	6,037,917 (2005)	4,022,895 (2005)	31.8 (2005)	3,798,071 (2005)	35.3(middle school) 31.95(high school)
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), Lacha Pratt Institute (Regional University) 2-4 years, specialized vocational school 2-4 years, graduate school 2-5 years (master's course: for 2 years after completing undergraduate work; doctorate: for 2-3 years after obtaining a master's degree); preschool education (nursery school: ages 0-3, kindergarten: ages 3-6)	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.		6,012,047 (2000)		2,329,650 (2000)	

Basic Information of Special Education (1)

	Law and Trend		Special Schools					
	Basic Law	Policy and Trend in education	No. of Special Schools	No. of Children in special school	Percentage of Total children	Types	No. of Schools by Type	No. of Children by Type
Australia	<p>Schools Assistance Act 2004 – Targeted Funding is provided through the Schools Grants element of the national Literacy, Numeracy and Special Learning Needs (LNSLN) Programme which is funding through the Schools Assistance Act 2004. Implementation of Disability Standards for Education 2005, has commenced.</p>	<p>The Australian Government (AG) Supports the rights of students with disability/special needs to have the same educational opportunities as other students and is committed to providing ongoing funding for this purpose. The AG provides substantial funding to the States and Territories who have the responsibility, ownership management and control of schools. AG targeted funding supports educationally disadvantaged students, but the responsibility for the equitable distribution of these funds is that of each State or Territory education authority. The Australian Government also funds research projects into the professional development of teachers to assist SWDs to attend and participate in mainstream schools and classes.</p>	<p>338(Government sector) 17(Catholic sector) 42(Independent sector) Source: DEST Schools census 2005</p>	<p>134,756.8 (Number of SWDs funded by the AG based on per capita through the schools grants element of the LNSLN Programme including full time equivalent of part-time SWDs) (DEST School Census 2005)</p>	<p>5% Source: DEST Schools census 2005</p>	<p>Special schools cater for students with a disability and include those that cater for specific needs such as Autism, and students with behavioural disorders. Schools often design individual educational programmes. Some schools also provide 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</p>	<p>This information is not collected at the national level.</p>	<p>Main disabling condition for children with a disability 0-14 years: Intellectual/learning 112,900; Psychiatric 8,200; Sensory/speech 52,300; Physical/diverse 120,900; Acquired Brain Injury 2,100 Source: AIHW 2003</p>
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 – 9000	0.56%	Visual impairment/hearing impairment/ Intellectual impaired/physical disability	Blind – 09 Hearig/speech – 16 Intelctual – 54 Physical – 02	Blind – 1350 Hearig/speech – 2000 Intelctual – 5500 Physical – 150
China	<p>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 http://www.moe.edu.cn/english/laws_e.htm Yunying Chen et al.(2004), "Introduction of Special Education in China", HuaXia Press, P61</p>	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	1,560 (2004) *2 Educational Statistics Yearbook of China 2004, Department of Development & Planning Ministry of Education, People's Education Press, 2005	371,813 (Data of the Blind, the Deaf and Mental Retardation) (2004) *2	N/A	Schools for the Blind, Schools for the Deaf, Schools for Retarded, and Comprehensive Special Schools	Schools for the Blind(33), Schools for the Deaf(668), Schools for Retarded(369), Comprehensive Special Schools (490) *2	Blind(41,713), Deaf (112,833), Mental Retardation and other types (217,267) *2
India	<p>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</p>	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 laid on inclusive education	1196 (336 in rural and 860 in urban area) Source: 7th All India School Education Survey, (7th AISES) Sept.2002	94603 Source: 7th AISES Sept.2002 National Sample Survey, 58th round(July-Dec. 2002)	.03% (from class I-XII) Source: 7th AISES Sept.2002 11 per cent (age group 5-18 years) Source: National Sample Survey, 58th round(July-Dec. 2002)	Visual Impairment Hearing Impairment Locomotor Disability Intellectual impairments Multiple Impairment Source: 7th AISES Sept.2002	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&H 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

Special Class					Other special education services		As a whole		Remarks
No. of Special Classes	No. of children in Special classes	Percentage of 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 of Total Children	
This information is not collected at the national level.	Of 264,300 children with a disability aged 5-14 years, 9% attend special schools while 89% attend mainstream schools. Source: AIHW Bulletin – Disabilities Updates, July 2006	97% of children with a disability 5-14 years attend school. 9% attend special schools while 89% of school student aged between 5-14 years with a disability attend mainstream schools. Source: AIHW Bulletin – Disabilities Updates, July 2006	This information is not collected at the national level.	This information is not collected at the national level.	Non-Government Centres such as Respite Care Centres which may also offer some individualised educational programs. Both non-government and Government schools often provide additional assistance by teacher's Aides that are dedicated to a particular 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.
64 in Government schools	640 (10 in each school)	0.04%	64 for blind children	640 (10 in each school)	Home-based teaching	Data not available	Data not available	Data not available	
693(Data of the Blind, the Deaf and Mental Retardation) *2	5,025(Data of the Blind, the Deaf and Mental Retardation) *2	N/A	Class for the Blind(6), Class for the Deaf (93), Class for the Mental Retardation(594) *2	Health impairments(85,773), Visual impairments(7,361), Mental Retardation and other impairments(40,464) *2	Inclusive class: followers in Primary schools/Junior High(Vocational)Schools	237,945(Data of the Blind, the Deaf and Mental Retardation)(2004) *2	560,000(Data of the Blind, the Deaf and Mental Retardation)(2005)*3 *3 Report of Status of the the Disabled Year 2005 http://www.cdpf.org.cn/shiye/sj-05.htm	N/A	
Not known	Not known	Not known	Not known	Not known	Home Based Education Education Guarantee scheme (EGS) & Alternative Innovative Schooling (AIE) Resource Centres	9594 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 Million identified in the age group 6-14 years Source MHRD, 2005-06.	0.96 per cent	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)

Basic Information of Special Education (2)

	Law and Trend		Special Schools					
	Basic Law	Policy and Trend in education	No. of Special Schools	No. of Children in special school	Percentage of Total children	Types	No. of Schools by Type	No. of Children by Type
Indonesia	Indonesian Constitution Law No. 20 of 2003 Law Number 23 of 2003	inclusive education	4417	5463	21.42%	A – visual impairment B– hearing impairment C– mild intellectual Disability C1–moderate Intellectual Disability D–mild physical impairment D1– moderate physical impairment E– emotional social behaviour G– multiple disability M– autistic	A – 563 B – 1.115 C – 1.173 C1– 625 D – 462 D1 – 85 E – 42 G –56 M – 296	3218 19199 27998 10547 1920 553 788 450 1752
Japan	School Education Law Enforcement Ordinance 1947 School Education Law(revised) 2006	From Special education to Special support education; Respond to needs of children with LD/ADHD and other disabilities 2006 special school → special support school special class → special support class Instruction through tsukyu(Resource room) for autism, ADHD, LD	1,002 (2005) *2 *2: STATISTICAL ABSTRACT in special support education(MEXT) 2005	54,330 *2 comparatory stage	0.5% *2	Blind, Deaf, Intellectual disabilities, Physical/motor disabilities and Health impairments	Blind(71), Deaf(106), Intellectual disabilities(535), Physical/motor disabilities(198) Health impairments(92) *2	Blind(3,809), Deaf(6,639), Intellectual disabilities(68,328), Physical/ motor disabilities (18,713)and Health impairments(4,123) *2 include upper secondary education
Malaysia	Education Act 1996	Education for the educable as stated in the education regulation 1997, special needs provision are being provided in 2 settings; special schools, and integrated programme	32	2508	0.05%	Blind, Deaf, LD	Blind– 7, Deaf 26	Blind– 865, Deaf– 3687, LD 20209
Nepal	Education Act 2028B.S.(8th ammendment 2062) & Education Regulation 2059(3rd ammendment 2062)	Special schools for special needs children, Operating resource classes with integrated approach, vocational training for needy children, scholarship provision up to higher level and Operating assessment centre in 47 district	26	2800	0.04% (Out of Total enrolment 6464670 in grade 1–10)	Hard of hearing & Deaf Intellectual disabilities Blind & Low vision Physical handicapped	Hard of hearing & Deaf(11) Intellectual disabilities(13) Blind & Low vision(1) Physical handicapped (1)	Hard of hearing & Deaf(1155) Intellectual disabilities(1345) Blind & Low vision(150) Physical handicapped (150)
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.	(2005) 28	(2005) 2735	0.36%	visual impairment/hearing impairment/ behavioural/multiple disabilities including cognitive, physical, social .	Visual – 1, Deaf and Hearing Impaired –2 Behavioural – 3, Social –Emotional 2, Day Special Schools – 28	(2004) 7224 (approx. 1%) children were verified as requiring ongoing support for their educational needs.

Special Class				Other special education services		As a whole		Remarks
No. of Special Classes	No. of children in Special classes	Percentage of Total Children	No. of Classes by Types	No. of Children by Type	Other Special Education Services	No. of Children	No. of Children with Disabilities	
					10338	317016	21.42%	
34,014(2005)*2	96,811(2004)*2	0.89%(2004)*2	Intellectual disabilities, Physical/motor disabilities, Health impairments, Visual impairments, Hard of hearing, Speech and language disorders and Emotional disturbance	Intellectual disabilities(59,749), Physical/motor disabilities(3,748), Health impairments(295), Visual impairments(295), Hard of hearing(1,158), Speech and language disorders(1,241) and Emotional disturbance(28,924)*2	Instruction through tsukyu(Resouce room)	38,738(2005)*2	189,879(2004)*2	1.74%(2005)*2
973	22253		LD- 951, Deaf- 74, Blind-30	LD- 202109, Deaf- 1538, Bkind-506	one stop centre that provides consultancy for students and client, based in every special schools.		24761	0.43%
			Hard of hearing & Deaf;156 Intellectual disabilities;113 Blind & Low vision;61 Physical handicapped;NA	Hard of hearing & Deaf;3158(0.05) Intellectual disabilities;2298(0.04) Blind & Low vision;1258(0.02) Physical handicapped;NA (*)%;Out of Total enrolment 6464670 in grade 1-10	Talking library for blind students of higher level;40 provision for sign language interpreter for higher level;14 vocational training;60 Assessment center; 47 (approximately 30 students in each assessment center, 47x30=1410) Scholarship provision for special needs children studying in public schools; 13890 (including students of special needs schools and special classes)		15414	0.237% (Out of Total enrolment 6464670 in grade 1-10)
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.					Resource Teachers of Behaviour and Learning (780 full time equivalent positions) .Supplementary Learning Support Teachers,(150 full time equivalent positions)	RTLb 20,000 SLS 1500	All would have learning needs which require specialist and/or specialist teacher input	

Basic Information of Special Education (3)

	Law and Trend		Special Schools						
	Basic Law	Policy and Trend in education	No. of Special Schools	No. of Children in special school	Percentage of Total children	Types	No. of Schools by Type	No. of Children by Type	No. of Special Classes
Pakistan	Total Population 132.352 million Population of Persons with Disabilities 3.293 million 2.49%	Visually Handicapped Hearing Impaired Physically Handicapped Insane Mentally Handicapped Having more than one Disability Others			8.06% 7.40% 19.00% 6.40% 7.60% 8.21% 43.33%			1994 Survey Number of Centers 282 Number of Teachers 1981 Number of Students 18524	
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 Educaiton Promotion Law(hospital school, therapeutic education teacher, and lofe long education)/ Need of compulsory education for eatly childhood and high school students)	143(2006)	23,291 (2006)	0.28%	visual impairment/ hearing impairment/ mental retardation/ physical disability/ emotional disturbance/ learning disabilities/ speech-language impairment (communication disorder)/ health impairment/	visual impairment(12)/ hearing impairment(18)/ mental retardation(88)/ physical disability(18)/ emotional disturbance(7)	visual impairment(1,504)/ hearing impairment(1,526)/ mental retardation(14,099)/ physical disability(3,039)/ emotional disturbance(3,054)/ learning disabilities(0)/ speech-language impairment(commun ication disorder)(23)/ health impairment(46)	5,204(2006)
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	13,286		Visual Impairment, Hearing Impairment, Intellectual Disabilities, Physica Disabilities and Health Disabilities 2006	V I (2) HI(20) ID(19) PDHD(2) 2006	V I (336) HI(5,996) ID(6,445) PDHD(311) 2006	

The number of school children refers to those receiving compulsory education.

Special Class				Other special education services		As a whole		Remarks
No. of children in Special classes	Percentage of 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 of Total Children	
2006 Survey 478 2997 27702			No. of Educational Institutions Federal Government 61 Provincial Govt. 188 NGOs 112					
32,506(2006)	0.42%	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(252)/hearing impairment(728)/mental retardation(17,309)/physical disability(2,543)/emotional disturbance(4,797)/learning disabilities(6,131)/speech-language impairment(communication disorder)(127)/health impairment(619)	inclusive class, itinerant class, hospital class, special education support center	inclusive class 6,741(2006)	62,538(2006)	0.75%	
161,231(2004) 252,396(2006)		Autistic Intellectual Disabilities(87+) Hearing Impairment(17) Language Difficulties(39) 2006		Instruction through Special Education Center 76centers service areas 2004	16,643(2004)	228,132(2004)		

