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Prefatory Note

Yutaka Oda
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The international seminar that started out in Japan as “APEID Seminar” (Regional Seminar on Special Education of Selected APEID Participating Countries in Asia and the Pacific, in cooperation with UNESCO ROEAP (“PROAP” since 1987) in 1981 later evolved into Asia-Pacific International Seminar on Special Education. This year marks the 26th year since the first “APEID Seminar”. The publication of Journal of Special Education in the Asia Pacific (JSEAP) was proposed in and approved by the representatives from the Participating Countries in the Asia-Pacific International Seminar on Special Education 2005, in commemoration of the Seminar history and for further development of education for disabled children in the Asia-Pacific region.

In addition to the editing countries (Japan, China, Korea and Malaysia), the publication of JSEAP owes to cordial support and cooperation by other Seminar participating countries, their related agencies and the participants. On behalf of the chief editing country and agency, I would like to express my gratitude for such support and cooperation.

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



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Improvement of Educational Practice and Environment for Students with Intellectual Disabilities --for active participation in society through employment

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Abstract: The report discusses the question on “improvement of educational practice and environment for students with intellectual disabilities --for active participation in society through employment” in China during latest years from the four aspects of background, compulsory education stage and vocational education stage, discussion.

In China, about 0.40 million children with intellectual disabilities are of the school age and more than 0.32 million among them are at school. There are unambiguous laws and the systems to guarantee the educational right of the crowd with intellectual disabilities. The disabled children can receive education in the special school, special class attached to the ordinary school, or by the ways of learning in regular class, education in welfare hospital, sending to teach in family and so on. The educational system for students with intellectual disabilities is divided into infant education stage, compulsory education stage and vocational education stage. Vocational and prevocational education program are set up for the occupational career development in the national course plan.

During compulsory education stage, it requires the prevocational and vocational education in the curriculum plan consequently. The students with intellectual disabilities are between 6 and 16 years old, who are moderate or severe. And various kinds of disabilities are included. The goal of the education is to enhance their skill to accommodate to society and be included in society. Ecotype course is adopted, emphasizing that the students study in the natural and social condition, and the learning contents come close to the student's “proximate development area”. The functional course and the vocational career education are provided for the mental retarded students. To improve the educational practice and environment, the schools explore the curriculum pattern based on integrative topic, strengthen the environment with the support relations, and establish the learning environment livingly.

During the vocational education, the age of the mental retarded students is beyond 16 years old, and this school life span is 3 years. Schools choose and design different contents and aims on vocational training. The general aim of training is to master corresponding professional knowledge, to promote mental retarded students' vocational skills, ability and vocational moral quality. To improve the education practice environment, some measures have been taken, such as establishing the vocational education pattern of market-oriented, making use of proper educational training methods, going through the supportive vocational education and providing the trailing service, striving for social support of other sections.

Although great efforts have been made for the retarded students' occupational education, too many problems are till existing. we need insist on our faith to make further progress.

Key words: students with intellectual disabilities, educational practice and environment, participation, employment

In our society today, the equal and free rights of the crowd with intellectual disabilities are valued highly along with the human rights attached importance to. Under the acceleration of the trend of thought about educate for all, lifelong education,

inclusive education, we are pursuing raising the quality of life of the students with intellectual disabilities perseveringly. This report will discuss the question on “*improvement of educational practice and environment for students with*

intellectual disabilities --for active participation in society through employment” in China during latest years from the aspects of *background, experience, result and suggestion.*

I. Background

According to the sampling statistic data from the census of Chinese national scope in 1987, 13 hundred million people exist in China now and 51.64 million are with disabilities by reckoning. And there are 10.17 million people with intellectual disabilities, 19.7 percent of the whole disabilities. The data investigated by China Disabled Persons' Federation shows that about 0.40 million children with intellectual disabilities are of school-age currently and more than 0.32 million among them are at school. Some children of school-age above accept the education or trainings in other organizations.

There are unambiguous laws and the systems to guarantee the educational right of the retarded crowd in China. The laws such as “*Constitution*”, “*Compulsory Education Law*”, “*Regulations on the Education of Persons with Disabilities*”, “*Protection Law of Disabled Persons*” have the specialized items to elaborate the educational right of the disabilities. State Council establishes Disabilities' Work Coordination Committee, which consists of 34 departments, commissions or social groups like National Development and Reform Commission, Ministry of Finance, Ministry of Education, Ministry of Civil Affairs, China Disabled Persons' Federation and so on. They draw up “five-years development program for the disabilities” every five years, hold the meeting annually, research the deployment of the disabilities' work. The Ministry of Education also makes up of the leadership group for the disabilities' educational business to moderate the educational work of each section.

In China, except special school, there are other educational placements for students with intellectual disabilities such as the special class attached to the ordinary school, learning in regular class, education

in welfare hospital, sending to teach in family. Generally, the severe ones enter the special schools, the mild ones enter the ordinary schools, some orphans study in the welfare hospital, and a few ones that can't take care of themselves completely are sent to teach in family (in some regions). The students with intellectual disabilities who live in the villages or in the remote regions, however, can enroll in the nearest ordinary school regardless of the degree of the intellectual disabilities by considering the condition of running a school or transportation there and child's behaviors and parents' wills.

The educational system for students with intellectual disabilities is divided into 3 stages, namely infant education stage (below 6 years old), compulsory education stage (6 to 16 years old) and vocational education stage (above 16 years old). The education on occupational career development for the retarded students is strengthened in the field of special education based on the knowledge tutoring and rehabilitation training. For this, the course construction has been changed from the subject curriculum (focusing on knowledge and information) to functional curriculum (to adapt to society and form the abilities). Currently, ecotypes curriculum has been advanced. Program on vocational and prevocational education are set up for the students' occupational career development in the national course plan.

Recently, China has improved the educational system of the students with intellectual disabilities by developing compulsory education, expanding to interfere in early days and infant education, developing the vocational education strongly; and they have promoted the way of learning in regular class, universalized the education for the retarded students, guaranteed each student to possess the educational right; provided the tracking service for the students who have already take up an occupation after graduation, strengthened the adaptation ability by giving them the education opportunity continuously.

Based on the background above, we conclude

that we face several problems to be solved such as how to establish the target, contents or methods of the occupational career education, how to set up the goal of labor technology and the method of employment to satisfy with each student's demand, and how to create the educational environment which is propitious to learn labor technique, and with high-quality, durative and zero-reject according to the students' various characteristics in physiology, mental development in the different stage.

II. Improving the practice and environment of the occupational career education for students

Presently, special education schools in some big or moderate cities try to change the environment of learning and practice during compulsory education stage or being graduated, and carry on the occupational career education, seeking the methods and the assuring systems to enhance these students' ability to participate in social activity (the students with intellectual disabilities who study in ordinary schools are included in the liberal education system. the report will not provide unnecessary details)

1. The practical experience on the prevocational career education during compulsory education stage.

1.1 Object

At present, the students with intellectual disabilities of 6 to 16 years old are considered as the students who will be offered to the compulsory education in the special schools. And they will keep 9 years at school. These schools will mainly accept the moderate or severe children, including Down's syndrome, phenylketonuria, autism, cerebral palsy, X-brittleness syndrome and so on.

Final goal of the compulsory education is to enhance the skill of the students with intellectual disabilities to accommodate to society and be included by society.

1.2 Curriculum framework

1.2.1 The curriculum for mental retardation in compulsory education goes through three stages.

First stage (before the middle of 1990s, more mildly retarded students) - subject course. The special schools mostly adopt the subject course, which emphasizes that the students must possess the practical knowledge and technical abilities through the language, mathematics and so on.

Second stage (the middle of 1990s to early in 21 century, more moderately or severely retarded students) - functional course. The special schools mainly depend on the functional course - it is divided into 6 realms, stressing that developing and culturing the student's ability in 6 realms. All the learning contents and learning methods are served to form ability and become a habit.

Third stage (early in 21 century, more moderately or severely retarded students) - ecotype course. The school emphasizes that the students study in the natural and social condition, and the learning contents come close to the student's "proximate development area" (the ability point of departure). The new course standard is drawing up now, which puts forward the purpose of improving the students' quality of life.

1.2.2 The content of functional course and the vocational career education

The functional course is divided into 6 realms, namely social skill, cognition, communication, laboring, sport, leisure and amusement.

(a) Social skill (mainly pointing to adapt to the society): Include the contents such as social interaction (skill of family life, human interaction), environmental accommodation (house, school, community) and safety (individual, home, transportation) and so on;

(b) Cognition: Involve the contents such as thinking training, mastery of the number, and practical knowledge (comprehending the time, paper currency, length, weight, unit, calculator) and so on.

(c) Communication: Include the contents such as non-language (pre-language, non-language communication), basic sentence (comprehending,

expressing, reading, writing), social intercourse and conversation (contact, comity and communication skills) in order to rectify the language barrier and express their personal thought and needs;

(d) Laboring: Consist of the contents such as the self-service (eating and drinking, going to toilet, dressing), housework (shopping, cooking, cleaning, using home appliances), pre-training (service working, art designing and handicraft, occupational labor, working attitude and habit, the understanding of the job and other) for the purpose of enhancing the student's ability on self-management or self-service;

(e) Sport: Include the contents such as basic movement and skills for the sake of forming a habit, strengthening the constitution, and improving the ability of body coordination and flexible degrees;

(f) Leisure and amusement: Include the contents such as music and rhyme, art designing as well as leisured life for the sake of training the students to dominate leisured time, fostering the good personality. These realms are carried on independently, but integrated according to instance and extent of mastery at any time.

According to implement principle of the course plan mentioned above –livingly, actively, and synthetically, these courses are full of the contents of the prevocational education and training on accommodation in society.

1.3 Improvement of educational practice and environment

1.3.1 Exploring curriculum pattern based on integrative topic

For helping the retarded students to possess the abilities of 6 realms in the course above, the special schools concentrate on exploring the curriculum pattern based on integrative topic, which involves a kind of living problems that the students likely face to in future. These topics which contain all the correlative knowledge and skills that they would contact with possibly are integrated and shown to the students in the form of activity. For example, the teachers divide all courses to more than ten big topics related with the students' living directly

based on 6 realms, such as knowing myself, our school, clothes, food, transportation and safety, lovely animals, festival and so on.

1.3.2 Establishing the learning environment livingly

In order to insure the valid implement of the curriculum based on integrative topic, the teachers attempt to select the learning resources from the life, daily activity, medium (information and technique), book, community and so on and adopt the ways of grouping and layering, teaching with cooperation, individual training to investigate the living learning environment. Concrete methods are as follows:

(a) Establishing learning environment livingly means all the environment of the learning and living ultimately served for the retarded students. For example: opening the topic classrooms (designing the learning environment by the learning topic), building the functional classrooms (such as family room, rehabilitation room, recreation room, individual training room) and establishing the functional or individual learning area in some classrooms.

(b) Creating the learning environment to develop the students' emotion, attitude and human interaction, which are beneficial to help the students to communicate or develop their self-confidence.

(c) Setting up the learning environment which fits to the society, contacting with the restaurants, supermarkets, cinemas, and service organizations around as well as providing the actual surroundings to train the ability of existence.

1.3.3 Strengthening environment with the support relations

(a) Reinforcing guidance and training – Adding the personnel of teaching, education or rehabilitation, who will make the IEP for the retarded students together. The contents of teaching are various because of combining with the learning, training and rehabilitation.

(b) Using the cooperative teaching – Increasing one or more teachers in each class, who should complete different task of guidance and training respectively according to the goal of learning.

(c) Adopting the method of learning by

grouping or layering - Teachers make certain the learning goal or method by grouping or layering according to the students' abilities. In the same of contents, each student will learn those contents they can. The important or deep contents are separated, which is easy to give different students different guide respectively.

1.4 Achievement and problem

Through the endeavor from the various organizations and people, the following aims come true: The equal right of education is carried out and the education with high quality is acquired; The potential abilities of the students with intellectual disabilities have been enhanced; The degree of social approbation is raised, and the students' self-confidence to exist independently is strengthened; The burden of the retarded students' parents is lightened; The teachers' self-consciousness and creative ability is advanced.

However, we still face to more difficult situations. The related policies everywhere are different, and it is greatly different among the regions. So the compulsory education of the retarded students develops without balance. Some are still in the stage of adopting "the subject course", but some have already followed "the ecotype course". Because of the restriction of the budget, research ability of the teacher as well as time, there are not enough support tools to be applied in learning or tutoring which is studied for lightening learning difficulty.

2 Vocational education practice

2.1 Object

At present, the age of the mental retarded students who have finished their compulsory education and enrolled in vocational education is beyond 16 years old, and this school life span is 3 years. Because of the obvious difference in the degree of intellectual disability and the students' development level, school must choose and design different contents and aims on vocational training .

The general aim of training for the vocational education are to master corresponding professional

knowledge, to promote mental retarded students' vocational skills, ability and vocational moral quality. The concrete training goals are as follows: Living in the community independently or half independently; Experiencing or mastering one or more vocational skills, being qualified for the vocation in personality and ability; Obtaining employment in the form of refugee pattern and supportive pattern based on the vocational education of preparing and supportive pattern, he or she can; Owning the ability of lifelong learning, adapting to the continually changing environment, and owning some sense and ability to run an enterprise.

2.2 The curriculum setup of vocational education

For the moment, the curriculum of vocational education for the mental retarded is classified into 3 kinds, namely the basic, professional or comprehensive practice curriculum. The basic curriculum contains 6 courses: Chinese language in daily life, mathematics in daily life, social adaptation, music and leisure, sports and health, and computer; The professional curriculum consists of housekeeping, cooking popularized, cooking advanced, handcraft, machine weaving, sewing, mental working and carpentry, comprehensive service; The comprehensive practice curriculum is made up of following courses: community service and social practice (including practical training), class pioneer activities, social activities, activities concerning students interest and hobbies, and activities of mental health.

The curriculum of vocational education is made up of subject curriculum and comprehensive practice curriculum. And 80 percent of whole teaching hours is for course of laboring skills and practice, while 20 percent is for the curriculum of knowledge and rehabilitation, which is just opposite to the stage of compulsory education.

2.3 To improve the educational practice environment

2.3.1 Establishing the vocational education pattern of market-oriented

(a) School for Mental Retarded in Xuanwu District in Beijing makes great efforts to probe a new vocational education pattern, *multi-level, wide*

foundation, flexible module, multi-ability, to proceed to obtain employment through vocational education.

“Multi-level” reflects the education thoughts of individualization; “wide foundation” and “flexible module” are mainly reflected in the setting up of the disciplinary and curriculum, and they are the contents of the whole pattern; “multi-ability” refers to students’ abilities. Only achieving the standard of being “wide” and “flexible”, can it be described as an “individualized” vocational education to cultivate students with “multi-ability” and to realize the target of “multi-level”.

(b) Yuanping Special Educational School in Shenzhen comes up with the idea that “*the integrated pattern of education, rehabilitation, and employment*”. Because the vocational education contacts the market economy closely and immediately, the qualified graduates can obtain more job opportunities. These patterns, as mature experience, are beneficial for the mental retarded school to cultivate qualified graduates systematically.

2.3.2 Making use of proper methods for educational training

The common ways of vocational education are stratified tutorship and individual tutorship.

Stratified tutorship- It emphasizes that the aims of vocational education must account in students’ individual difference, and put prominence on the stratification. Except the basic teaching methods, it begins to pay more attention on teaching practice and social practice. For instance, the vocational education section in Xuanwu School for Mental Retarded advocates explicitly that schools should decide different levels of vocational training aims according to the students’ difference; Self-support School in Dongli District in Tianjin takes diverse training measures for the mild, moderate and severe students when they carry out the cooking, or sewing training. Some schools open their own enterprises, which provide a convenient training place for their students.

Individual tutorship- Teachers must tutor the vocational skills individually for each student. The

individual career program is designed firstly, and a pretest on professional ability is given then so as to make a decision about the learning content for the student. The forms and ways of tutorship are various. One is to carry out the program in group or class. That is to say that when one vocational training task is completed in the group, the teacher must teach students one by one according to the students’ different task requirements. For example, when making wooden dolls, each student can master one or two courses, so teachers have to tutor them respectively so that they can complete the task at the same time. Another way is one-to-one teaching. According to the students’ learning need, individual teaching is given. For instance, in the house holding class, the teacher trains the student to tidy up the wardrobe, from classifying the clothes and shoes, folding them, and placing them, until completing the whole contents of the teaching unit.

2.3.3 Implementing the supportive vocational education and providing the tracking service.

According to the present situation, because some mental retarded students can not adapt themselves to the job after graduating from school, they are refused in the intern period. For this, some schools develop supportive education, not only training various vocational skills but also cultivating them to enhance social communicating ability, spirit of group, responsibility and so on. Through the tracing service for the students who have obtained employment, we can solve the problems they will confront at work in time so as to ensure them to keep their job. Student X’ situation is to the point. He is competent for the job by training, but he lacks the ability to take care of himself, like being not capable to go to toilet, and making the toilet dirty and smelly. The other workers don’t accept him and the factory prepared to resign him. After knowing the information, the school suggests that the school and the parent cooperate to carry on retraining for the child, making sure the child stay in the factory.

2.3.4 Striving for social support of other sections

To unfold the occupational education of the retarded crowd, the support of the government

is needed. Therefore, the government is strongly requested to promote the working with the administrative power, and cause the schools to cooperate with Disabled Persons' Federation, Personnel Bureau, Labor Bureau as well as the factories and enterprises in order to support the vocational education of the retarded crowd.

2.4 Achievement

Through the improvement of the educational practice and environment, the following aims come true: The formed training environment mentioned above lays the foundation for the employment of the retarded student; The training pattern mentioned above exploits the foreground of the employment widely; The occupational skill and the quality are exalted, the student's attitude on living and quality of life get improved, and the students' feeling in social achievement is built up.

III. Discussion

According to incomplete statistics, although great efforts have been made for the retarded students' occupational education, 81.34 percent of them are still brought up by family, 0.94 percent of them depend on almsgiving by the nation and collectivity, and only 17.72 percent live by their own income from personal labor. Except the multi-disabilities, the employment rate of the retarded crowd is the lowest. The prevalence of the retarded crowd is high and they earn little by themselves, which become heavy burden for the nation, society and family, as the problem without neglect. Seeing to the actual experience, there are many problems to be changed in the retarded students' vocational

and pre-vocational education. For example, the conception of the occupational education is more conservative. The career developmental programming for the moderate and severe students is lacking. The pattern of running a school of occupational education is not open or diverse enough. The adaptability of the retarded students in transition from the compulsory education to employment is neglected. The occupational training is not scientific enough, and not aimed at. There are just a few institutions for professional training. And the tracking service does not go on well. To solve these problems, we need not only renew our idea in time, but also fight for the strong support in manpower, material resources, and financial power. It is a continuous but urgent work, which needs the understanding and support from each social section.

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Improvement of Educational Practice and Environment for children with Intellectual Disabilities

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Abstract: In institutes for special education there are special schools, special and inclusive classes in the general schools, hospital classes in the hospitals, and itinerant classes for the disabilities in the homes, facilities, hospitals, and general schools who are in need of itinerary. The compulsory education is for children with disabilities in elementary and middle school. The courses in kindergarten and high school are free of charge. The vocational courses of the basic curriculum for intellectual disabilities allot 340 hours of a yearly total of 1,088~1,156 hours (29.41~31.25%) to middle schools, and 408 hours of a yearly total of 1,156~1,224 hours (33.33~35.29%) to high schools. The courses of high school graduates from special education for intellectual disabilities are employment and continuance of their studies at a higher level. The percent of employment is 22.5% (a ratio of 309 to 1,211) in 2005. The percent of continuing their studies at a higher level is 35.5% (a ratio of 431 to 1,211) in 2005. Special schools can establish prevocational courses of 1~3 years in a school of their choice after finishing high school. They will intensively make a transition into adult life after graduation. Children with intellectual disabilities should be provided various programs to inspire vocational interest and to enable them into being familiar with living techniques which make them able to act his or her own role completely through practical work experience so that they might be inclusive as members of a future changing community to adapt themselves to practical life

Key words: special education, intellectual disabilities, employment.

I. Introduction

The modern special education in Korea began in 1894 when Mrs. Hall, a Methodist Church medical missionary, founded the first school for the visual impairment in Pyeongyang and began to teach Braille to a woman. The special class was first established in the protective institution for invalid children of Dongdaemun public school in 1937. The teacher's class was first established for physical disabilities in 1963.

Later, in December, 1977, the promotion ordinance for special education was enacted and proclaimed as a measure for promotion of special education. In December, 1990, it was partly revised and complemented through the second amendment. In January, 1994, it was completely revised for the compulsory education system for disabilities, the extension and propulsion of inclusive education and intensification of the plans for the individualized education, the introduction of parents' opinions

about them, the guarantee of the petition right of objection, and penal regulations against partiality.

In the year 2005, there was a revision in the law. Its purpose is to inquire about the realities of special education every five years. It established disabilities from health. Now, The Ministry of Education and Human Resource Development aims at the maximized educational results through sharing obligation of special education by enacting 'All-Out Plans for the Development of Special Education('03 ~ '07)'. First it carries out policies, to expand the special education opportunity to more students throughout each local community-schools (Classes). Second, it builds the foundation for inclusion and higher-quality administration, and then improves the quality of special education through the diversification of the Teaching & Learning methods. Third, improve the teacher's accountability and specificity for special education. Forth, strengthens supporting systems for special education.

II. An out line of the school system

1. General Framework of the Curriculum

The present school system of Korea's education is a single-line style fixed in the reformation of the basic educational law in 1951 comprising two semesters of 6-3--3-4 system of elementary school(3 years), middle school(3 years), high school(3 years), and university(4 years).

As its complementary special school systems, there are civil educational centers as a elementary school level, higher citizenships training schools at a middle school level, higher technology schools and air-correspondence schools as a high school level, and industry colleges, open university, and technology colleges as a university level. And in kindergarten, elementary school, middle school, high school, university levels, there are many kinds of special schools.

Citizenship training schools aim at teaching primary, secondary, and vocational education to the general adults and the overdue uneducated adults of the elementary and middle school.

2. The Present Condition of Special Education

At institutions for special education there are special schools, special and inclusive classes in the general schools, hospital classes in the hospitals, and itinerant classes for the disabilities in the homes, facilities, hospitals, and general schools who are in need of itinerancy

The compulsory education for the children with disabilities is for the courses of the primary and middle school. And the courses of the kindergartens and high schools are free of charge.

Special schools consist of 142 schools for the children with intellectual disability, hearing impairment, visual impairment, physical disability, and emotional disturbance which are made up of 5 national, 48 public and 89 private schools, of which private schools are 62.7% of all the special schools.

Special classes are classes which are established in the schools from the primary schools to the high schools to carry out inclusive education

for those who are in need of special education, which are operated by a full-time system, part-time system, special teaching, itinerant education according to their abilities.

Inclusive classes are classes which are established in the schools from the primary schools to the high schools to carry out inclusive education for those who are in need of special education, in which one or two children with disabilities are included, and supported by the special teachers according to their abilities.

Itinerant education is what is carried out by the visit of the special teacher to the home, medical center, school, or other facilities.

Special schools, special classes, inclusive classes, hospital classes have an enrollment of 58,362 of whom 33,618(57.6%) have intellectual disability, 8,447(14.5%) learning disability, 5,924(10.1%) physical disabilities, 5,870(10.0%) emotional disturbance, 2,549(4.4%) hearing impairment, 1,754 (3.0%) visual impairment , and 209(0.4%) health impairment.

Special schools, special classes, inclusive classes, hospital classes have an enrollment of 58,362 of whom 33,618(57.6%) have intellectual disability, 8,447(14.5%) learning disability, 5,924(10.1%) physical disabilities, 5,870(10.0%) emotional disturbance, 2,549(4.4%) hearing impairment, 1,754 (3.0%) visual impairment, and 209(0.4%) health impairments.

According to the arrangement of the students of special education, 23,449(40%) are learning in special schools, 29,803(51%) in special classes, and 5,110(9%) in inclusive classes. Of them 40% are in special schools and 60% in general schools.

1) The Present Condition of Special Schools

<Table 1> in the below shows the present condition of special schools according to the disability criteria. The numbers are 80 in 2003, 85 in 2004, and 87 in 2005, which have a tendency to increase. The students are 15,508 in 2003, 15,460 in 2004, and 15,205 in 2005, which have a tendency to decrease.

<Table 1> numbers of special schools and students according to the disability criteria

Section		visual impairment	hearing impairment	Intellectual disability	physical disabilities	emotional disturbance	health impairments	total
schools	2003	12	18	80	20	7		137
	2004	12	18	85	20	6		141
	2005	12	18	87	18	7	-	142
students	2003	1,455	2,099	15,508	3,298	1,832	-	24,192
	2004	1,546	1,951	15,460	3,155	1,650	-	23,762
	2005	1,462	1,670	15,205	3,200	1,893	19	23,449

<Table 2> numbers of teachers and students according to the courses (for all the students with disability)

Section		kindergartens	elementary schools	middle schools	high schools	total
students	2003	1,450	9,676	6,055	7,011(including 800 in the prevocational courses)	24,192
	2004	1,278	9,222	6,000	7,262(including 835 in the prevocational courses)	23,762
	2005	1,188	8,699	6,160	7,402(including 992 in the prevocational courses)	23,449
teachers (2005)		kindergarten teachers : 278 elementary teachers: 1,667 middle school teachers:2,707 therapeutic teachers:360, vocational teachers:133 acupuncture teachers :47 nursing teachers:139 total : 5,331				

<Table 2> shows the present condition of special schools according to the course. Kindergartens have had enrollments of 1,450 in 2003, 1,278 in 2004, and 1,188 in 2005. Elementary schools have had enrollments of 9,676 in 2003, 9,222 in 2004, and 8,699 in 2005. The numbers of the students have decreased in the case of kindergartens and middle schools. Middle schools have had enrollments of 6,055 in 2003, 6,000 in 2004, 6,160 in 2005, which shows little change in numbers. High schools have had enrollments of 7,011 in 2003, 7,262 in 2004, and 7,402 in 2005, which have had a tendency for the entrance upon the special subjects to increase.

2) The Present Condition of Special Classes

<Table 3> shows the present condition of special schools according to the special classes. The students with the intellectual disabilities are 12,655 in 2003, 14,337 in 2004, and 15,723 in 2005, which have a tendency to increase gradually. It shows that though children with intellectual disabilities

in the special schools are decreasing, children with intellectual disabilities in the special classes for inclusive education are increasing.

<Table 4> shows the present condition of special classes according to the course. The numbers of the students are 26,868 in 2003, 28,002 in 2004, and 29,803 in 2005, which is increasing. Accordingly, the numbers of the schools with special classes are 3,217 in 2003, 3,448 in 2004, and 3,724 in 2005, which are increasing continuously unrelated to the courses. And the numbers of the special classes are 4,102 in 2003, 4,366 in 2004, and 4,697 in 2005, which are increasing.

3) The Present Condition of Inclusive Classes

<Table 5> shows the present condition of inclusive classes according to the disability criteria. The children with the intellectual disabilities are 1,217 in 2003, 1,645 in 2004, and 2,690 in 2005, which have a tendency to increase. It shows that inclusive education has been activated.

<Table 3> numbers of students according to the disability criteria

Section		visual impairment	hearing impairment	Intellectual disability	Physical disabilities	emotional disturbance	health impairments	learning disability	Total
students	2003	142	384	12,655	1,222	3,034	-	9,431	26,868
	2004	143	417	14,337	1,268	3,063	-	8,516	27,744
	2005	222	494	15,723	1,895	3,549	162	7,758	29,803

<Table 4> numbers of schools with special classes, special classes, students, and teachers according to the courses (for all the children with disability)

Section		kindergartens	elementary schools	middle schools	high schools	Total
schools with special classes	2003	72	2,430	601	114	3,217
	2004	87	2,548	652	161	3,448
	2005	102	2,698	715	209	3,724
Classes	2003	84	3,119	712	187	4,102
	2004	99	3,248	768	251	4,366
	2005	124	3,393	852	328	4,697
Students	2003	339	20,288	4,630	1,611	26,868
	2004	400	20,162	5,037	2,403	28,002
	2005	475	20,698	5,685	2,945	29,803
Teachers	2003	85	3,217	723	187	4,212
	2004	100	3,248	777	277	4,402
	2005	123	3,413	909	380	4,825

<Table 5> numbers of students according to the disability criteria

section		visual impairment	hearing impairment	Intellectual disability	Physical disabilities	Emotional disturbance	Health impairments	Learning disability	total
students	2003	57	123	1,217	332	231	-	384	2,344
	2004	55	354	1,645	736	356	-	472	
	2005	61	385	2,690	829	428	28	689	5,110

<Table 6> shows the present condition of inclusive classes according to the course. The numbers of the students are 26,602 in 2003, 31,171 in 2004, and 34,581 in 2005, which are increasing. Accordingly, the numbers of the schools with inclusive classes are 4,067 in 2003, 4,567 in 2004, and 5,654 in 2005, which is increasing continuously unrelated to the courses. And the numbers of the inclusive classes are 19,399 in 2003, 20,735 in 2004, and 23,529 in 2005, which are increasing.

4) The Present Condition of Itinerant Classes

<Table 7> shows the present condition of itinerant education. The students who have the itinerant

education are 2,599 in 2003, 2,999 in 2004, and 3,175 in 2005, which have increased. And the classes are 328 in 2003, 440 in 2004, and 517 in 2005. It shows that itinerant education has been activated.

5) The Present Condition of Hospital Classes

<Table 8> shows the present condition of hospital classes. The students who have the hospital education are 51 in 2004 and 67 in 2005. And the classes have increased 2 in 2004 and 5 in 2005. From now on, the subjects of hospital education will be extended so that more students with health impairments may have the opportunity for

<Table 6> numbers of students according to the courses (for all the students with disability)

Section		kindergartens	elementary schools	middle schools	high schools	total
schools with inclusive classes	2003	190	2,739	752	386	4,067
	2004	236	2,901	805	626	4,567
	2005	613	3,360	935	746	5,654
Classes	2003	262	14,019	3,314	1,804	19,399
	2004	311	14,589	3,502	2,333	20,735
	2005	781	16,092	4,200	2,456	23,529
Students	2003	355	19,123	4,521	2,603	26,602
	2004	1,586	20,477	5,323	3,785	31,171
	2005	1,739	22,255	6,306	4,281	34,581

<Table 7> numbers of students, classes, and teachers in relation to itinerant education

section	Students					Classes	Teachers
	home	facilities	Hospitals	schools	total		
2003	862	1,239	29	469	2,599	328	490
2004	918	1,388	12	681	2,999	440	703
2005	903	1,465	22	785	3,175	517	713

<Table 8> numbers of students, classes, and teachers in relation to hospital education

Section	students	classes	teachers
2004	51	2	2
2005	67	5	5

education.

III. Educational activities carried out at schools to prepare such children for employment

The 7th curriculum currently practiced comprises the basic curriculum and the national common basic curriculum. The basic curriculum is mainly used by the schools for intellectual disabilities, and the national common basic curriculum which is like that of general school is used by the schools for hearing impairment, visual impairment, and physical disabilities.

Accordingly, the children with intellectual disabilities are educated mainly by basic curriculum, but they can be educated by the national common basic curriculum according to their ability when

they need it.

Therefore though most of the children with intellectual disabilities have vocational education as the basic curriculum, they have vocational education by the high school elective-centered curriculum for grades 10, 11.

The national common basic curriculum consists of industry, packing, assembling, transportation, confectionery-bakery, industry design, and acupuncture (for visual impairment).

But this research deals mainly with the vocational courses of the basic curriculum for the children with intellectual disability.

The vocational courses of the basic curriculum allot 340 hours of a yearly total of 1,088~1,156 hours (29.41~31.25%) to middle schools, and 408 hours of a yearly total of 1,156~1,224 hours (33.33~35.29%) to high schools. They will

intensively make a transition into adult life after graduation.

Special schools can establish prevocational courses of 1~3 years in a school of their choice after finishing high school. 29 schools (about 33%) of the 87 schools for intellectual disabilities establish and operate the prevocational course. They operate the prevocational course according to the high school curriculum, and put emphasis on making productive workers by acquiring knowledge or techniques as to the occupation. Therefore after their graduation from high school, they can enter into the prevocational course if they want.

1. vocational course of the curriculum

1) educational contents of the vocational course

The textbooks of the vocational course consist of Vol. 1 Job Life, Vol. 2 Vocational Preparation, and Vol. 3 Function of Occupation. Job Life deals intensively with the fields of individual life, and social life. Job Life deals intensively with the fields of individual and social life. Vocational Preparation deals intensively with the fields of school life and regional social life. The Function of the Occupation deals intensively with economical life and leisure. They decide subordinate fields in the life field of each volume, choose the tasks in the subordinate fields, and arrange them according to the degree of difficulty.

2) the definite contents of the vocational course

(1) Occupational Life

The Occupational Life aims at enabling students to be accustomed to the function of basic life need for the occupational and social life and to maintain desirable mutual life. It consists of decent attire, maintenance of mutual relationships, acquiring telephone etiquette, monetary management, and participating in leisure life.

(2) Vocational Preparation

Vocational Preparation aims at equipping children with the basic function and attitude related with occupation, and with the function of vocational preparation necessary to the occupational life. It

consists of being accustomed to rules and attitude of occupational life, applying information given by sense, being used to basic learning function, dealing with basic tool, and searching for occupations.

(3) Function of Occupation

The Occupational Life aims at enabling students to participate in the work which needs simple work through work function and performance. It consists of sweeping, simple cooking, gardening-growing greens, simple assembling, aiding sale, and aiding office work.

2. Real Main Working Guidance of Each School

(1) Meal Training

- Elementary School : class teacher, in person, instruct about having a meal with children in each class.
- Middle School : teacher guides children to be issued a meal ticket, hand to the clerk, and to be provided a meal service.
- High School (Grades 10, 11) : teacher guides children to have a proper quantity of a meal, and to make their own feed.
- High School (12, prevocational course) : teacher guides children to have a meal with a group, and to do the dishes.

(2) Training of Emotion and Strengthening a Sense of Duty

the teacher guides children on how to grow a flower or crops with his or her name on it flower.

(3) Training by Various Contests

- monthly beauty contest (cleanliness)
- monthly dancing contest (sociability)
- yearly exhibition (work of art)
- speech contest and self-introduction contest (confidence and relationship)

(4) Physical Training

- elementary school (grades 1~3) : in-line skating
- elementary grade 4~high school : cycling
- daily running and gymnastics(aerobics)
- the whole school climbing according to his or her ability and all-day climbing on Saturday
- teacher guides children to have one-child

1. Selection of children for the practical training - diagnostic evaluation - consultation with parent - distribution of instruction teacher	⇒	2. Selection of industries for the practical training - Official investigation - Selection of potential industries for practical training with Korea Employment Promotion Agency for the Disabled	⇒	3. Preliminary guidance (attendance & leaving, and regulations of the company, dining etiquette, saluting, manners, and etc.) - Orientation	⇒
4. Practical Training - distribution of instruction teacher - Official Instruction for practical training and evaluation	⇒	5. Evaluation of practical training - distribution of teacher - Official Instruction for practical training and evaluation	⇒	6. Employment and association guide	

one-class one-exercise one-hobby and to enjoy them regularly with their parents (table-tennis, badminton, hula hoop, swimming, basketball, in-line skating, and etc.)

(5) Attending School Training

The teacher guides children to go to or from school by public transportation. The teacher selects potential children and guides them intensively to go to school with their parents or his or her teacher using public transportation from period of two weeks every semester. In the beginning the companion accompanies the children the bus or in the metro, and in the adaptation stage, the child travels by himself.

(6) Field Learning

Operate the whole school field learning by visiting museums, old palaces, public offices, industries, and etc and by going to movies or theaters, eating out, and etc.

(7) Adapting Training for Workplace

It is training practiced one time per semester in high school. It organizes classes in office department: department of cooking support, department of car washing, and etc according to children's ability and preference, and guides them for two weeks intensively by the detailed programs.

(8) Practical Training

Have high school students in grade 12 to have a practical training in the industries for the adaptation to the work environment, acquisition of work attitude and vocational technique, extension of opportunity to be employed, and maintenance of

vocational life.

(9) In-service Training for Teachers

- practice a class-study(open class) for a year
- each teacher's case-presentation of vocational guides a year
- practice in-service training on the vocational education through inviting outside specialists

(10) Education for Parents

Practice Parent Education every two weeks for the interest in their children, for comprehension of the vocational education, and for inspiring them with education activities

(11) Vocational Education Centered on the Practical Training at Industries

- Select industries employing the graduates and industries for practical training, and distribute teachers with exclusive responsibility
- Practice for the students of high school and prevocational course, or for the graduates
- Select the industries for practical training with the aide of Korea Employment Promotion Agency for the Disabled
- Guide and operate in liaison with Korea Employment Promotion Agency for the Disabled, Industries for practical training, and families.
- Procedure and Method of the Practical Training

<Table 9> the present condition of employment in relation to children with intellectual disabilities.

Section	The proportion of employment	The proportion of continuing their studies at a higher level
2003	28.8%(365 among 1,264)	28.4% (360 among 1,264)
2004	22.5% (288 among 1,276)	33.9% (433 among 1,276)
2005	22.5% (309 among 1,211)	35.5% (431 among 1,211)
The percent of average	25.6%	35.4%

<Table 10> Specific types of their occupation

Section	industrial art	packing, assembling, transportation	agriculture	electronic assembling	confectionery-bakery	simple labor
2004	6	83	7	22	2	168
2005	4	63	9	1	12	220

IV. State of employment in relation to children with intellectual disabilities

The courses for high school graduates from special education are employment and continuance of their studies at a higher level.

<Table 9> shows the present condition of employment in relation to children with intellectual disabilities. 25.6% of all the high school graduates from special education for the intellectually disabled have chosen vocations. The percent of employment is 28.8% (a ratio of 365 to 1,264) in 2003, 22.5% (a ratio of 288 to 1,276) in 2004, and 22.5% (a ratio of 309 to 1,211) in 2005. 35.4% of all the high school graduates from special education for intellectually disabled have continued their studies at a higher level. The percent of students continuing their studies at a higher level is 28.4% (360) in 2003, 33.9% (433) in 2004, 35.5% (431) in 2005.

As for continuance of their studies at a higher level, because they choose their special studies, their employment has not been solved yet. <Table 10> shows Specific types of their occupation. Specific types of their occupation were acupuncture (1), shoemaking (1), dressmaking (4), woodworking (2), gardening (7), floriculture (7), printing (2), and others (348) in 2003. And in 2004, Specific types of their occupation were industrial art (6), packing, assembling, transportation (83), agriculture (7), electronic assembling (22), confectionery-bakery

(12), and others (220). The occupation classification was reorganized since 2004 according to the 7th curriculum system amendment.

According to the Research on the Actual Condition 2000 of the Employees with Disability carried out by Korea Health Institute in 2001, the unemployment rate of persons with intellectual disabilities at home is 41.7%, the lengths of their service are below 1 year (44.4%), over 1 year and less than 2 years (42.3%), over 2 years and less than 3 years (4.0%), over 3 years and less than 4 years (3.1%), over 4 years and less than 5 years (2.0%), and more than 5 years (4.2%). Accordingly, as for the persons with intellectual disabilities, though being engaged is important, they are supported to maintain their jobs and have a continuous association guide by systematic backing.

At present, certain instructional hours are allotted for the homeroom teachers in charge of grade 12 and teachers in charge of special studies to serve association guides for undergraduates or interns. But because there is no system to serve association guides for the graduates, substitute measures for that should be arranged.

The Research on the Actual Condition 2004 carried out by Jeong, In-suk on 176 of 1,406 graduates from 5 schools for the intellectually disabled who answered the inquiries shows that their types of occupations are simple laborers (73.5%), artisans and allied employees (17.7%),

employees in service and receptionists (6.2%), and engineers (2.7%).

These results tell us that types of occupations fit the vocational aptitude more than simple labor should be developed, Individualized tailored-education should be carried out so that the quality of vocational life may be enhanced.

The needs for jobs are so as to lead a regular life (36.1%), so as to make money (29.3%), not lose their acquired ability (22.6%), to escape from monotonous life at home. The results show that 70% of subjects needed jobs for a happy life more than for money. For those with intellectual disabilities, jobs are not just means of economy but meaning of everyday life.

V. Conclusion

Children with intellectual disabilities should be provided various programs to inspire vocational interest and to enable them into being familiar with living techniques which make them able to act his or her role completely through practical work experience so that they might be inclusive as members of future changing communities to adapt themselves to the practical life. And various functional education centered on the practical life should be carried out side by side so they can foster basic knowledge, techniques, attitude which they should equipped as workers.

Through this education, each of them should acquire from the functions of everyday life to the functions of relationship and sociability, vocational preparation, vocational techniques and etc, and should be fostered as an independent individual who can apply these functions to various kinds of occupations.

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Trends and Perspective of the Use of International Classification of Functioning, Disability and Health (ICF) on Special Needs Education in Japan

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Abstract: This paper overviews the use of International Classification of Functioning, Disability and Health (ICF) on special support needs education in Japan, as well as its perspective.

Ever since ICF was approved by World Health Organization (WHO) in 2001, the use of ICF has been attempted in the field of education in Japan, especially for the assessment and guidance student enrolled in special schools. Additionally, the system of education in Japan for children with disabilities is in a period of transition, including revision of the public laws, from "special education" that has focused on education for student with disabilities and which has provided education and guidance in specific institutions such as special schools, to "special needs education" which is provided in meeting with the educational needs of individual student who include those with learning disabilities for instance who are enrolled in regular schools and classes. Given such a situation, the use of ICF is being promoted, with examples including preparation of individualized educational support plan implemented through cooperation by those specializing in different fields by utilizing the characteristic of ICF of being a "common language" so to speak, use in special schools based on ICF's characteristic of emphasizing participation, and understanding of the actual situation and conditions of and the support provided to student with special educational needs who are enrolled in regular classes. However, there are still issues and problems that must be dealt with, such as a tendency to overemphasize environmental factors, insufficiency of measures for student and those in early stages of development, and insufficiency of consideration for student's emotional aspects. There are also those who doubt the effects of ICF even if it is introduced.

Given such a situation, and the approval of ICF version for Children and Youth (ICF-CY), National Institute of Special Education (NISE) has launched and is promoting researches to examine the utilization ICF-CY for the educational policies. It hopes to make contributions both domestically and internationally.

Keywords: ICF, ICF-CY, Special Needs Education, Japan

Preface

The International Classification of Functioning, Disability and Health (ICF) was approved in the 54th WHO Assembly held in May 2001. In Japan, its official translation was published in August 2002. The Japanese Cabinet adopted a *Basic Program for Persons with Disabilities* in December 2002. In its section titled "3. Implementation of Measures by Taking Into Account Characteristics of Disabilities", the Basic Program stipulated "To utilize ICF adopted in WHO, in light of better understanding of disabilities and promoting appropriate measures,

should be considered." (Note 1). In fact, ICF is being utilized in a wide range of areas relating to persons with disabilities, with examples being medical, health and welfare services, and labour, educational and nursing care services. In the field of education which is the main topic of this paper, the use of ICF has been attempted mainly in the area of understanding of and support for student enrolled in special schools (Notes 2, 3, 4 and 5).

At present, the Japanese systems of education for students with disabilities are in a period of change. They are being changed including law revisions from a) to b) below.

a) What has been called “special education” that has provided education and guidance in specific educational institutions (i.e., schools for the blind, deaf and other student with disabilities, and special classes and “resource rooms” set up in elementary and junior high schools) which has covered student with visual impairments, hearing impairments, intellectual disabilities, physical disabilities, health impairments, speech and language disorder and emotional disturbances.

b) What is now called “special needs education” to cope with the educational needs of individual student who may have learning disabilities (LD), ADHD, and high-functioning autism (HFA) and who are enrolled in regular class.

This paper overviews the state of use of ICF in the special needs education provided in Japan, and examines its perspective.

1. ICF – What it is

(1) ICF's basic characteristics and its use in special needs education in Japan

ICF is a subsystem of WHO's Family of International Classifications (FIC). Other subsystems include ICD-10 (International Classification of Diseases) and ICHI (International Classification of Health Interventions). In addition, the WHO division in charge of ICF and the division in charge of ICF of Japan's Ministry of Health, Labour and Welfare are in charge of all matters relating to FIC including ICF. ICF is basically a classification. The ICF Book/CD-ROM is mostly composed of 1,424 classifications relating to body functions, body structures, activities and participation, and environmental factors (it does not have classifications relating to health conditions and personal factors). However, the trend in Japan is to discuss ICF by emphasizing the concepts instead, with an example being “Interaction between the Components of ICF” (Note 6), and the use based on such concepts (Note 2).

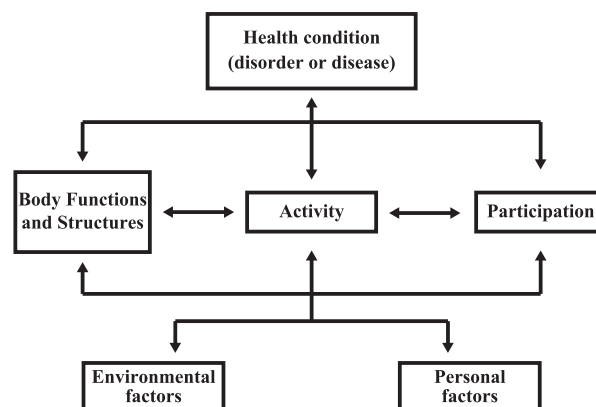


Figure 1. Diagram of ICF Conceptual Model

ICF must be examined in relation to the whole of the FIC system, as well as what is now called “special needs education” must be examined in relation to the educational system as a whole. Additionally, when examining the use of ICF in relation to “special needs education”, it is necessary to distinguish between the ICF classifications per se and the several aims of ICF mentioned below (Note 7).

- To provide a scientific basis for understanding and studying Health and Health-related states, outcome and determinants.
- To establish a common languages to describe Health and Health-related states in order to improve communication between different users, such as care workers, researchers, policy-makers, and public , including people with disabilities.
- To permit comparison data across of countries, health care disciplines, service and time.
- To provide systematic coding scheme for health information system provision of a list of categories for the use for the systems.

It goes without saying that the categories and items relating to human functioning and the contents or curricula of school education do not coincide. It is a fact that special schools that have started to use ICF are increasing. However, it is also a fact that many of them feel that ICF is difficult to use. Perhaps what is important is to use ICF

by ascertaining and understanding which aspects of ICF to use, and how to use such aspects, in solving what kind of issues arising in the operations conducted by special schools, etc.

(2) ICF as seen in relation to education

The section below examines the characteristics of ICF in relation to education, through comparison with its predecessor ICIDH (International Classification of Impairments, Disabilities and Handicaps).

1) From ICIDH to ICF

ICIDH is the predecessor of ICF (see Figure 2). It made major achievements which included setting forth of approaches for the understanding of disabilities multilaterally and structurally, and implementation of measures and policies based on such approaches. However, it was subject to criticisms, which included the fact that it did not include environmental factors for which it ended on the level of personal factors. Another criticism concerned the interaction between its components. For these reasons, countries promoted its revision (Note 8). In comparison, the ICF model (Figure 1) that followed is called “biopsychosocial model” in contrast to the ICIDH model which was criticized as “medical model”. It seeks to understand the decline of the functioning of humans from a broad viewpoint including environmental factors. In this aspect, it is compatible with the policies relating to school education in Japan which seeks to support holistic growth of student.

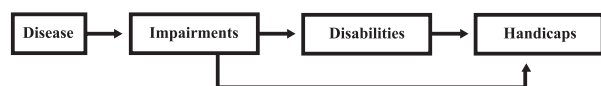


Figure 2. Diagram of ICIDH Conceptual Model

2) Characteristics of ICF – interaction between components

This section describes the characteristics of ICF by focusing on its components and their interaction. Firstly, the factors used in ICIDH and

ICF are defined as follows.

ICIDH:

“Impairment”:

Any loss of abnormality of psychological, physiological, or anatomical structure or function.

“Disability”:

Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

“Handicap”:

A disadvantage for a given individual, resulting from an impairment or disability, that, limits or prevents the fulfillment of a role that is normal, depending on age, sex, social and cultural factors, for that individual.”

ICF:

“Body functions” are the physiological functions of body system (including psychological functions).

“Body structures” are anatomical parts of the body such as organs, limbs and components.

“Activity” is execution of a task or action by an individuals.

“Participation” is involvement in a life situation.

“Environmental factors” make up the physical, social and attitudinal environment in which people live and conduct their lives.

“Personal factors” are the particular background of an individual’s life and living, and comprise features of the individual that are not part of a health condition or health states.

The above comparison of ICIDH and ICF concepts shows the following three differences.

The first is the terms used. ICIDH used terms that gave negative images such as impairment, disability and handicap, while ICF uses neutral terms that correspond to or replace the ICIDH terms, namely body functions, body structures, activity and participation. These reflect a neutral approach

to life and living rather than only emphasizing the negative aspects. In relation to the field and site of education, this suggests the importance of understanding and guidance student from neutral or positive viewpoints such as daily living, social participation and independence, and on this basis, the importance of examining the interaction between some components, rather than the negative aspects such as impairments and disabilities and only emphasizing measures to ameliorate them.

The second difference is that ICF has added new components contextual factors -environmental and personal factors-. This enables attribution of the causes of the difficulties experienced by individuals to their external environmental factors and personal characteristics that are not related with disabilities per se, rather than attributing them only to their internal factors such as impairments and disabilities. In relation to education, this suggests the importance of getting involved with student from a broader viewpoint including improvement of their environment, rather than only emphasizing their personal growth and development.

The third difference is the direction of the arrows that connect the components. The ICIDH model proposed a unidirectional causal relationship starting from disease, etc. and leading to impairments, disabilities and handicaps. In comparison, the ICF model uses bi-directional arrows to indicate that the components are interrelated. This suggests that student's daily living comes into being with diverse factors influencing each other, including environmental factors such as their relationships with teachers, or how teachers get involved with them.

2. Trends of use of ICF

As special needs education is being promoted, schools, departments and individuals that use ICF are increasing drastically. The following section overviews how ICF is actually being used.

(1) Use in preparing individualized educational

support plan

ICF is most often used in connection with individualized educational support plan which is an important means for the promotion of special needs education. Many special schools are using ICF quite creatively (Notes 4, 9, 10, 11 and 12). Many of these schools use the *ICF Checklist* (Note 13) for the understanding of the actual situation of student from the broad perspective that marks ICF. In addition, by utilizing ICF's character of being a "common language", they are making efforts to achieved common understanding and collaboration by the student with disabilities, their parents, and those engaged in different fields of work.

The project mentioned below is being conducted by a group including this author in collaboration with a special school. As mentioned, ICF uses neutral terms to as much as possible emphasize the positive aspects than negative. However, in reality, the assessment using ICF items quantifies the degree of difficulty that a person with disabilities has, with the result that it actually highlights its negative or weak aspects (this excludes environmental factors). By taking this problem into account, this school basically uses ICF as assessment standards to understand the actual condition, but based on the knowledge thus gained, it sets hopeful goals of "participation", and prepares a chart that shows the interaction between ICF components (hereinafter referred to as "ICF-Model-Figure"). It is based on such charts that this school prepares the individualized support plan. Figure 3 below is a diagram of goals prepared tentatively by this author in making a proposition. It was prepared based on information obtained prior to visiting the school. At present, this project is still underway. The author however feels that issues and outcomes are coming into view though gradually.

The efforts such as these are for teachers, from their standpoint, to examine individualized educational support plan. There are also efforts made by the parents from their standpoint (Note 14). The latter programs are being prepared through with parents and classroom teachers meeting

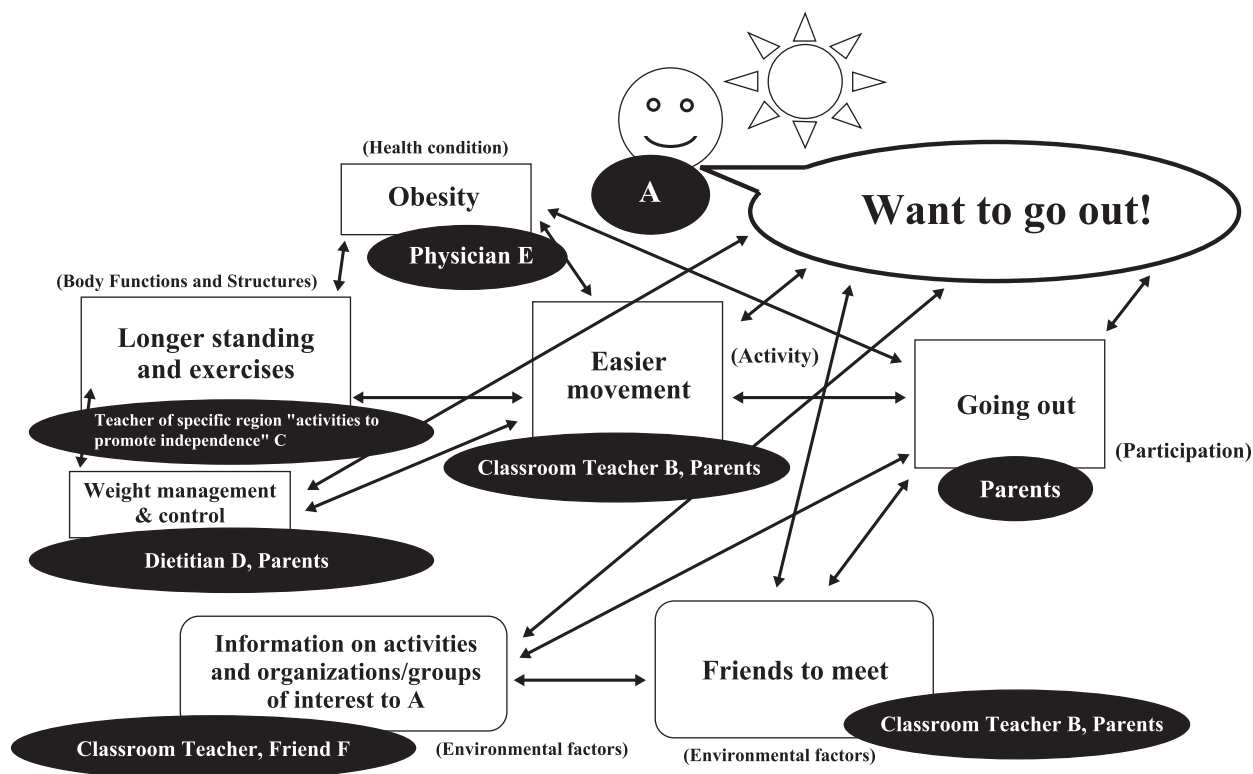


Figure 3. Student A's Goals and Support Plan

and working together, by using tools prepared based on ICF-CY. Measures to make the valuable opportunities for dialog between parents and teachers into something more effective and fruitful are also being examined and proposed by parents.

(2) Use in improving lessons

In addition to the use in preparing individualized educational support plan, ICF is also being utilized in preparing individualized teaching plans and in improving the lessons based on such plan. One special school is utilizing ICF's character of being a "common language" to collaborate with the rehabilitation staff for the enrichment and improvement of the individualized teaching plans. It is also making efforts to improve the lessons by setting goals by preparing ICF-Model-Figure (Note 15). Another special school is identifying issues through the use of individualized educational support plan prepared using ICF and making efforts to solve such issues by setting goals for each type of lesson.

Elsewhere, Sato and Nigi (2006; Note 3)

have reported efforts made to improve lessons through the approach of 1) emphasizing the viewpoint of "participation" in relation to lessons, 2) treating "participation" as the central goal of the individualized educational support plan and 3) making "activity", "body functions" and "body structures" the goals of individualized teaching plans. They also point out the necessity of production of more reports on cases of practical lessons provided using ICF. This author fully agrees with them, and will be actively reporting on such efforts in the future.

(3) Use in understanding and supporting student with disabilities enrolled in regular class

Concerning understanding of and support for the student with disabilities enrolled in regular class, Tokunaga (2005; Note 16) has reported on the possibility of understanding and guiding such student using ICF by pointing out an example of lessons on mathematics attended by student diagnosed as having learning disabilities (LD). Takayama (2005; Note 17) and Shinagawa et al.

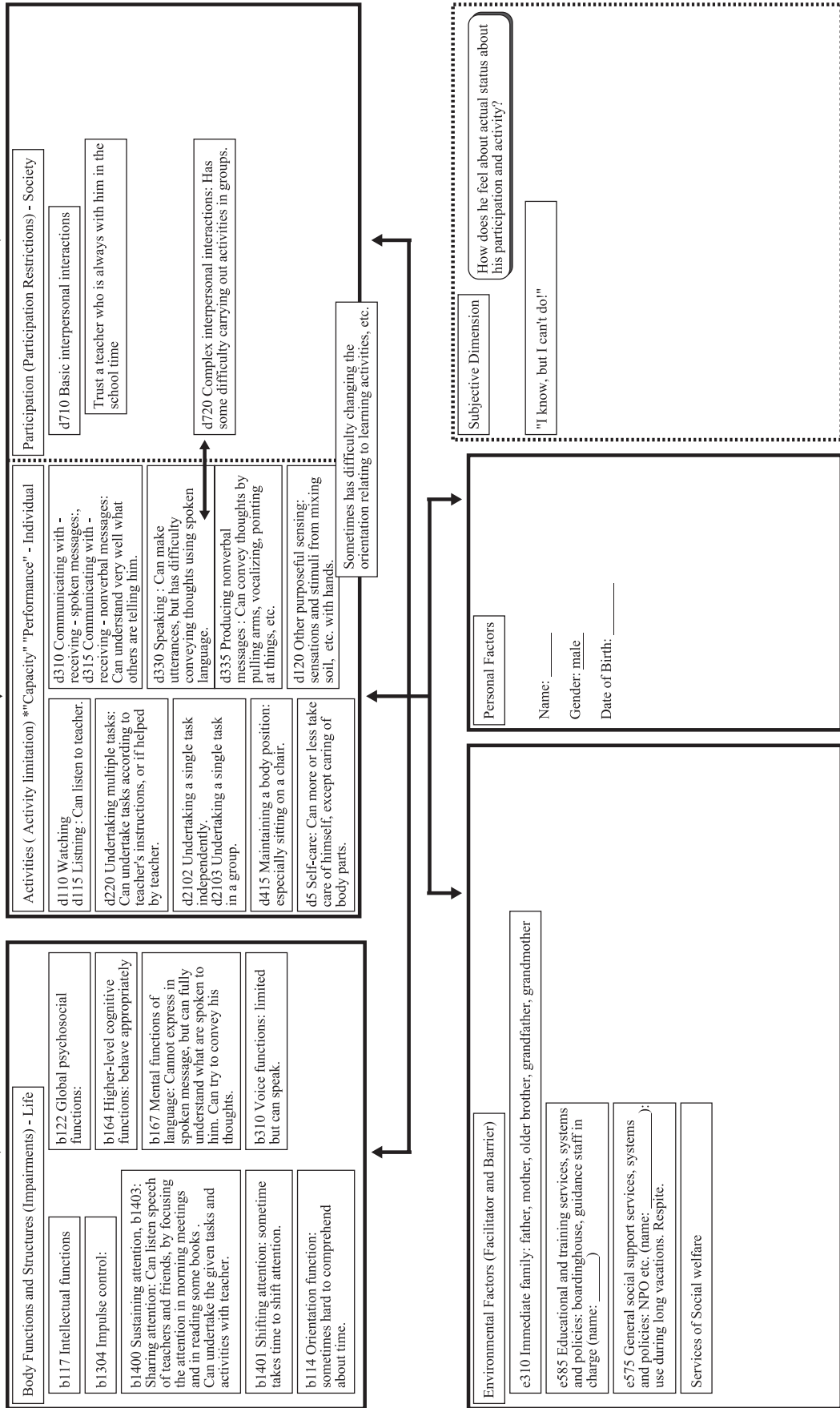


Figure 4. ICF-Model-Figure Support Sheet (Assessment)

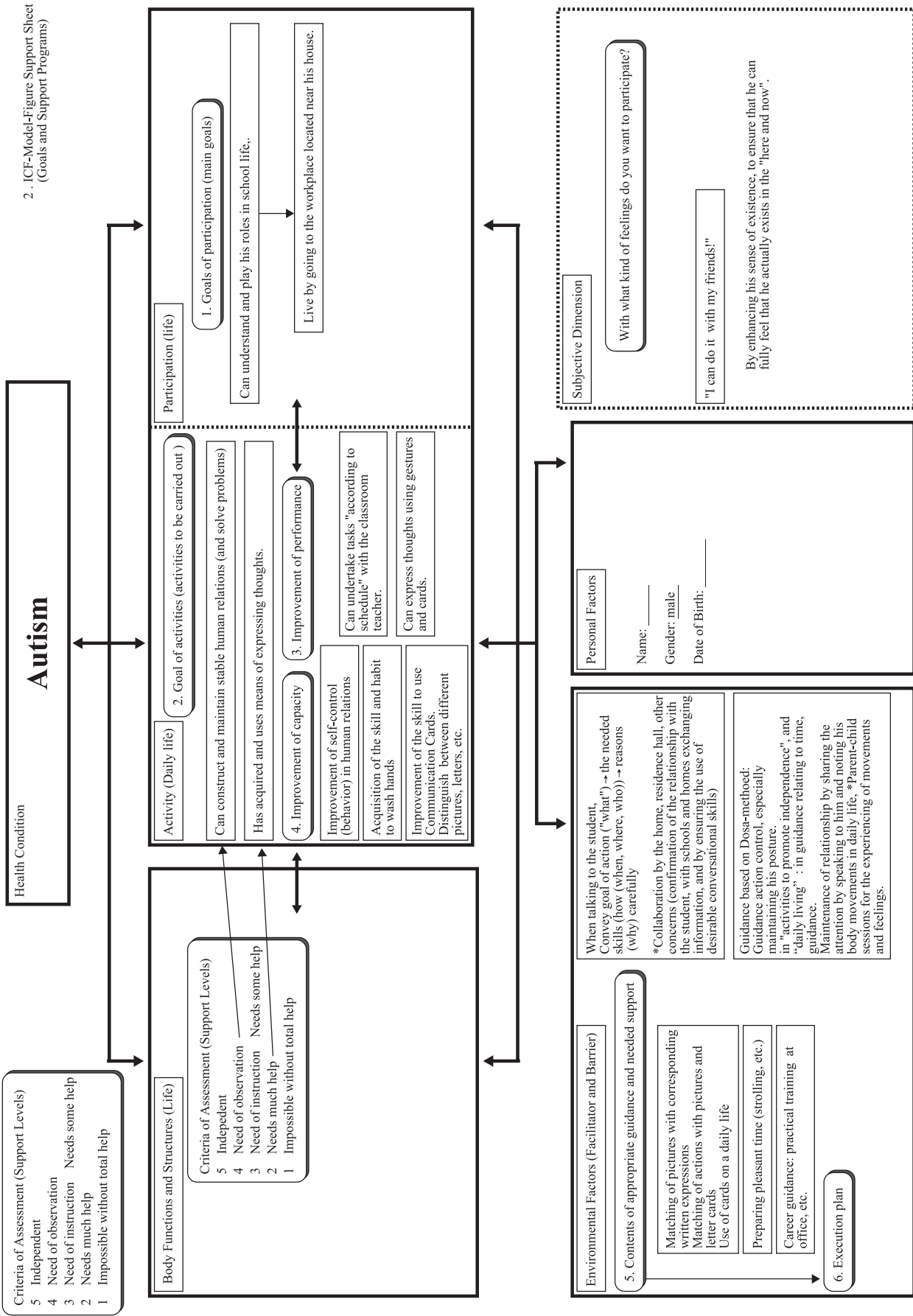


Figure 5. ICF-Model-Figure Support Sheet (Goals and Support Programs)

(2006; Note 18) have pointed out efforts made to actively use ICF not only for the benefit of those having ADHD but also for the understanding and support by their parents. As for the use of ICF in relation to the understanding of and guidance for student enrolled in regular class, cases of guidance based on diagnostic results are lacking. To that extent, the ICF approach that focuses on the difficulties experienced in school life is believed to become useful in the future. For this reason, the project below and mentioned later in detail toward the end of this paper is conducting researches by taking this point into view: NISE Research Studies in Specific Areas “Developmental Research on the use of ICF version Children and Youth (ICF-CY) for Educational Policy” (2006-2007, head researcher: this author).

Concerning support for student enrolled in regular class, there are some special schools that have introduced ICF on new function as center of special needs education in each community, which is one of the major pillars of special needs education (Note 19; Saito 2005). Several special schools are utilizing ICF in the understanding and support in relation to requests for educational consultation received from their areas’ elementary and junior high schools. The following two ICF-Model-Figure Support Sheets are used by Saito who teaches at Yamagata Prefectural Shinjo Special School. He is actually using these sheets in providing educational consultation. He is also attempting their use for the preparation of the individualized educational support plan for the student enrolled in that school.

Both of these sheets consist of two parts as can be seen. In the bottom part, they have set up the item “Subjective Dimension”, which is not included in the present ICF, to represent the emotional aspect of student. Specifically, Saito prepares the first ICF -Model-Figure Support Sheet (titled “Assessment”) based on information obtained from phone calls by teachers of elementary school, etc. at the time of request for consultation. He improves that sheet through meetings with teachers, etc. and by visiting the classroom. And by further consulting with the

teachers etc., he prepares the other ICF -Model-Figure Support Sheet titled “Goals and Support Programs”. Through this process, the parties concerned examine specific solutions.

Lastly in this section, we would like to mention some reports on the use of ICF for the understanding of and support for student who have refused or could not come to school. Ito (2005; Note 20) reports on the use of ICF in the guidance provided, in a special school, to student who had the experience of not being able to make it to the regular school they were enrolled in. After writing this paper, Ito has noted: “Using ICF to get to know the actual situation, I felt it easy to know what issues were involved. I was emphasizing the psychological aspect too much. I came to know that many issues were actually involved, such as environment.” Miyazaki (2004; Note 21) also reports on the use of ICF for the understanding of and support for similar student from the standpoint of a psychology expert.

(4) Other uses of ICF

In March 2006, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) set forth a guideline concerning self- and external evaluation of schools covering compulsory education schools (MEXT 2006; Note 22). Accordingly, it is believed to have become necessary to more properly evaluate the outcomes of guidance relating to special needs education also and to ensure better accountability. Munakata and Kawatani (2005; Note 23) report on the use of ICF scores in evaluating the effects of guidance provided to preschoolers, as an example of use of ICF for evaluation purposes. As for the use of ICF for evaluation of outcomes, similar efforts were being made at a special school in Zurich, Switzerland, that this author visited in 2005. “Evaluation” is also often discussed by the members of the WHO ICF-CY Work Group. Evaluation is thus believed to become an important issue in Japan in the future. We would like to promote researches on the use of ICF for evaluation purposes.

While this is not an example of use of ICF,

we would like to touch on the relationship between ICF and the national curriculum by MEXT in relation to the roles to be played by ICF in school education in the future. The commentary and explanation attached to the said guidelines for national curriculum for special school (1989 version) (MEXT 1992; Note 24) mention the relationship between ICIDH (which preceded ICF) and specific region on curriculum of special school at that time. However, the latest national curriculum for special schools or their commentary and explanation do not clearly refer to “ICF” though they do contain parts that can be construed as revisions in response to the change from ICIDH to ICF. A part of the reason might be overlapping of the period of examination of the national curriculum and that of ICF. In relation to this point, Sakai et al. (2006; Note 25) have reported on the compatibility between the ICF components and the contents of specific region “activities to promote independence” prescribed by the present national curriculum for special schools. The School Education Law was partially revised (promulgation: June 2006) to institutionalize “special needs education”, and a special committee on special needs education was established in the Committee on Curricula, Division for Elementary and Secondary Education, Central Education Council to revise the national curriculum (Note 26). In May 2006, this committee picked up ICF as a topic for discussion, and carried out discussions by referring to the materials provided by NISE (Note 27). The background was as follows. Several members of the committee pointed out the importance of ICF in the meetings prior to May. On this basis, the committee requested NISE, which had been conducting researches on the use of ICF, to supply materials. The mentioned report by Sakai et al. (2006; Note 25) points out the necessity to examine the compatibility of ICF with the national curriculum for regular kindergartens, elementary and secondary schools instead of limiting its application to the guidelines for special schools and “activities to promote independence”. This was based on that “There is widely held misunderstanding that ICF

is only about people with disabilities ; in fact, it is about all people. (2002; Note 28)

3. Issues in using ICF

As mentioned, the number of schools that use ICF has been increasing. This increase however has unveiled problems and issues in addition to achievements. This section deals with four questions which are often asked in relation to the use of ICF, and attempts to deal with the issues in the form of answering these questions.

(1) Is ICF only designed to improve the environment, and not to provide guidance?

This question is very often asked. Some people outrightly criticize that the use of ICF provides no guidance. In such cases, this author answers as follows. The environment is very important for student. However, what is important in education is to provide an environment that would promote student's growth, and not to provide an environment that would allow them to achieve anything without making efforts. In this respect, it will be necessary to carefully examine the environmental factors of each and every child, which include guidance, teaching materials and methods, curricula and ourselves (Tokunaga 2005; Note 29).

In this respect, the teachers' performance to guide and the type of relationship that they have established with the student may become important environmental factors in understanding the actual condition of student with disabilities. Strictly speaking, the present ICF items only deal with the presence or not or the attitude of the professionals who provide support. However, in reality, they could become important factors that directly affect the student's conditions. Saito (2006; Note 30) has pointed out that if the use of ICF ends at this stage, it will become a mere tool to find the criminal so to speak. The teachers vary in the amount of experience. They also have their strengths and weaknesses. There is also the issue of compatibility between the student and the teachers who are

providing education, etc. through Team Teaching. It is for this reason that some have pointed out that ICF covers all people not restricted to persons with disabilities (Note 28). In this respect, it might be necessary to examine if teachers are “participating” fully in providing guidance, and devise measures to improve the situation. Perhaps some teachers are short of “personal factors” such as educational and occupational experiences but are not given enough in-service training opportunities. Or perhaps they have to attend so many meetings and the like and do not have enough time to conduct studies on how to give lessons. Another reason might be that they are surrounded by colleagues who have longer careers and cannot be active themselves. If these are the case, improving these “environmental factors” (i.e., securing of in-service training opportunities, making of improvements in the type of meetings to hold and how to proceed with them, or the number of hours of lesson, or just warm encouragement) could improve “participation” by the teachers in the form of giving guidance. This could lead to more achievements in the area of student guidance.

At any rate, perhaps what is important is to examine the situation from diverse angles including environmental, to enable better or more “participation” from similarly diverse angles. This author believes that there can be no appropriate educational activities without increase or improvement of the “participation” by teachers who are also the main entities of lessons and classes in addition to the student and the sense of achievement that such participation could give them.

(2) Isn't ICF difficult to use for student and persons in early developmental stages?

Tokunaga(2004) has pointed out this possibility.

Firstly, the insufficiency of ICF when it is applied to children and youth has been pointed out internationally. It is for this reason that ICF version for Children and Youth (ICF-CY) as the first derived classification of ICF has been proposed officially (Tokunaga 2006; Note 32). From April to December

2005, this author worked as a visiting scholar at the University of North Carolina at Chapel Hill in the United States where Professor Rune J. Simeonsson (Ph.D., MSPH.) worked who is the leader of the WHO ICF-CY work group. During that period, we engaged in research activities on ICF-CY itself and its uses. In 2005, this author has submitted, to the said working group, reports, etc. concerning the results of field trials on ICF-CY conducted by covering Japanese concerns as well as a proposal on the use of ICF-CY in the form of a report of the outcomes of the overseas researches. Partly for this reason, the final ICF-CY will be prepared by reflecting the opinions submitted from Japan. The records and achievements in the area of use of ICF by covering Japanese children have been presented in the WHO-FIC Network Meeting held in October 2005 (Note 33). The world's concerns including WHO are focusing their attention on the possibility of utilization ICF-CY.

Many also point out the difficulty of use of ICF in the case of persons in their early developmental stages and those having severe disabilities. However, ICF's original aim is to describe a person's conditions related to Health. For that purpose, ICF can fully be used. Perhaps what these questions actually mean is that, if the ICF classifications are simply applied as criteria of assessment, there will be too many items related with the ICF components (“Body Functions”, “Body Structures”, “Activity” and “Participation”), and it will be difficult to prepare guidance plans in compliance with result of assessment such items. This author can understand this feeling very much in view of his experiences with student that he has dealt with as an teacher of special school. At present, this author is carrying out researches with many persons on the effective use of ICF (2005; Note 34). At the present stage however, we are not able to present clear methodologies. However, this author feels that the researches will lead to the production of specific programs, provision of practical guidance and support, and other forms of achievements, such as by identifying the external

environmental factors that make a person's life and living difficult, or by setting up opportunities and occasions for “participation” believed appropriate for the person in view of his interests, chronological age, etc.

(3) Perhaps ICF lacks something important?

This question concerns the fact that ICF does not cover the subjective dimension of student. However, the fact of the matter is that this question has been decreasing in Japan. The reason might be that this author, who is a head of network to promote utilization ICF and ICF-CY for educational research and practice in Japan, have emphasized by utilizing every opportunity that what is most important in examining the use of ICF is to value the person's feelings, and this is not restricted to school education. In this paper, the person or student's feeling are emphasized in the balloon (“I want to go out!”) in Figure 3, “A’s Goals and Support plan”, and in “Subjective Dimension” in Figures 4 and 5 (Saito 2005). Saito often emphasizes the need to listen to what student are saying almost silently. What he means is that if the student can express in words, rather than accepting what he is saying as is, to try to understand his real feelings, and if the student has difficulty expressing in words, to try to understand what he really wants to say, by closely watching his eye movements, etc. and taking into account his sensibility or sensitivity. This author believes that the support and guidance that emphasize such voices will be far more effective for the student.

WHO is also examining the treatment of the “subjective dimension”. The above-mentioned WHO-FIC Network Meeting held in October 2005 has confirmed preparation of a classification system in a near future, with an international study group and a Japanese study team which have been examining this matter and WHO cooperating (Note 35). This classification system is believed to become a derived classification like ICF-CY, and requires attention in the days to come.

(4) Too many items and difficult terms, hard to use.

This point is still raised. The ICF book is very thick and is not something that can be used by putting it in a pocket and referring to it every time. To cope with this problem, digitalization of the system is being examined for the more efficient and effective use of ICF in understanding and supporting student. This project is being promoted by one called “Designing and Development of a System for Automatic Generation of ICF Diagrams to Support the Preparation of Individualized Educational Support plan”, which is a scientific research subsidized project and headed by NISE's Watanabe (Watanabe 2006; Note 36). Another is being promoted by a digitalization team inside the ICF-CY Japan Network headed by this author. This Network is examining the use of ICF and ICF-CY for the understanding of and support for children .

4. Perspective on Use of ICF

With the increase and spread of use of ICF, from around 2005, questions have been asked about the outcomes achieved after introduction of ICF (see Note 37 for instance). To answer these questions, volunteers including this author who have been examining the use of ICF are now examining how to summarize the issues and outcome so far identified and achieved or solved, for the advancement to the next stage. As part of such efforts, in 2006, Sakai and this author (2006; Note 38) took the initiative in holding a voluntary symposium to discuss the outcomes after ICF introduction in the 44th Convention of the Japanese Association of Special Education. This examination will be continued in the future.

Given the state of use of ICF in Japan so far discussed, the fact that the *Basic Program for Persons with Disabilities* (Cabinet Office, December 2002) expressly states the need to examine measures to use ICF in understanding disabilities and promoting measures, and the fact that ICF-CY is about to be approved officially,

NISE which is the only national center in Japan relating to special needs education has launched an Research Studies in Specific Areas titled “Developmental Research on the use of ICF version Children and Youth (ICF-CY) for Educational Policy“. It is thus promoting examination on the use of ICF-CY in relation to the educational policy implemented by the Japanese Government which promotes special needs education. Specifically, it is carrying out examination based on the following viewpoints, in order to identify urgent measures to contribute toward educational policy as well as to accumulate basic knowledge for the examination of future educational policy. By making the results of such examination public, NISE hopes to make contributions both domestically and internationally.

(1) Use for the improvement and enrichment of the curricula based on concepts whose efficacy has been pointed out, such as the broadness of the viewpoint for the understanding of student.

(2) Use through cooperation by persons in different fields, including the use in preparing individualized educational support plan for which ICF-CY is already being used for being a “common language”.

(3) Use through combination of the past “special education” and regular education based on the idea of exploring solutions to the issues and problems that arise in daily life, by covering all people not restricted to persons with disabilities.

In special needs education, the use of ICF and ICF-CY is increasing for certain. This author, NISE and the ICF-CY Japan Network will closely examine what kind of contributions ICF, ICF-CY and their use can make for the student, their families, and the people near them who are supporting them. We sincerely hope that this would lead to the creation of a convivial society in which everyone would value other persons' personality and individuality irrespective of disabilities, which is also Japan's goal (Note 39) and to the making of contributions toward the international community.

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Effective Transitions from School to Employment for Young People with Intellectual Disabilities in New Zealand

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Abstract: In New Zealand students with intellectual disabilities are increasingly part of the educational mainstream and most have funding and support packages that follow them throughout their schooling. This trend is matched with the expectation that transition from school to employment is a goal that should be within the grasp of school leavers with intellectual disabilities. The New Zealand Disability Strategy clearly articulates the aspirations of both the Government and disabled people in terms of employment being a valued outcome. While actual employment participation rates are still low the past decade has seen a proliferation of initiatives, projects and pilot programmes aimed at developing effective policy and practice. This activity has led to a better understanding of key activities that are likely to enhance employment outcomes. These activities now need to be supported with coherent policy and funding mechanisms.

Keywords: Transition from school, intellectual disabilities, effective practice.

Introduction

This paper begins with an outline of the New Zealand school system and its provision for students with Intellectual disabilities. The current status of young people with intellectual disabilities in regards to their employment is then canvassed. An overview is provided of current educational activities which appear to enhance the likelihood of employment outcomes for this group. Issues and challenges that require further attention are highlighted in the context of transition from school for young people with Intellectual Disabilities.

The New Zealand School System

The population of New Zealand is around four million, twenty percent of whom are indigenous Maori who arrived about 1000 years ago. The Treaty of Waitangi is regarded as the current founding document of New Zealand which was signed by Maori chiefs and England in 1840. New Zealand became a fully independent member of the Commonwealth in 1947.

Government goals for education are to equip New Zealanders with 21st century skills and to

reduce systematic under-achievement. While average student achievement by age 15 is well above the OECD average, the spread of achievement between the highest and lowest achieving students is wider than for many other countries. “Raising achievement and reducing disparity” has therefore become the guiding mission of the Ministry of Education.

The New Zealand School system is largely comprised of state day schools at which attendance is free. There are a total of 2,300 schools (765,000 students) of which 28 are special schools for students with disabilities (2,145 students). All children are able to start school on their fifth birthday, although they do not have to enrol until the day they turn six. All students may leave school when they turn 16, but can stay until the end of the year in which they turn 18. Students with severe disabilities however, may remain at school until the end of the year in which they turn 21.

The last two decades have seen significant reviews and reforms of education involving governance, resourcing and curriculum. A major theme of these reforms has been the devolving of management responsibilities to school boards of trustees elected by parents of students attending

each school, although schools are still required to comply with national regulations and guidelines.

Students with special education needs have had the same rights to enrol and receive education at state schools since 1989. Placement in a special school is through a statutory process and requires the agreement of the Secretary of Education. The majority of students with intellectual disabilities are supported through what is known as the Ongoing Reviewable Resourcing Scheme (ORRS). This scheme has been designed to provide a range of educational supports for approximately 1% of students nationally with the highest needs (approximately 7000 students). Access to this support is not via traditional diagnosis or psychometric test scores, but through descriptions of the extent to which learning tasks require adaptation and specialised assistance. The vast majority of students described as having “severe disabilities” are catered for in this way, including those students with intellectual disabilities.

Students in the ORRS scheme have ongoing access (throughout their school life) to teacher aide support, additional (specialist) teacher input and to a range of specialists including psychologists, speech-language therapists, physiotherapists and others. The resources that comprise the ORRS scheme are portable and follow the student wherever they may move in the school system. In addition, schools receiving new first time enrolments under ORRS are able to access resources for property and building modifications to accommodate the new student. Students in the ORRS scheme also attract higher ongoing levels of property funding for those schools at which they are enrolled.

Of the 7,000 students nationally in the Ongoing and Reviewable Resourcing Scheme approximately 73% are attending regular schools with the balance in special schools. Almost 60% of regular schools have students in the ORRS scheme (this includes regular classroom placement and units or special classes). The extent to which regular schools welcome the enrolment of students with special needs varies and it is clear that some parents still

have strong preferences for choosing a special school.

As with any targeted resourcing scheme there are a number of students who do not meet the criteria for the ORRS scheme, but who nevertheless can have quite complex needs. This group would include those students traditionally described as having “mild” and “moderate” levels of intellectual disability and those who have labels such as Aspergers. These students are supported by schools through a range of provisions: every school in New Zealand receives a Special Education Grant (SEG) based on total roll numbers; A Supplementary Learning Support scheme (SLS) provides additional teacher support to those students who are viewed as “just missing out” on eligibility for ORRS; and an Enhanced Programme Fund (EPF) is available to schools which have disproportionate numbers of students described as having “moderate special needs.”

Increasingly a non-categorical, inclusive approach to special education is taking hold in New Zealand implying that every school should develop in ways that enable it to respond appropriately to the full range of diversity in the community it serves. The New Zealand Disability Strategy: Making a World of Difference (2001) has provided a major impetus for such an approach as the Government has required all Ministries and Departments to report annually on the progress being made to meet the objectives outlined in the strategy. The Disability Strategy has a specific objective for education:

“To provide the best education for disabled people” (objective 3). There are three associated actions that have particular relevance for special education:

- i) Ensure that no child is denied access to their local regular school because of their impairment (3.1)
- ii) Improve schools’ responsiveness to and accountability for the needs of disabled students (3.6)
- iii) Promote appropriate and inclusive

educational settings that will meet individual educational needs (3.7)

The Disability Strategy is explicitly aimed at achieving a more inclusive society and is informed by an understanding of disability as a socially constructed phenomenon rather than something that exists inside a disabled person. As a consequence disability is viewed not as something that people have, but as something that happens to people: a process that happens when one group of people create barriers for others in terms of access to places, activities and opportunities usually taken for granted.

The New Zealand Disability Strategy has begun to have a significant influence on how the Ministry of Education (through its Special Education division) defines the outcomes it is seeking to achieve for special education in New Zealand. Intermediate outcomes have been defined as presence, participation and quality learning which are seen as leading to achievement, community participation and, significantly, workforce participation for young people with special needs.

Employment and Young People with Intellectual Disabilities

Participation in the paid workforce by people with intellectual disability is at minimal levels, possibly below 20% of an estimated 13,000 adults with intellectual disability in New Zealand. This does not include the approximately 8,000 adults participating in sheltered employment and other community day support programmes. Accurately assessing workforce participation levels for this group is difficult because there is little available data which has a specific focus on intellectual disability and there are also inherent difficulties and wide variations in prevalence studies (Bray, 2003).

There are around 1500-2000 adults with intellectual disability in paid employment through supported employment programmes and other job placement activities. Most employment is part time. It is likely that a substantial number of

these individuals are younger adults because of a continuing focus on transition from school to work which has been gathering momentum for at least the past 5 years.

There are a range of Government assisted programmes that support disabled people into paid employment and other post-school options, including young people with intellectual disabilities. A range of vocational, employment and community services are purchased by Government. These include supported employment, job placement, sheltered work and community or “day” support programmes.

Currently sheltered workshops are exempt under legislation from having to pay the minimum wage. Also, in situations where it is perceived that a person’s productivity is below what is expected for the market wage an “under rate workers permit” can be secured by the employer which allows the person to be paid below the minimum wage. Both these situations are under review with calls for the legislation to be repealed. This would mean that all disabled people would have to be paid at least the minimum wage, including those currently employed by sheltered workshops. People with intellectual disabilities are a significant group of participants in sheltered workshops and in situations where under rate work permits apply.

Sheltered workshops and congregate community support or “day” programmes are the main post-school options currently utilised by young people with intellectual disabilities. However there is continuing growth of supported employment, job placement and more individualised approaches to supported community participation and community living.

An increasingly inclusive educational experience and a focus on transition activities by secondary schools that assume a more inclusive post-school experience are leading to a corresponding increase in demand for a wider range of more individualised and inclusive post school options – including paid employment. Evidence of these developments include a growing array of

collaborations between secondary schools and post school providers, and the decision by an increasing number of sheltered workshops and community day support services to “convert” programmes (in anticipation of legislative changes) to supported employment, job placement and more individualised approaches to supported community participation.

Some of these developments are being supported by Government through a significant number of transition pilot programmes as part of its “Pathways to Inclusion” strategy (Department of Labour, 2001). The focus of “Pathways to Inclusion” is to align the current array of vocational services so that outcomes being achieved are consistent with the objectives of the New Zealand Disability Strategy.

The intent of the transition pilot programmes is to gain a better understanding of what programmes and strategies are effective in this context. In the mean time there is a chronic shortage of post-school support services that respond to the increasing demand for more inclusive and individualised options, including paid employment. A coherent funding and purchasing strategy along with effective service coordination mechanisms are urgent requirements if emerging best practice is to be reinforced and sustained.

Supported employment is clearly emerging as the model most likely to achieve positive employment outcomes for young people with intellectual disabilities (Bennie, 1996; Bray 2003; Mirfin-Veitch, 2003). This is because the supported employment approach is highly individualised, inclusive and assumes the possibility of ongoing support being provided. Not surprisingly, secondary schools that have well developed partnerships with local supported employment providers are achieving the most promising employment outcomes.

The current environment holds some exciting possibilities for new service developments and also some very real challenges: young people with intellectual disabilities are not only making the transition from school to adulthood, but also the transition from one service system to another, and

at a time when the policies and services designed to provide support following school are themselves in transition.

Current Educational Activities that Enhance Effective Transition to Employment

There are a wide range of activities undertaken in educational settings in New Zealand that have been found to increase the possibility of young people with intellectual disabilities transitioning from school into paid employment. Transition from school has long been a recognised speciality within the broader context of service provision. As a result, what constitutes best practice has been described comprehensively in the literature for some time (Haugh, 1993; Wehman, 1993). Mirfin-Veitch (2003) has provided a more recent overview of developments in New Zealand and those directly involved in providing transition services in this country have developed resources that guide practitioners (Career Moves, 2005). Based on this collective work we are able to identify a number of key activities and practices that enhance the likelihood of successful transition from school to employment.

Transition planning that begins around the age of 14

This appears to establish a critical platform from which to develop goals and learning experiences that prepare the young person for the world of paid work. While more active transition planning may be a feature in the last two years of school it is this early start that provides the opportunity for genuine goals and aspirations to develop that include the possibility of employment. It is important to recognise that the values, attitudes and behaviours that lead us to the world of work evolve throughout childhood and young adulthood, not just in the year before we leave school. Young people with intellectual disabilities must also benefit from experiences that evolve over time as apposed

to having these compressed into a one or two year “transition programme.”

Parents as integral members of the “team.”

For parents the transition from school can be a daunting time when the normal anxieties around parenting teenagers are complicated by the vulnerabilities and barriers that young people with intellectual disabilities may experience. In addition there is a whole new world of post-school service providers, new funding systems to grapple with and the possibility that there may be multiple providers involved in different support roles – each wanting to ensure parent involvement. Many parents report that in such a context they often become the default (unpaid) service coordinator.

Including parents as active and contributing members of the transition planning team from the beginning is essential. Again, this can be problematic if transition planning is compressed into the last year or two of school. There may be anxieties and issues that need time to work through and options that need exploring. In addition the range of post-school options, including employment support, is constantly evolving and changing. The pattern of post-school support services that emerges as the point of transition approaches can also lead to significant lifestyle decisions for parents in terms of their support roles.

An inclusive school experience with access to a functional age appropriate curriculum

A school curriculum that potentially views the whole community as the classroom is critical to successful transition. Curriculum content that is focused on the skills, knowledge and supports that will be necessary in those settings the student will be in upon leaving school greatly enhance the possibilities of workforce participation. Age appropriate and functional curriculum content has long been cited as an important prerequisite to successful workforce and wider community participation (Brown et al, 1979). In this context access to and friendships with age group peers

are essential for the development of normative expectations and aspirations that include paid work along with personal networks that are essential for life in the community at large. Age group peers are also potential employers!

A functional curriculum assumes that educators are able to successfully adapt and modify content and context. There is considerable activity in New Zealand at present around developing approaches and resources that enable young people with intellectual disabilities to experience real achievement in their learning and arm them with the skills and knowledge that they will need in the workplace and in the community at large.

Incorporating a strong and varied work experience focus.

Such experiences need to begin from around age 15 and be in community settings. These opportunities need to be well supported by both the school and local employers. Some secondary schools have well established partnerships with local employers so that a range of work experience settings are available on an ongoing basis. In some communities local supported employment providers are also providing a link between schools and employers, making the possibility of after school jobs a real option. For the schools part it is also essential that students with disabilities are included in school wide career and work experience opportunities.

Work experience is an important element not only for the individual student to explore options and acquire skills, but also for educators and post school providers to learn about optimal support strategies, modifications and adaptations that will be needed by the young person in the workplace.

Individual Education Plans (IEPs) that become Individual Transition Plans or Career Plans

By developing such a focus a change in orientation is introduced that makes explicit the outcomes that are now being sought after many years at school. This ensures that learning goals,

planning activities and support strategies match the vision that paid work is indeed a desirable and attainable outcome. Transition or career plans enable us to listen carefully to the aspirations and preferences of the young person, be explicit about the supports that will be necessary in the workplace and to seek a “match” on this basis.

Planning processes that are individualised, empowering and future orientated.

This is essential if a shared vision that includes employment is to develop. The PATH process - Planning Alternative Tomorrows with Hope (Pearpoint, O’Brien and Forrest, 1991) and its variations, has been adopted widely in New Zealand as a tool that appears to work well to achieve a positive view of the future and that propels those involved into action to achieve agreed goals.

PATH is a process that includes the whole team (student, family, friends, educators and providers) and requires skilled facilitation (a point often overlooked). Usually two facilitators are needed to ensure a positive process for participants and an accurate record of the planning session. This is because the PATH record involves words and pictures combined into a large poster or graphic. The process starts by identifying a vision of the future with identified outcomes, looks at where things are at now, who needs to be enrolled for support, what is needed to strengthen resolve as well as short and long term goals and how the team will support each other in attaining these. As well as a vehicle for developing a detailed transition plan the PATH process also has the effect of building and sustaining team work in pursuit of a common goal.

The development of collaborations and partnerships between schools and the providers of post-school support services.

In the context of achieving employment outcomes relationships between schools and supported employment providers are showing the most promise. In some cases protocols have been

developed that spell out roles and responsibilities for activities such as facilitating transition planning meetings, career planning, finding work experience placements, providing job coaches, employer liaison and communication with parents. In this context supported employment can actually begin at school. The result is a transition process that becomes a shared responsibility between the agencies involved.

The development of these relationships usually require that some work is done to arrive at a shared vision and values. Such collaborations evolve over time and rely on sustained leadership from the organisations involved. Currently there is a lack of clarity around funding mechanisms and responsibility for transition activities which makes the task of establishing partnerships between schools and post-school agencies problematic. Much current activity operates under the auspices of “pilot projects” which creates a level of uncertainty in which more permanent collaborations are difficult to develop.

A coherent funding and purchasing strategy is a critical next step to enable more widespread implementation of practices and programmes that are known to achieve employment outcomes – as well as more certainty for young people with intellectual disabilities and their families.

Transition “expos” and information forums.

These events have usually grown out of the collaborations already mentioned and are aimed at ensuring that various stakeholders have all the information they need. Forums are provided in which post school providers share information about their services and programmes, schools provide information about transition activities and parent support groups provide information and parent perspectives. All participants, particularly parents, find these events very useful and contribute to much more informed decision making. They are also a useful way of highlighting service and information gaps in a particular community. Many of these forums have been the catalysts for further collaborations among schools and agencies. Service

directories have often been published as a result of these events.

Given the current uncertainty around service provision and funding these forums are proving to be an essential ingredient in helping people keep abreast of the constantly changing landscape of programmes provided by post-school agencies.

Ensuring that transition is more than just “transition to work,” but transition to adult life and broader participation in the community at large.

Securing and sustaining paid employment for young people with intellectual disabilities can be an extraordinarily challenging enterprise. In the absence of full time paid employment, options that include further education and training, leisure, recreation and voluntary work are essential components of a valued and well supported life in the community – and therefore need also to be a focus of transition planning. The tendency in New Zealand is to respond to these needs by way of congregate “day programme” type options rather than exploring more individualised and supported options that are consistent with the vision of an inclusive community.

Young people with intellectual disabilities are making it clear that they share the aspirations of their age group peers for access to the world of work on the same basis as everyone else. Access to “an ordinary life” also includes participation in the broader life of the community and in ways that people feel valued and included. Parents are also making it increasingly clear that there is a pronounced scarcity of post-school services that are able to effectively support their sons and daughters participation in a range of inclusive work, further education and leisure/recreation options (To Have an Ordinary life, 2003).

Promising practices and programmes are emerging, including supported participation of young people with intellectual disabilities in tertiary “life skills” and foundation education courses, membership in clubs and organisations

and the opportunity to contribute to the life of the community through volunteer work.

There is still some considerable movement required to reach a point where such options are the norm rather than the exception.

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Inclusive Education Approach For Children With Autism In Malaysia: A Collaborative Effort Pilot Project

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Special Education Programmes in Malaysia were primarily initiated by missionary organizations. It started with the opening of a special school for the blind by Malacca Anglican Church in 1926, followed by the opening of Princess Elizabeth School for the blind in Johor in 1948, and The Federated School for the Deaf in Penang in 1954. Subsequently, after Independence, several special schools were build for children with sensory disabilities. The Ministry of Education (MOE) extended the special program through the initiation of the Integrated Special Education Classes in mainstream school for children with sensory impairment in 1962.

In 1988 the concept of Integrated Special Education Classes was expanded to cater for the educational needs of children with learning disabilities (LD), and the first special integrated class for children with LD was established. The LD terminology covered children with learning difficulties, behavioral and emotional problems, Down syndrome, Autism, attention deficit hyperactivity disorder (ADHD), speech problems, specific learning difficulties, late developers, slow learners and developmental delay. It also embraced children with specific learning disabilities such as dyslexia. To cater for learning needs of children with disabilities who have difficulty accessing the National Curriculum, an alternative curriculum was designed and implemented in the MOE programme for LD. The curriculum acts as a guideline for teachers in planning teaching and learning activities.

Children with LD who can cope with mainstream learning, follow the national curriculum and are being taught in mainstream classes by mainstream teachers with minimum support

services when available. Prior to inclusion, these children are equipped with relevant basic skills and knowledge to enable them to cope with mainstream learning demands. Only those who are deemed capable to cope with mainstream requirement would be included. The inclusive education approach was initiated with the aim of increasing the participation of children with SEN in educational and social life of mainstream schools in-line with ‘Salamanca Statement of 1994’. Nevertheless, the concept was adapted to the national education system and the implementation of inclusive education approach in Malaysia is not synonymous with international practices of inclusive education. “Acceptance, belonging, and about providing schools setting in which all disadvantaged children can be valued! equally and be provided with equal educational opportunities” are not fully available in the Malaysian context.

The Ministry of Education Malaysia has successfully included children with visual impairment in mainstream classes under the inclusive education approach. Two types of inclusions are practiced, namely full inclusion and partial inclusion. In full inclusion settings, children with special needs are fully placed in mainstream classes whereas in partial settings, the children are placed in mainstream classes for specific subjects only. The needs and interests in providing the same opportunity for children with LD in particular children with autism were expressed by the parents of these children and representative of National Autistic Society of Malaysia (NASOM). At the same time, the MOE anticipates the production of exemplars of inclusion practices that are democratic, nurturing, and responsive to autistic learners in diverse

contexts, and most importantly that works. The Special Education Department is looking for collaborations and partnerships in delivering quality education for children SEN with government and non government agencies. Collaboration with NGOs is one of the agenda in strategic planning outlined in department's blueprint. This collaboration pilot project was initiated in 2004. The main rationale of the pilot project was to determine an effective and practical approach of including autistic children in mainstream settings for the purpose of planning tangible program for these children in the future. Thus the aims of the pilot project are:

- i. to study the impact of inclusion on autistic children's social and emotional progress as well as academic performance in framed period of time namely; initial outcome after 4 months of implementation, outcome and arbitrary impact (intermediate assessment after 12 months inclusion), and final outcome of the project.
- ii. to develop a benchmark program that could be emulated by other schools, where only minimum support for inclusion is available within the system.
- iii. to identify the role of NASOM and MOE in future inclusion projects.
- iv. to formulate guidelines and procedures for including children with autism in other mainstream schools.

To achieve the aims, several meetings between the MOE and NASOM were set up in 2004. A task-force committee comprising NASOM and MOE was formed to oversee the pilot project. The roles of each parties were defined where in principal both parties agreed to engage in giving support, assistance, and direct involvement in the following position;

- MOE will facilitated and monitor the project by providing help when needed; in-service training for mainstream teachers
- NASOM will provide assistant teachers to assist, monitor and scrutinize the progress of each child during the lesson; and to make

reports available for NASOM, parents and MOE.

Preparing autistic children and mainstream teachers for this project was the main focus during initial planning stage. It was recognized that putting an autistic child in a new setting can be challenging to both child and mainstream teachers. These teachers need to be informed about the particular needs of targeted students. Mainstream teachers need to understand and accept that certain behaviours they observe are not deliberately defiant or disruptive, but reflect an apprehensive reaction to something or someone in the environment which the child cannot expressed in words. Hence, the mainstream teachers in the selected school were given a 3-days exposure course. The maximum number of children with autism in each mainstream class involved in this project was decided to be ten percent of the class population (between 2 to 3 children with autism in each class). At the beginning of the project, the assistant teacher will as with the children in the class for full time, gradually decreasing the assistance according to progress made by each child. They were assigned to provide assistance to the children according to the class activities. In particular they were given the following assignments:

- i. Classroom assistance:- academic and non academic task
- ii. Social interaction and communication of children with autism during outdoor activities (support during school assembly, physical education, as well as lunch time in the canteen etc)
- iii. Keeping a home-school diary for each child involved

The modus operandi of the pilot project is given in table 1. Some of the children with autism in the 1st cohort are quite independent and very minimal assistance was needed. The evaluation of the project's outcome will be done at the end of 2006.

Table 1: The modus operandi of the pilot project

Phase	Meeting	Main agenda	Outcomes
	Initial meeting	Established prerequisites Negotiation between MOE and NASOM	Goals; Informed consent - To find what strategy works for autistic children in mainstream schools
	Follow up meetings with NASOM	Selecting criteria for choosing students	6 students will be included as introduction to the process
	Within the MOE meeting	Negotiation between MOE and administrators of selected school	Reassurance of the impact of the project to school reputation
		Negotiation between MOE/school and mainstream teachers of selected school	Reassurance of the support from special education department
	Between MOE and NASOM	Setting treaty/agreement between school and NASOM/parents of autistic children	School come out with a set of MOU statement
	State Education Department (SED)/ School and NASOM	Registration of autistic children as special education pupils	Collaborative effort between NASOM and SED/school
		8 autistic children were chosen 1 st cohort (2005)	Full inclusion (in 4 different classes)
		6 autistic children were chosen 2 nd cohort (2006)	Full inclusion (in 6 different classes)
	Monitoring, strategy meetings (on-going)	1. Ongoing processes of monitoring done by the MOE officers and NASOM staffs.	Stages and comprehensive collaboration effort
		Semi structured interview with teachers/parents	Teachers, assistant teacher, parents/ guidance knowledge of autistic children as well as hope, fear and aspirations of all will be gathered.
		Observations and interviews with students	
		Sociometric test	

Projects to Support “Special Support Education” Provided at Japanese Schools Abroad

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In FY2005, the NISE Clinical Center for Children with Special Needs conducted a survey covering Japanese schools abroad by utilizing its scientific research expenses. The purpose was as follows: to survey the contents, wishes and requests, and needed information respecting the needs for educational consultation for children with disabilities and their parents who live abroad; on this basis, to construct a system for educational consultation and support for such persons at the National Institute of Special Education (NISE); and to construct a network of the related domestic and overseas organizations and agencies.

This survey was conducted by e-mailing questionnaires to 84 Japanese schools abroad. 77 schools replied to this mail, for a recovery rate of 91.7%. Children with disabilities were enrolled in about 30% or 27 of these schools. The measures taken by these schools were as follows. About 50% (13) had established special classes. At other schools, consideration was given such as provision of special guidance for disabled children, and increase of teachers. About 50% (39) of the entire number of schools that replied were handling inquiries and requests for consultation related to admission and change of schools regarding children with disabilities. At more than 80% (33) of these schools, teachers in managerial positions were handling such inquiries and requests. More than 70% (59) of the entire number of schools that replied felt it necessary to develop and improve the systems for accepting disabled children.

These findings can be said to show that the interest in “special support education” has been gradually increasing. They also showed that the schools concerned had difficulties obtaining

information on the contents and methods of guidance for disabled children and support and collaboration by specialized organizations and agencies. Additionally, given the fact that there are few such organizations abroad or locally, the needs for and expectations placed on NISE, which are not so large at present, are expected to become larger in the future. Another issue is that as mentioned, teachers in managerial positions are handling inquiries and requests for consultation relating to admission and change of schools by disabled children. This means that those in managerial positions at the said schools should have at least the basic knowledge about disabilities and educational consultation. To this end, it will be necessary for such persons to receive the needed training and education.

Based on such findings, a field survey was conducted by covering 18 Japanese schools in the following countries and cities which are providing (or trying to provide) special support education: Seoul, Chinese Taipei, Hong Kong, Tianjin, Shanghai, Bangkok, Kuala Lumpur, Manila, Panama, Mexico, New York, Vienna, Munich, Frankfurt, Hamburg, Berlin, Dusseldorf and Singapore. The findings are summarized below.

(1) The people sent by companies, etc. to abroad are getting younger every year. They are raising younger children, which has been increasing the requests for consultation relating to the education for disabled children. However, Japanese schools abroad are established by local associations of Japanese. For this reason, they have had problems in the area of the educational environment such as size of school, managerial and

financial issues, lack of specialized teachers, and deficiency of educational facilities and equipment. For this reason, they have had difficulties accepting disabled children. However, in the last few years, there has been a major change in this situation, and the interest in special support education has been mounting.

(2) The schools generally lack teachers who have specialized knowledge and guidance skills relating to disabilities (including minor developmental disorders). For this reason, they are always uncertain when it comes to provision of educational consultation for disabled children and about the method of guidance. The schools strongly expressed the need for provision of supervision and consultation relating to the measures to be taken by the schools and the school system itself.

(3) The schools generally lacked the specialized knowledge to correctly assess the condition of disabled children. They requested specific support in meeting with individual cases such as the method for assessing such children (assessment of learning difficulties and specific guidance methods), how to deal with children who have difficulties communicating and in human relations, how to acquire teaching aids and equipment, and hints and ideas about guidance.

(4) The schools felt it difficult in reality to make use of local resources partly for the problem of language. For this reason, both the schools and parents practically have nowhere to turn to in consulting about the condition of disabilities or how to understand the actual condition of children.

(5) When the time comes for the family to come back to Japan, the parents are often uncertain about their children. They would like to have some organization that would provide consultation and advice relating to this matter, or for some consultative organization abroad to provide information.

(6) The schools are having difficulties obtaining information about the trends of special support education such as general information about disabilities in Japan and abroad, the national



Shang-hai Japanese school

and local trends of special support education, and the measures taken by other Japanese schools abroad. They feel the need to construct a network to exchange these types of information. However, the fact of the matter is that it is difficult for any of the Japanese schools whose staff change every three years to manage such a network.

(7) The children are going abroad with their families. This has its own psychological effects. To cope with such effects, it would be urgently necessary to assign nurses, teachers and school counselors.

Based on the findings from these surveys, this summer, the Clinical Center for Children with Special Needs held an “Educational Consultation Week for Children Attending Japanese Schools Abroad” to provide support for parents and teachers who came back to Japan for the vacation. This was held for one week from the end of July to early August. Ten schools mainly in South Korea, China and Chinese Taipei requested for participation in this program, and the Center provided consultation and support to parents and teachers.

The Center has also established a system of cooperation with the Japan Overseas Educational Services (JOES) by linking the home pages to provide support through collaboration.

The Center is also examining the use of ICT as a method to support special support education provided by Japanese schools abroad. As specific projects, NISE will provide information using the *Skype* communication software by mainly covering

Japanese schools in eastern Asia. On December 22 this year, it will hold a conference on special support education for Japanese schools abroad to exchange information with the aim of constructing a network of such schools. It is calling upon such schools to participate in this conference.

As described, NISE would like to propose specific support measures in the future also, so that the problems faced by Japanese schools abroad as identified in the mentioned surveys can be solved as much as possible.

Report of the NISE and KISE 6th Seminar on Special Education

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 Hiroaki Ikeda, *Headmaster, Hokkaido Takuhoku Special School*

I. Preface

The NISE and KISE Seminar on Special Education is an international seminar on special education being held as part of the efforts based on an agreement for cooperation signed between NISE (National Institute of Special Education, Japan) and KISE (Korea Institute for Special Education) in 1995. It is held periodically in Japan and Korea by providing the venue for the purpose of the two countries to share and confirm issues and achievements relating to special education provided in the two countries and explore future issues and policies. The table below shows the venues and seminar themes of the past Seminars.

1st	2/2001	NISE(Japan)	The Current Status and Future Trends on Special Education in Japan and Korea
2nd	2/2002	KISE(Korea)	Current Status and Future Trends of Special Education Delivery System of Korea and Japan
3rd	2/2003	NISE(Japan)	The Status Quo and Future Trends of Special Education for Students with Severe and Multiple Disabilities in Japan and Korea
4th	2/2004	KISE(Korea)	Policies and Practices of Inclusive Education of Korea and Japan
5th	1/2005	NISE(Japan)	The Current Status and Future Trends of Informatization on Special Education in Japan and Korea
6th	4/2006	National Special School for Students with Physical Disabilities HANGUK WOJIN HAKGYO(Korea)	Educational Practices to Facilitate Communication Skills of Students with Severe disabilities in Korea and Japan

The 6th Seminar was held at the National Special School for Students with Physical Disabilities HANGUK WOJIN HAKGYO in Korea under the theme “Educational Practices to Facilitate Communication Skills of Students with Severe disabilities in Korea and Japan”.

II. Outline of the NISE and KISE 6th Seminar on Special Education

1. About the Seminar

The NISE and KISE Seminars on Special Education are held periodically based on an agreement for cooperation between NISE and KISE. The outcomes of these Seminars are shared by the two countries, to contribute toward the development of special education in these countries.

2. Theme

“Educational Practices to Facilitate Communication Skills of Students with Severe disabilities in Korea and Japan”

3. Date

April 12 (Wednesday) – 15 (Friday), 2006.

Itinerary

12th (Wed.) Arrival in Korea

13th (Thu.) Visit to Seoul National School for the Blind

Visit to Seoul National School for the Deaf

Visit to Seoul GYEONG UN School (a public special school for intellectually disabled children)



(Seoul National School for the Deaf)

14th (Fri.) Seminar

Venue (including visit): The National Special School for Students with Physical Disabilities HANGUK WOJIN HAKGYO



(The National Special School for Students with Physical Disabilities HANGUK WOJIN HAKGYO)

15th (Sat.) Arrival in Japan

4. Presenters

(1) Japanese side

Mr. Masahiro Watanabe, Researcher, Department for Teacher Training and Information, NISE

Mr. Hirofumi Osaki, Chief Researcher, Department for Policy and Planning, NISE

Mr. Hiroaki Ikeda, Headmaster, Hokkaido Takuhoku Special School

(2) Korean side

Mr. Jong-moo Kim, Educational Researcher,

Division of Information Management, KISE

Ms. Jung-yeon Kim, Teacher, National Special School for Students with Physical Disabilities HANGUK WOJIN HAKGYO

Ms. Sung-yeon Cho, Teacher, Hankook Yukyung School



5. Programs

◆AM

9:00 A conversation with KISE Director General, and Headmaster, National Special School for Students with Physical Disabilities HANGUK WOJIN HAKGYO

9:30 Opening Ceremony (Opening Address: Mr. Yong-wook Kim, Ph.D., Director General, KISE)

9:40 Introduction of presenters

9:50 **Presentation I**

○ **Japan:** Masahiro Watanabe

“Development of Japanese Version Symbol Communication Device and Educational ICF Database for Children with Disabilities”

○ **Korea:** Jong-moo Kim

“The Current Status of Development of AAC Devices”

11:20 Q&A and Discussion

11:40 Lunch Break

◆PM

1:00 **Presentation II**

○ **Japan:** Hirofumi Osaki

“Education for Infants and Children with Multiple Disabilities having Physical Disabilities”

- **Korea:** Jung-yeon Kim
 “Instruction Method of AAC for Students with Multiple Disabilities”
- 2:20 Q&A and Discussion
- 2:40 Recess
- 3:00 **Presentation II**
- **Japan:** Hiroaki Ikeda
 “Education for the Improvement of the Communication Skills of Children with Severe Disabilities — Curricula for such Children”
- **Korea:** Sung-yeon Cho
 “The Actual Condition of Instruction of Communication Using AAC for Children with Severe Autism -mainly focusing on Language Classroom Social Story-”
- 4:20 Q&A and Discussion
- 4:50 Closing Ceremony

III. Outlines of Presentations

○ **Presentation I, Masahiro Watanabe**

Mr. Watanabe made his presentation under the theme “Development of Japanese Version Symbol Communication Device and Educational ICF Database for Children with Disabilities”. He provided topics for discussion by performing a demonstration. In the first half of his presentation, he provided explanation about the development of “Voice Output Communication Aid (VOCA)” which is operated based on symbols. In the second half, he explained about the development of “e-Automatic NaviGation for individualized Educational support pLan” (e-ANGEL) which is an educational ICF database. Mr. Jong-moo Kim also provided a demonstration in his presentation “The Current Status of Development of AAC Devices”. The participants asked questions about costs of development and outlooks on practical application, showing great interest in aid equipment.



(Mr. Watanabe)

○ **Presentation II, Hirofumi Osaki**

Mr. Osaki made his presentation under the theme “Education for Infants and Children with Multiple Disabilities having Physical Disabilities”. He provided topics for discussion by supplying information on such issues as the present state of education for infants and children in Japan having multiple disabilities (having physical disabilities) and the actual education provided for such children.

He mainly talked about revision of systems for the change to “Special Support Education”, related “Medical Care”, and the communication ability of children having multiple disabilities. The participants asked questions especially about “Special Support Education” and related “Medical Care” in the future, and carried out discussions actively.



(Mr. Osaki)

○ **Presentation III, Hiroaki Ikeda**

Mr. Ikeda made his presentation under the theme “Education for the Improvement of the Communication Skills of Children with Severe Disabilities — Curricula for such Children”. He presented the curricula of his Hokkaido Takuhoku Special School and Hokkaido Makomanai School for the Physically Challenged, as well as practical case studies relating to the communication ability of children with profound and multiple disabilities. Perhaps for the fact that this time's Seminar was held at a school, there were many teachers participating from Korea. Concerning the curricula presented, the participants asked specific questions about systems for promoting education that valued each child.



(Mr. Ikeda)

Statistics and Indicators in Asia-Pacific Countries 2006

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

The data was prepared by International Comparison member of NISE. We would like to thank all who sent us the country data, we appreciate the contribution to make it as complete and update as possible.

Gary Powell (Australia), Khandaker Jahurul Alam (Bangladesh), Yunying Chen (China), Anita Julka (India), Purna Wardhani (Indonesia), Norsham BT Harman Shah (Malaysia), Mahashram Sharma (Nepal), Garth Bennie (New Zealand), Adele Peart-Baillie (New Zealand), Mubarik Ahmad (Pakistan), Kyung-Sook Kang (Republic of Korea), Pikul Leosiripong (Thailand).

National Institute of Special Education, Japan

Edited by International Comparison, December, 2006

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 scondary (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><u>Schools Assistance Act 2004</u> – 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 <u>Schools Assistance Act 2004</u>. Implementation of <u>Disability Standards for Education 2005</u>, 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	<p>1,560 (2004) *2 *2: Educational Statistics Yearbook of China 2004, Department of Development & Planning Ministry of Education, People's Education Press, 2005</p>	<p>371,813 (Data of the Blind, the Deaf and Mental Retardation) (2004) *2</p>	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	<p>1196 (336 in rural and 860 in urban area) Source: 7th All India School Education Survey, (7th AISES) Sept.2002</p>	<p>94603 Source: 7th AISES Sept.2002 National Sample Survey, 58th round(July-Dec. 2002)</p>	<p>.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)</p>	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)(2004)*2	5,025(Data of the Blind, the Deaf and Mental Retardation)(2004)*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 amendment 2062) & Education Regulation 2059(3rd amendment 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 Provincial Govt. NGOs		61 188 112			
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)		



Statistics on Education for Children with Disabilities in Japan

Reference

Ministry of Education, Culture, Sports, Science and Technology, Elementary and Secondary Education Bureau, Special Support Education Division (2005). Data on Special Support Education 1-3

Statistics on Education for Children with Disabilities in Japan

1 Outline of survey

(1) Number of special schools, number enrolled and number of teachers and staff – total for national, public and private institutions

Type of school	Number of schools	Number enrolled					Number of teachers	Number of staff
		Preschool div.	Compulsory education div.		Upper secondary dep.	Subtotal		
			Elementary dep	Lower secondary dep				
Schools for children with visual impairments	71	260	701	463	2,385	3,809	3,383	1,805
Schools for children with hearing impairments	106	1,303	2,178	1,209	1,949	6,639	4,974	1,921
Schools for children with intellectually disabilities	535	71	19,669	15,046	33,542	68,328	36,840	7,811
School for children with physical/motor disabilities	198	61	7,683	4,528	6,441	18,713	14,882	3,524
Schools for children with health impairments	92	1	1,446	1,407	1,269	4,123	3,553	671
Total	1,002	1,696	31,677	22,653	45,586	101,612	63,632	15,732

(As of May 1, 2005)

(2) Number of special classes, number enrolled, number of teachers in charge – total for national, public and private institutions

Type of class	Elementary schools		Junior high schools		Subtotal		Number of teachers in charge		
	Number of classes	Number of pupils	Number of classes	Number of pupils	Number of classes	Number of pupils	Elementary schools	Junior high schools	Total
Intellectual disability	12,927	39,763	6,264	19,986	19,191	59,749	25,067	11,061	36,128
Physical/motor disability	1,648	2,914	554	834	2,202	3,748			
Health impairments	639	1,261	262	435	901	1,696			
Visual impairment	177	221	49	74	226	295			
Hearing impairment	437	821	195	337	632	1,158			
Speech and language disorder	328	1,197	31	44	359	1,241			
Emotional disturbance	7,550	21,508	2,953	7,416	10,503	28,924			
Total	23,706	67,685	10,308	29,126	34,014	96,811			

(As of May 1, 2005)

(3) Number of pupils accessing resource rooms

Type of resource rooms	Elementary schools	Junior high schools	Subtotal
Speech and language disorders	29,683 (79.9%)	224 (14.0%)	29,907 (77.2%)
Emotional disturbance	5,764 (15.5%)	1,072 (66.8%)	6,836 (17.6%)
Visual impairment	133 (0.4%)	25 (1.56%)	158 (0.4%)
Hearing impairment	1,536 (4.1%)	280 (17.5%)	1,816 (4.7%)
Physical/motor disability	4 (0.01%)	1 (0.1%)	5 (0.01%)
Health impairment	14 (0.04%)	2 (0.1%)	16 (0.04%)
Total	37,134 (100.0%)	1,604 (100.0%)	38,738 (100.0%)

* The figures may not add up to 100% for rounding.

(As of May 1, 2005)

(4) State of enrollment of pupils in compulsory education stage

Number of pupils, all school ages	10,885,415	(100.0%)
Number of pupils receiving special education	189,879	(1.744%)
Breakdown:		
Number enrolled in special schools	54,330	(0.499%)
Number enrolled in special classes	96,811	(0.889%)
Number accessing resource rooms	38,738	(0.356%)
Number deferred or exempted schooling for disabilities	91	(0.001%)
Breakdown of above:		
Blind / visually impairments	1	} 91
Deaf / hearing impairments	0	
Intellectually disabilities	19	
Physically/motor disabilities disabled	24	
Health impairments	47	
Enrolled in children's facilities / corrective institutions	147	
Other	2,198	

(As of May 1, 2005)

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

① Elementary and lower secondary department in special schools

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

(As of May 1 of each year)

② Upper secondary department

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

(As of May 1 of each year)

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