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Prefatory Note

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President, National Institute of Special Needs Education, JAPAN

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 27th 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 children with disabilities in the Asia-Pacific region.

In addition to the editing countries (Japan, China, Korea and Malaysia), the publication of JSEAP owes to cordial support and cooperation by other Seminar participating countries, their related agencies and the participants. We could publish this Journal involved 4 manuscripts and 2 statics papers this year. On behalf of the chief editing country and agency, I would like to express my gratitude for such support and cooperation.

I sincerely hope that JSEAP would make 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.



Journal of Special Education in the Asia Pacific (JSEAP)

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Lifelong Support through Education, Welfare, Healthcare, Labor and Medical Care

— Consideration from the viewpoint of the Support System for Individuals with Special Needs by a Local Government —

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Abstract: This research focuses on ways in which the lifelong support concerns of people with special needs could be better delivered by examining the support system provided through the collaboration of specialists in the fields of education, welfare, healthcare, labor, etc. in Konan City, a city with a population of 50,000 people located in Shiga Prefecture. Support for each life stage is delivered effectively on an individual basis through coordination among related institutions and services as the core of a support system for individuals with special needs.

Keywords: Support system for individuals with special needs, Collaboration, Lifelong, Local government.

1. Introduction

In 2006, the Fundamental Law of Education was revised to require central and local governments to act in order to enable children with special needs to receive high-quality education in accordance with the conditions of their disabilities. In April, 2007, special needs education in Japan embarked on a new start. As a result of the partial revision of the School Education Law, for example, the *special schools* that were once categorized by type of disability have become *schools for special needs education*, where education is made available for children with any kind of disabilities, as well as taking on the central role of providing guidance and support to elementary and junior high schools in the community to enhance the education of children with special needs. On the other hand, elementary and junior high schools more than ever before have been tasked with providing high-quality education to a full range of children with special needs, including developmental disabilities.


Special needs education is the establishment of individual educational support plans and the provision of appropriate support for children and students with special needs, based on the

consideration of lifelong support in cooperation with dedicated specialists in the fields of welfare, healthcare, labor, medical care, etc. Special needs education is, in other words, the coordinated collaboration of educators and related institutions aimed at addressing the individual problems of children and students with special needs.

In 2002, Konan City, a city with a population of 50,000 located in Shiga Prefecture, established a collaborative support system involving education, healthcare, welfare, labor and medical care to provide consistent lifelong support to individuals with special needs. I would like to describe this system and discuss consistent lifelong support for individuals with special needs by examining actual solutions for problems faced by such individuals through the cooperation of related institutions.

2. The Konan City Support System for Individuals with Special Needs

The Konan City support system for individuals with special needs provides services through both lateral cooperation among related institutions in the fields of education, welfare, healthcare, labor and medical care, and vertical cooperation through



Support Organizations	Department of Disabled Support	General control	Focus of Support	Transition
Employment	Department of Industry and Tourist Department of Social Welfare	Support Office for Individuals with Special Needs	Support for work	Individualized Transition Plan
High Schools/ Schools for Special Needs Education	Cooperation with the Prefectural Board of Education		Special Needs Education	
Junior High Schools Elementary Schools Kindergartens Nursery School	City Board of Education Department of School Education Department of School Education Department of Child Care Support			Support for Individuals with Special Needs
Therapeutic Education	Department of Social Welfare			
Infant Physical Examination	Department of Health Planning			

Fig. 1 Support System and Core Policy

Note) In this system, the Support Office for Individuals with Special Needs serves as an umbrella institution providing support for the finding of disabilities, early-stage developmental support, special needs education and employment assistance, in cooperation with departments related to healthcare, welfare, education, and labor at the City Hall.

individual teaching and transition plans (Fig.1). This system was instituted in 2002 with the establishment of the Support Office for Individuals with Special Needs, which acts as the umbrella institution for support, under the municipal government's Department of Health and Welfare, and the opening of a Support Center for Individuals with Special Needs at Elementary School A as a special support location. In order to stabilize this system, Konan City enacted the *Ordinance regarding Self-reliance Support to allow Individuals with Special Needs to Live Actively in the Community* in June, 2006.

(1) Konan City, Ordinance regarding Self-reliance Support to allow Individuals with Special Needs to Live Actively in the Community

Chapter 1 General
[Purpose] Article 1

This ordinance shall be stipulated for the purpose of promoting, systematically and in a cross-sectional manner, the progress of measures regarding healthcare, welfare, medical care, education and labor in accordance with the

ability, aptitude, developmental stage and social environment of each individual with disabilities, and for the purpose of contributing to the realization of self-reliance of such individuals and the continued development of a local community in which individuals with disabilities are able to live actively and safely, by determining basic measures to be taken by the city and clarifying the responsibilities of the city, residents and businesses related to support for the development and self-reliance of individuals with disabilities.

[Municipal Responsibilities] Article 3

Konan City, in conformity with the provisions in each item of Article 3 of the Act for the Support of Individuals with Special Needs, shall take measures required for finding developmental disabilities at an early stage, providing developmental support, and providing support for the employment and livelihood of individuals with special needs. For the implementation of these measures, the city shall secure the close cooperation and coordination of departments and divisions in charge of operations related to healthcare, medical

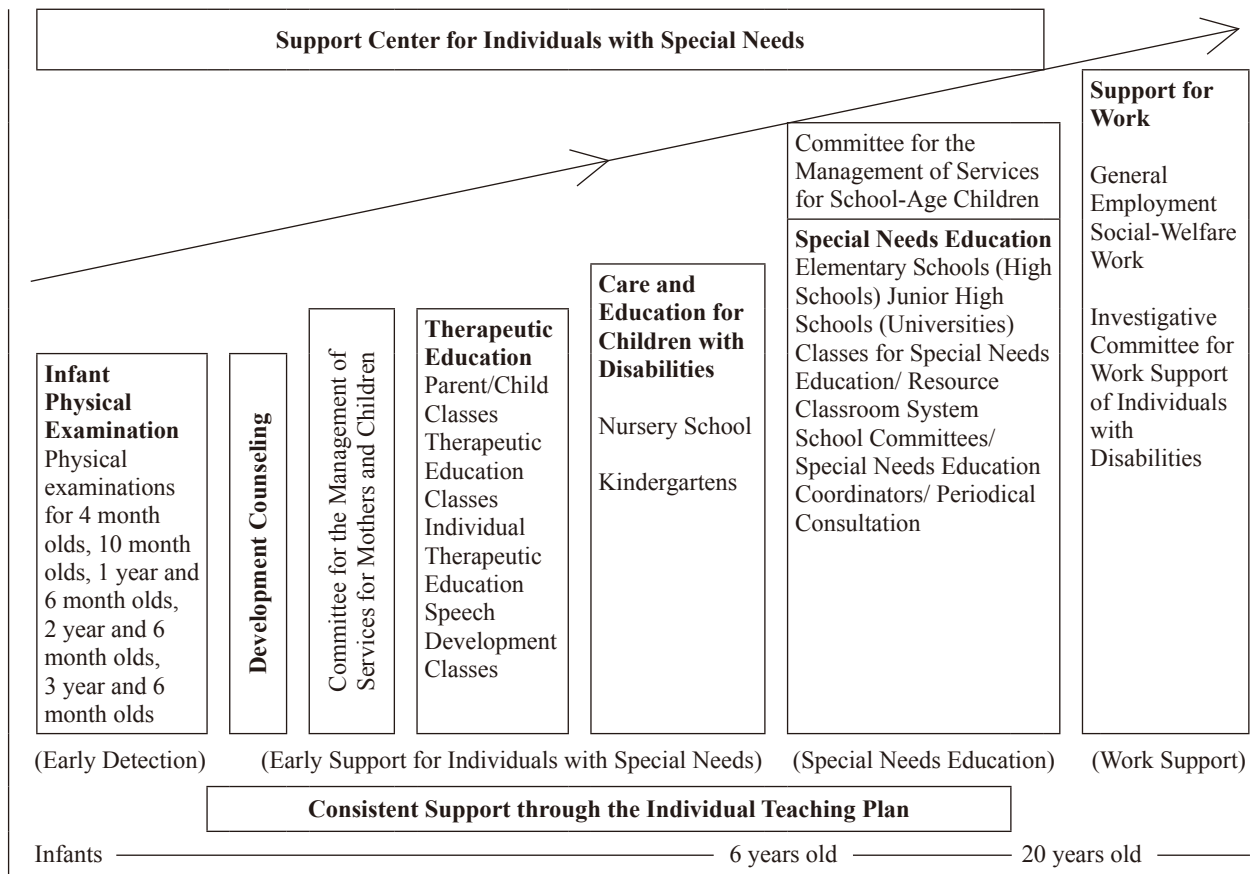


Fig. 2 Konan City, Support for Individuals with Special Needs at Each Life Stage

Note) This figure shows the content of the project for each life stage. Consistency in support will be ensured through the individual teaching plans.

care, education and employment.

[Basic Plan regarding support for individuals with disabilities] Article 7: Konan City, Support System for Individuals with Special Needs

Konan City, in collaboration with related institutions in the fields of healthcare, welfare, medical care, education and labor, shall develop a comprehensive structure to provide the necessary support for individuals with disabilities and other special needs in accordance with their developmental stage, age, living conditions and social environment (hereinafter referred to as Konan City Support System for Individuals with Special Needs), and address the management of its smooth operation.

Support for Individuals with Special Needs in each life stage implemented by Konan City based on the above-mentioned ordinance is shown in Fig.2. This support for each life stage is specifically

stipulated in the ordinance, and the contents of the project will be described in relation to the ordinance.

Chapter 2 Early Detection and Support for Individuals with Special Needs

[Medical Care] Article 8

Konan City shall make efforts to cooperate with medical institutions which facilitate the professional diagnosis of disabilities and provide support for individuals with special needs.

A specific example of this is the city's cooperation with the Shiga University of Medical Science Department of Pediatrics and B Pediatric Clinic, cooperation that focuses on the diagnosis of developmental disabilities and the provision of medication. This is cooperation in which the role of medical care in the support of individuals with

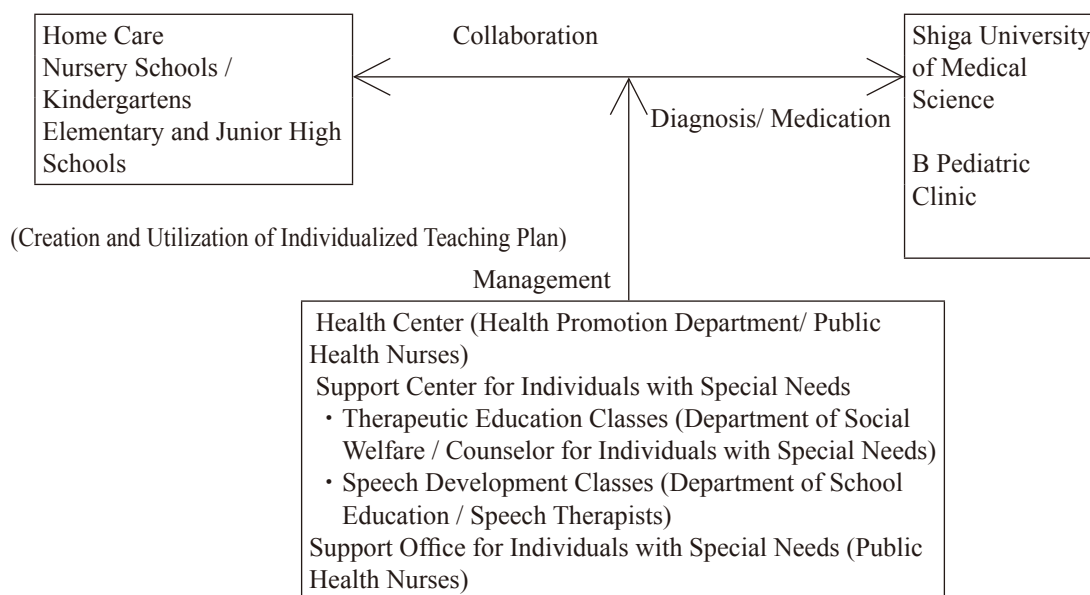


Fig. 3 Collaboration with Medical Care

Note) The Support Office for Individuals with Special Needs coordinates the collaboration of medical institutions with parents, nursery schools, kindergartens and schools.

special needs in therapeutic education and speech development classes is clarified. The individual teaching plan is used as a tool for cooperation. Cooperation with the medical institutions is shown in Fig.3. An important basis of this cooperation is the sufficient consideration of the feelings of the individuals with special needs and their parents. In order to accomplish this, in Konan City, a high value is placed on public health nurses to play a role in connecting the individuals with special needs, their parents and the staff at related medical institutions, as seen, for example, when public health nurses accompany patients on their visits to doctors, and in their attendance at case meetings held at medical institutions.

[Early Detection] Article 9

Konan City shall take appropriate measures when performing the physical examinations stipulated in Articles 12 and 13 of the Maternal and Child Health Law in order to facilitate the early detection of disabilities in infants.

The Maternal and Child Health Law stipulates that the physical examinations be provided for children at 1 year and 6 months and

3 years; however, the Konan City Health Center (Department of Health Promotion) provides the stipulated examinations for children at 4 months old, 10 month, 1 year and 6 months, 2 years and 6 months, and 3 years and 6 months. In the event that disabilities are detected, specialists in psychology provide consultation related to child development (with public health nurse involvement), and support is discussed by representatives of related departments at the Committee for the Management of Services for Mothers and Children (Individuals involved include public health nurses assigned to maternal and child healthcare, psychological specialists for therapeutic education, speech therapists who provide speech development classes, and public health nurses at the Support Office for Individuals with Special Needs). The purpose of this committee is to comprehensively review individual cases and assign responsibility for treatment and support to specialized institutions in the city. Public health nurses at the Support Office for Individuals with Special Needs are in charge of the management of this meeting. Procedures for the early detection and support of individuals with special needs are shown in Fig.4.

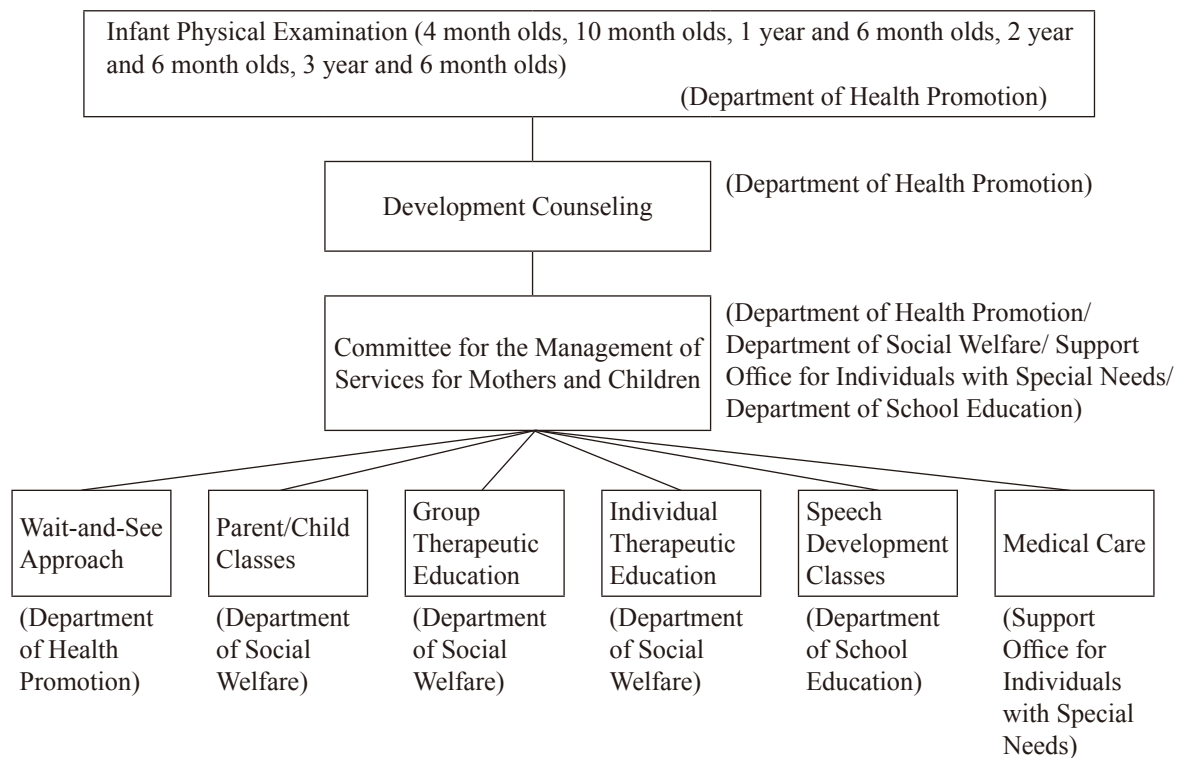


Fig.4 Early Detection and Support for Individuals with Special Needs

Note) This shows the flow of detection of disabilities at physical examinations for infants and Committee for the Management of Services for Mothers and Children where support is discussed.

[Early Support for Individuals with Special Needs]
Article 10

Konan City shall counsel and give advice to the parents of children requiring special needs support, and carry out other appropriate measures that facilitate early support for children with disabilities and other special needs.

Early support for individuals with special needs is provided in therapeutic education classes (parent/child classes, individual therapeutic education classes, group therapeutic education classes) and speech development classes (for kindergarten students) at the Support Center for Children with Special Needs. In consideration of the development status of each child and support for parents, early support for individuals with special needs is offered both in the form of group and individual support. At sites where support services are rendered, projects in education, healthcare and welfare are integrated. The content of projects is verified and individual cases are examined at Committee for the Management of Services for Mothers and Children.

Individual teaching plans are created and utilized to facilitate a common understanding of the content of support for each case and the monitoring of the status of children.

[Child Care] Article 11

Konan City and the nursery school in the city shall carry out necessary measures for the development of support systems that allow children with disabilities and other special needs support to grow healthily through the experience of learning and playing with other children.

Konan City provides consultation to both public and private nursery schools through municipal specialists in order to create individual teaching plans to support children. Konan City stations additional child care professionals to support children with special needs based on the content of individual teaching plans. Children with special needs can be enrolled in nursery school and attend therapeutic education and speech development classes concurrently, and nursery

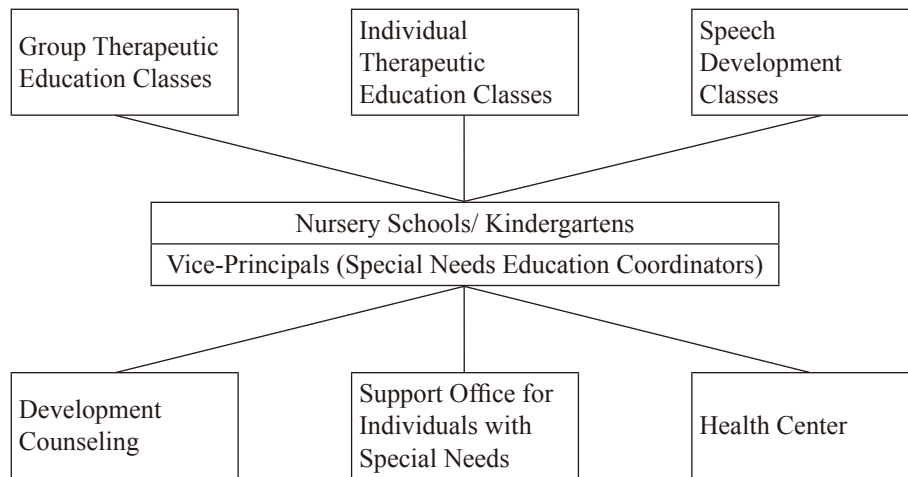


Fig.5 Organizations Supporting Nursery Schools and Kindergartens

Note) This shows the support system for nursery schools and kindergartens through the implementation of periodical consultations by specialists.

school and kindergarten facilities are assisted in observing children and providing appropriate support through periodical visits by persons in charge of therapeutic education and speech development classes (psychological specialists, etc.). The support system for individuals with special needs should provide fundamental support for nursery schools, kindergartens, and elementary and junior high schools. Therefore, support for nursery schools and kindergartens is provided not only through visits by specialists but also through the periodical visits by counselors responsible for elementary and junior high schools, specialists at the Support Office for Individuals with Special Needs and child care professionals. The structure of support for nursery schools and kindergartens is shown in Fig.5.

[Education] Article 12

Konan City and the board of education shall carry out measures required for the development of special needs education and support in order to facilitate the development of support for children with disabilities and other special needs and assure that sufficient and appropriate education is provided in accordance with the severity of disabilities at schools under municipal control, and they shall also work on promoting the carrying out of similar

measures by private schools in the city.

The city, mainly led by a team of specialists, has progressively approached special needs education by providing periodical consultations, which is an independent municipal project, and individual teaching plans within the support system for individuals with special needs. The municipal support system for special needs education is shown in Fig.6. In this support system, each elementary and junior high school in the city develops a school-wide support system and provides support to students in accordance with their individual needs through the support of specialized institutions.

[Facilities Providing Specialized Support for Individuals with Special Needs] Article 14

Konan City shall establish facilities to provide specialized consultation, guidance, therapeutic education and other necessary assistance in order to render comprehensive support for the physical and mental development of the children with disabilities and other special needs.

Upon merger of municipalities in 2004, Konan City decided to independently carry out therapeutic educational projects which had been carried out by a broader-based administrative affairs association and established a comprehensive support center for individuals with special needs that would

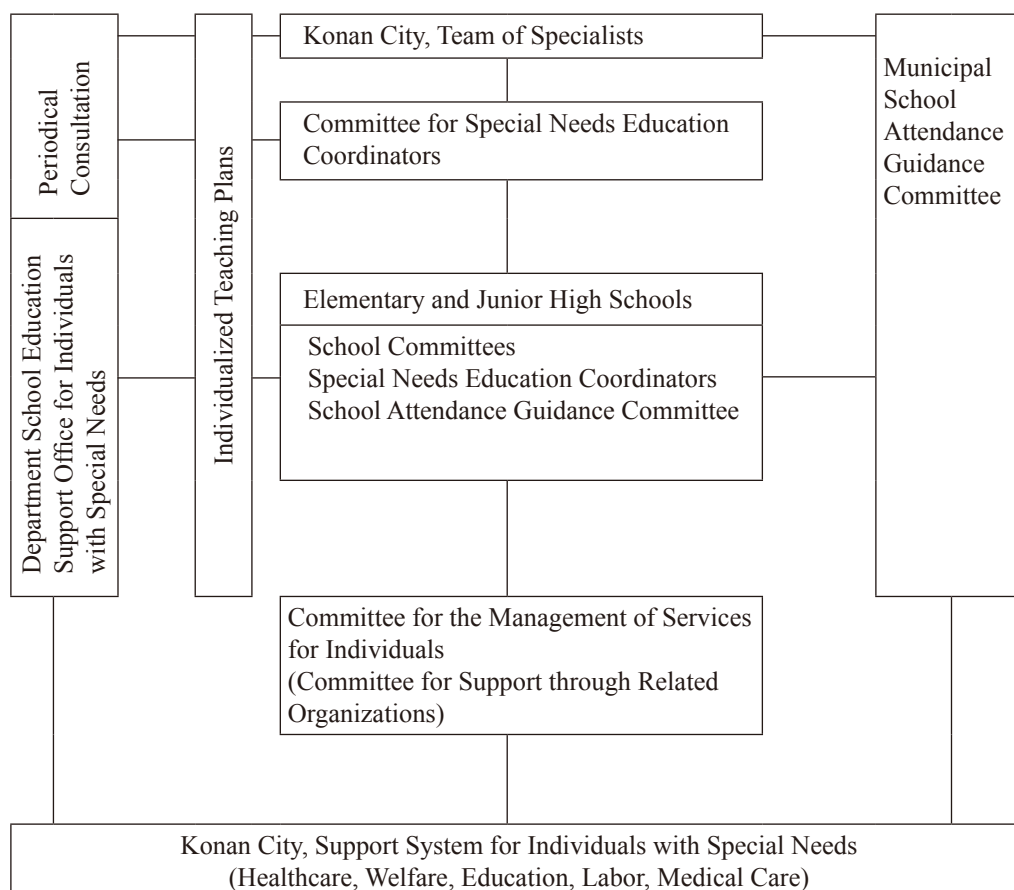


Fig.6 Konan City, Special Needs Education System

Note) This shows the relationship between the Konan City Support System for Individuals with Special Needs and special needs education provided at elementary and junior high schools.

combine existing therapeutic education classes and speech development classes organized by the board of education to provide sufficient support as a specialized institution.

Chapter 3 Support for Work

[Development of Employment Environment] Article 15

Konan City shall carry out investigations regarding the various types and categories of jobs at institutions within the city in accordance with the characteristics of individuals with disabilities, make efforts to cultivate work places, endeavor to promote employment through which individuals with disabilities can engage in appropriate employment in accordance with their individual abilities, and support their smooth employment in cooperation with related institutions.

[Support for Employment] Article 16

- (1) Konan City shall establish an organization to consider mutual collaboration and supportive measures in cooperation with industrial and commercial organizations, institutions for employment support, welfare service providers for individuals with disabilities, schools and associations of individuals with disabilities, and strive to promote the employment of individuals with disabilities through such cooperation.
- (2) Konan City shall promote cooperation among the organization stipulated in Paragraph 1, related institutions participating in the municipal support system for individuals with special needs, and other institutions in order to implement proper consultative administration regarding employment in the community.

Measures for employment support were at one time insufficient in the support system for individuals with special needs. In 2005, therefore, Konan City established the investigative committee for work support for individuals with disabilities stipulated in Paragraph 1 of Article 16. Industrial and commercial associations, organizations related to welfare, municipality and parents' associations in the city gathered together to discuss a system of employment support for individuals with disabilities. In FY 2008, a confectionery company will establish a designated affiliate company that will provide jobs for individuals with disabilities. Although each step is small, general employment opportunities to individuals with disabilities are being realized.

3. Coordinating Functions and Appropriate Support for Individuality

The following is an examination of measures for the solving of problems faced by individuals with special needs from the viewpoint of support

through the cooperation of related institutions and coordinating functions of the support system for individuals with special needs.

Support that meets with individual needs requires a multidimensional understanding of individuality and the combining of several support functions. Konan City assigns specialists to combine and adjust support (local Coordinators) for each life stage. Public health nurses are responsible for preschool children, supervisors at the board of education are responsible for school-age children, and the person in charge of the Support Office for Individuals with Special Needs is responsible for individuals during their active working age (Table 1). Such local coordinators will support individuals with special needs along with related institutions in cooperation with coordinators at institutions such as nursery schools, kindergartens, elementary and junior high schools (organizational coordinators). In other words, the city has developed a structure to support nursery schools, kindergartens, elementary and junior high schools.

Table 1 Local Coordinators and Cooperative Organizations

	Preschool-Age	School-Age	Active-Work Period
Local Coordinators	Public Health Nurses	Supervisors of School Education	Staff from the Support Office for Individuals with Special Needs
Division/ Department	Support Office for Individuals with Special Needs	Board of Education	Support Office for Individuals with Special Needs
Specialized Field	Healthcare/ Child Welfare	Education	Welfare and Work Support for Individuals with Disabilities
Cooperative Organizations	Nursery Schools/ Kindergartens	Elementary and Junior High Schools/ High Schools/ Schools for Special Needs Education	Work and Livelihood Support Center, Livelihood Support Center for Individuals with Three Major Disabilities
Organizational Coordinators	Vice-Principals	Special Needs Education Coordinators	Coordinators for Individuals with the Three Major Disabilities, Work Support Workers

Note) This shows the relationship between local and organizational coordinators for each life stage. The three major disabilities are defined as physical disabilities, intellectual disabilities and mental disabilities.

(1) Support system for school-age children

Support for individuals with special needs enrolled in the school system is available from the pre-school level and rendered according to education plans created for each individual who has been identified as requiring support. Support is provided through therapeutic education institutions, nursery schools, kindergartens and elementary schools as the individual progresses through the school system, with supervisors at the board of education being responsible for overall coordination. The special needs education coordinator serves as the contact person responsible for managing contact and coordination with specialized external and administrative organizations. In addition, the special needs education coordinator takes a leading role in school committees to identify children with developmental disabilities in all grades at schools and establish a support system involving all school officials. For all children and students identified as having developmental disabilities, individual teaching plans are created so that support may be effectively carried out.

To facilitate support, a structure is established that allows teachers to share information regarding the conditions of children and students on an ongoing basis. Within this structure, teacher-staffed support teams at each school site discuss support for children with special needs based on an understanding of each child's psychological assessment, reported by counselors, behaviors and learning achievements, reported by teachers, and family situation, reported by homeroom teachers. After discussion, individual teaching plans are drawn up for use in classroom management, lesson planning and group guidance. Individuals in charge of children with special needs at specialized organizations periodically visit elementary and junior high schools to implement support in cooperation with the support teams at schools. For children requiring medical care, public health nurses at the Support Office for Individuals with Special Needs cooperate with medical institutions to provide the required support.

(2) Support system for active-work period

Under the supervision of staff from the Support Office for Individuals with Special Needs and Welfare for Individuals with Disabilities, support is provided through Hello Work, the national job-placement office, and the Vocational Center for Individuals with Disabilities. Social-welfare work support is coordinated by the Committee for the Management of Services in the Koga Area, made up of directors of facilities for individuals with disabilities, coordinators of livelihood support for individuals with intellectual, physical and mental disabilities, employment support workers, livelihood support workers, administrative officers, and officials from schools for special needs education, in cooperation with Konan City, Koga City and the prefectural branch offices in each city. The work support network is shown in Fig.7. Support for work is basically a project to be organized by the national government, and only a few years have passed since local governments began participating in the service. The Ministry of Health, Labour and Welfare has begun aggressively developing support for work for individuals with developmental disabilities; therefore, Konan City is also working on carrying out measures for work support for individuals with disabilities in cooperation with Hello Work and the prefectural government and the establishment of a systematic organization is under consideration.

4. Conclusion

Although support for each life stage, preschool-age, the school-age, and the active working age, was provided before the establishment of this support system for individuals with special needs, support content at each stage was not properly communicated to the next stage, so the parents had to provide information regarding the support. For such parents, the lack of support made it difficult to face the challenges confronting them on a daily basis. The Konan City support system for individuals with special needs facilitates the

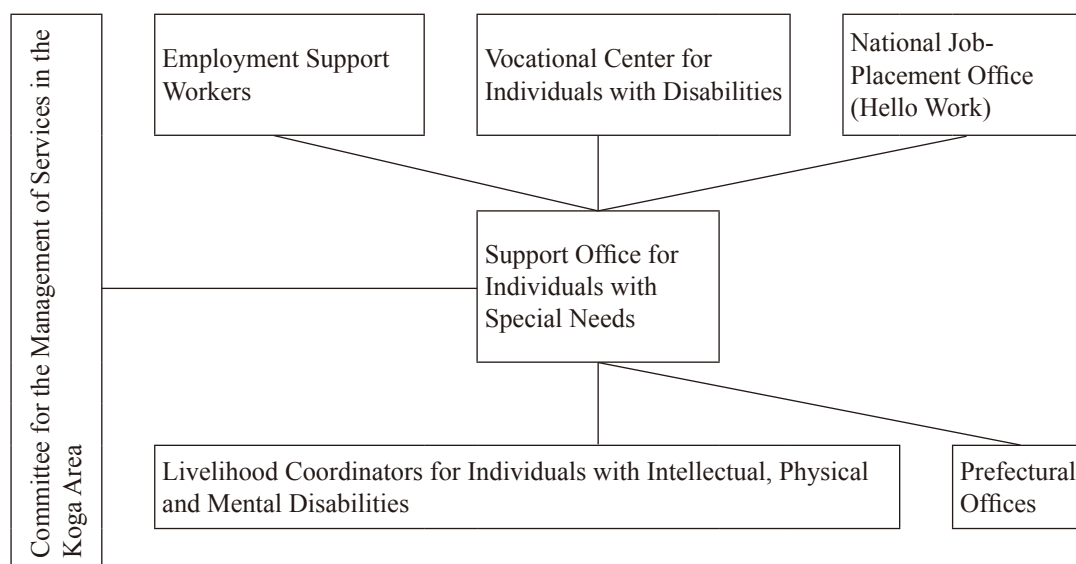


Fig.7 Work Support Network

Note) This shows the relationship between the Support Office for Individuals with Special Needs and the organizations supporting work for individuals with disabilities.

communication of individual teaching plans to the individuals in charge of each stage through local coordinators. In other words, the continuity of support is maintained. In addition, through cooperation among related organizations, various services are provided to support individuals with disabilities and other special needs based on decisions made by the Committee for Individual Service Coordination. This system contains the mechanism for successfully combining consistent support throughout life with support provided in cooperation with healthcare, welfare, education, labor, and medical care.

The establishment of this system has enhanced support for individuals with disabilities and other special needs and has made it possible for them to lead active lives at nursery school, kindergartens, elementary and junior high schools. Furthermore, this system has helped parents of children with disabilities and other special needs to envision a positive future of their children and be engaged in their growth with a view to development, which has enabled parents to raise their children with a sense of security.

Beyond the existence of the system, however, it is the people involved in the development of children with disabilities and special needs who maintain their strong commitment to providing support from these children's perspective at all times that ensure the successful continuation of this system even as personnel change.

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The Leap towards Inclusive education: experiences from Nepal

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“Nepalese community, greatly known for its rich diversity, is a suitable example of inclusionary practice that the school should learn to be inclusionary. As inclusion is both a concept and a strategy, a welcoming and celebrating community of diversities can set an example for the school usually to avoid the notion that the child is for the school, not the either way”

- Stubbs, 2002 as cited from Kafle, 2007.

Meaning of inclusion

Inclusion is a term that is familiar to most people in their everyday lives. We feel included, or excluded, from family, neighbourhood, or community activities. Inclusion and exclusion have also been recognized as social issues in Europe since the 1970s, where it has become a central feature of public policies. In Atlantic Canada, social and economic exclusion and inclusion have recently become the focus of attention among those who are concerned about poverty and its many negative effects on people:

Those who are excluded, whether because of poverty, ill health, gender, race or lack of education, do not have the opportunity for full participation in the economic and social benefits of society. Inclusion is celebrating diversities, reconstructs lives, recognizing the enterprising women, promote dignity, protect livelihood and listen to all voices (Shookner, 2002).

Major elements of inclusion

Shookner (2002) highlighted the major elements of inclusion are adequate income, reduced disparities, Human Rights, access, ability to participate, valued contribution, belonging and empowerment. In addition to this,

➤ Valuing contributions of women and men to society, recognition of differences, valuing

diversity, positive identity, anti-racist education.

- Adequate income for basic needs and participation in society, poverty eradication, employment, capability for personal development, personal security, sustainable development, reducing disparities, value and support caregiving.
- Ability to participate, opportunities for personal development, valued social roles, recognizing competence.
- Empowerment, freedom to choose, contribution to community, access to programs, resources and capacity to support participation, involved in decision making, social action.
- Access to public places and community resources, physical proximity and opportunities for interaction, healthy/supportive environments, access to transportation, sustainability.
- Affirmation of human rights, enabling policies and legislation, social protection for vulnerable groups, removing systemic barriers, will to take action, long-term view, multi-dimensional, citizen participation, transparent decision making.
- Belonging, social proximity, respect, recognition, cooperation, solidarity, family support, access to resources.
- Entitlements, access to programs, transparent pathways to access, affirmative action, community capacity building, inter-departmental links, inter-governmental links, accountability, open channels of communication, options for change, flexibility.

Meaning of inclusive education

The concept of ‘inclusion’ and ‘exclusion’ are used to derive the meaning of both. The term ‘exclusion’ is covering wide range of social and economic problems (Sen, 2001). Simply, inclusion means those who are not excluded from any reason. Nowadays, the concept of inclusion is also used in education and termed as inclusive education. It is an approach, which secure the right of all children to relevant education by promoting the educational system that celebrates the rich cultural differences of the country upholding non-discriminatory environments. It also believes that all children can learn given the appropriate environment and support. The five year strategic planning document, Education for All 2004-09, defines Inclusive education as an approach or strategy which incorporates learning needs of socially marginalized groups, children with disabilities, indigenous children and children living in difficult circumstances with special needs (MoES, 2004).

Many people are misinformed about Inclusive education they confuse it with Special education which only focuses on children with disabilities. Inclusive education is a strategy which identifies children who, for any reasons, are excluded from schooling in particular context. It is a discipline that promotes a process of social and academic inclusion of ALL children within the school.

Who are excluded?

The concept of exclusion also makes easy to define the meaning of inclusion. Literally, those are not in system often termed as exclusion. Inclusion is a strategy of pulling children in schooling that identifies children who for any reason are excluded or who are at risk of dropping out from schooling in a particular context. These potential groups living in risk likely to be excluded are as follows in the context of Nepal;

- Girls/women,

- Dalits (so called low caste groups),
- Janajati (ethnic and linguistic groups),
- Children with disabilities,
- Street children,
- Child laborers,
- Children affected by conflict,
- Children trafficked for sexual and other purposes,
- Children without parents/guardians,
- Sick children e.g. HIV/Aids, leprosy,
- Children in poverty.

Context: National and International

The Government of Nepal has ratified the Convention of the Rights of the Child (1989), and is a signatory of the declaration Education for All (1990) and the Salamanca Declaration (1994). These documents call for the provision of public education to all children, regardless of their physical, intellectual, emotional, social, linguistics or other conditions.

The Ministry of Education and Sports, Department of Education had taken up the challenges of initiating inclusive education in Nepal. In line with the Education for All National Plan of Action 2001-2015, the Education for All programs 2004-09 has taken inclusive education as one of the major strategies and education for children with disabilities and marginalized groups has high priority. Government’s other agencies such as the National Planning Commission Secretariat, the Ministry of Women, Children and Social Welfare, the Ministry of Health, the Ministry of Finance, the Ministry of Local Development and the Social Welfare Council are working for disability in various ways. Several initiatives to provide integrated and inclusive education for children with disabilities have also been taken by charity organizations, religious institutions, local NGOs and International organizations.

The Government of Nepal has adopted the inclusive education as an approach developed and

applied for students in formal education system as well as in the non-formal education system to respond to special educational needs of different target groups (like language and ethnic minorities, social caste, person with disability etc.). It seeks to address the learning needs of all children with a specific focus of those who are vulnerable to marginalization and exclusion. In this way, Inclusive education is an approach to ensure the right to education to all through preparing appropriate learning environment and treating them in a social justice manner.

The UN has played an important role in changing the concept of the society towards disable people. Declaration of the International Year of Disabled Persons (IYDP) 1981 was an important step taken by UN General Assembly in the field of disability under the theme of "Full Participation and Equality". The root of the movement emanates from a paradigm shift from segregation to integration and finally to inclusion. In line with the international and national commitment to Education for All the government initiated different programs for children with disabilities in the Right- based approach.

Development towards inclusive education

The concept of inclusive education was evolved from the concept of Special Education. The history of special education is not long, it is started in 1964 after the establishment of the integrated program for blind students in Kathmandu. Later on, in 1966, a school for deaf and hearing impaired was opened under Children's Organization.

The National Education System Plan (NSEP) 1971, for the first time in the education history of Nepal, mentioned about Special Education. In 1973, a Special Education Council (SEC) was established within Ministry of Education as per the recommendation of NSEP with the objectives of starting and promoting special education for children with disabilities all over the country. SEC

brought the concept of mainstreaming all special schools under its umbrella since that time.

The Government has accelerated initiatives to expand special education to children with disabilities during different projects and programs. During the Basic and Primary Education Project (1992-1997), the concept of integrated school was introduced in school education. Subsequently, emphasis was laid down in the later projects and programs. However, it has been realized that the present strategies and interventions are not sufficient to achieve the goals of education for all. Hence, government has taken steps on developing special and integrated schools in an inclusive setting to ensure the equitable access for all the children including children with disabilities.

Nepal's experience with inclusive education starts with the piloting of this concept in 4 districts in 1999/2000 with Danish assistance under the Ministry of Education. Based on the experience gained from the piloted activities, the Department of Education has expanded inclusive education in other areas (schools) and now reached 210 schools of the country with the aim of establishing 500 inclusive schools by 2009.

Strategies adopted to implement the inclusive education

In the context of Nepal, the education policies and programs are in line to develop responsive education system to ensure equitable access and enhance good quality education. In order to make basic and primary education free and accessible, parents of deprived and disadvantaged children are addressed by reducing direct and indirect cost of education. Hence, disadvantaged communities are targeted for assistance in addressing the opportunity cost for schooling through various affirmative actions taken by the school education system.

Inclusive education is further developed

and scaled up to increase access of children from marginalized groups.

The current emphasis laid by the government on school based management within a decentralized framework is to operate schools by involving and empowering parents and communities by making the most of human and material resources at the local level. The following activities have been carried out to meet the learning needs of indigenous and linguistic minority children in order to ensure their access to quality education;

- Practical and relevant school curricula to the lives of children, youths and adults developed.
- The rights-based approach to education emphasized in the curriculum through civic education.
- Use of information and communication technologies (ICT) for expanding learning opportunities and diversifying ways of learning encouraged.
- All children, youths and adults are encouraged to live safer, healthier and economically and socially active and productive lives.
- Learning of generic skills such as information gathering, problem solving, critical thinking, teamwork, negotiation, interpersonal skills, self-awareness, assertiveness, handling emotions, conflict resolution, living in harmony and peace with neighbors encouraged.
- Information on HIV/AIDS in the curriculum integrated and extra-curricular activities to raise awareness on HIV/AIDS organized.
- Alternative and flexible schooling opportunities provided.
- Partnership built on a broad basis at local, national and international levels with local bodies, CBOs, I/NGOs, and other private agencies with the main strategy for bringing additional resources, capacity, expertise for implementing programs targeted towards indigenous peoples and linguistic minority children.
- Bilingual education, use of mother tongue as the subject and medium of instruction, special

programs for endangered languages and cultures to ensure rights of indigenous people and linguistic minorities emphasized.

- Disability focused programs in integrated resource class and inclusive approach implemented.

In line with the above mentioned policies and strategies, the government has implemented several initiatives such as scholarships to girls, Dalit students, Disabled students, awareness campaign, focused programs to disabled students (assessment centers, resource classes, provision of Brail books, extra curricular activities, skill training, library establishment, etc.), non-formal educational programs, bi/multi-lingual education programs.

Challenges for the development and expansion of inclusive education

Inclusive education in Nepal has implemented with the aim of ensuring the school and classrooms environment more conducive for learning to all irrespective of race, language, caste and creed of the students by welcoming them with least restrictive environment. The services to the child/student are based on individual needs, not on labels and pointers. Theoretically, the concept of inclusive education relates to the right based approach in education. To ensure the right based education fully implemented, it is necessary to create education and school system more responsive to all children regardless of their differences, which is very difficult tasks demanding more resources, time and efforts. Pigozzi (2001) has also realized this scenario;

“Efforts to make education more inclusive have been somewhat “spotty”, with greater progress in some areas and virtually no progress in other.”

Research studies have also explored the situation of inclusive education in Nepal. A recent study on Situation of Inclusive Classroom in Nepal (CERID, 2006) revealed that the true concepts of

the inclusive education have not been translated in classroom practices.

Another study conducted by CERID in 2004, found that the school environment was not favorable for inclusion. The children in the resource class schools were not prepared to go to the regular school as if the children were there for the resource class school only.

In this way, the research studies, to some extent, indicate that the inclusion can simply turn out to be rhetoric, much talked but little practiced. It is obvious that many children do not yet enjoy their right to a good quality education, in a supportive, protective and un-discriminatory environment. Poverty, gender inequality and social exclusion are reflected in marked educational disparities between the most advantaged and disadvantaged groups and individuals. Any children may suffer exclusion to some degree. The following are the main factors for exclusion still prevalent in the Nepalese society.

- Poverty, vulnerable livelihoods and geographical location
- Gender discrimination
- Discrimination on the basis of caste, social or occupational status
- Language, ethnicity or race
- Disability: children with disability now constitute the group of children most likely never to have attended school.
- Inadequate care and protection
- Conflict: Children affected by conflict are at high risk of an undermining of their rights to education.
- HIV/AIDS: It is another factor that has seriously undermined children's right to education in many countries.

Several challenges encounter while implementing inclusive education. In most cases, school itself creates barriers for some children and deny all children to enjoy their rights of receiving good quality education in an atmosphere of

protection and non- discrimination. The following issues are pertinent in the context of Nepalese Inclusive Education development;

- Conceptual clarity: inclusive education - special needs education
- Debate on the regular and inclusive education in terms of resources, management, effectiveness, efficiency, meritocracy,
- Disability dominant inclusive practice,
- Resistance to inclusion: backtracking toward segregation,
- Community awareness, parental education and training
- Teacher training: training on inclusion or regular teaching
- Trained human resources and support services: separate cadre or regular staff
- Inclusive school management: high operating costs.

Role of government, non-government and community for expanding and developing inclusive education

Working Government, non-governmental organizations along with the community people/groups can make a difference to address the above mentioned challenges.

Governments at all levels can analyze legislation, policies, and programs to determine whether these exclude or include people who are marginalized, disadvantaged, impoverished, or discriminated against and work towards improvement.

Non-government organizations can find out if the policies, programs, and practices they use exclude or include people in vulnerable situations and make people more aware to put pressure on the government.

Community groups can work together for planning, development, and social action to address

the sources of exclusion in communities and in public policies, and pointing toward solutions that will be inclusive.

Conclusion

All the way from the World Conference on Education for All (1990) to World Conference on Special Needs Education (1994) to World Forum on Education (2000), the participation, equity and freedom of children with special needs, in particular has been at the core of the educational efforts to bring these disadvantaged, vulnerable and underprivileged children in the mainstream of education. Access to exclusionary settings and practices is possible only when School Management Committee (SMC) is inclusive in nature, structural adjustment is attempted and teachers are trained along the line of inclusive strategies and approaches.

Nepal is in the process of reformation. In this context decentralization and social inclusion are vital issues. For promoting social inclusion, right based education need to be ensured, and the government is committed and has already initiated various programs in line with inclusion.

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Employing the Participatory Process to Develop Standards and Indicators Appropriate for Internal Quality Assurance System in Special Education Schools

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Abstract: Employing the participatory process to develop standards and indicators appropriate for internal quality assurance system in special education schools is a study of the concurrent and needs of standards and indicators for internal quality assurance system in special education schools which are coherent with the Basic Educational Standards and the National Educational Standards.

To study the concurrent and needs, data was collected from the 36- target group consisted of Deputy Director of Academic Division, the Deputy Director of Student Affairs, Head of Quality Assurance Department, Head of Information and Planning Department and students' parents in 4 special Educational Schools in Chiang Mai and document analysis was included. The constructing and developing the standards and Indicators was conducted with the 48 – member staff which consisted of the Deputy Director of Academic Division, the Deputy Director of Student Affairs, Head of Quality Assurance Department, Head of Information and Planning Department and Heads of 8 subjects from 4 special Educational Schools in Chiang Mai. The constructed standards and indicators were testified for the first time with 117 - member target group from 39 Special Educational Schools. The second time, they were verified by 7 scholars who are the external evaluators of the Office of Standard Accreditation and Quality of Education Assessment.

The constructed standards and indicators were composed into 3 domains, i.e. student characters (8 standards and 28 indicators), curriculum and instruction (4 Standards and 16 indicators) and educational management (5 standards and 15 indicators). They were aligned with the Standards of Basic Education, but varied in indicators determined by the laws, the principle of special education and special educational schooling.

Key words: Educational standards, Standard Indicators, Quality Assurance, Participatory and Special Educational School

Introduction

Employing the quality assurance in Education, the mean to develop human resources aimed to get high quality human resources. The 1999 Education Act and the amended one (2002) inscribed the usage of quality assurance system in order to develop the quality and educational standards include internal and external quality assurance systems. Every school has to manage internal quality assurance and take this as a part of the education administration for continuous operation. Then every school must be external evaluated at least once every 5 year.(Ministry of Education,2003:23) It is expected

that the quality assurance system will develop other systems in the school to have high standards and achieve the expected quality. It means that the school and related organizations must cooperate their accountability. After the 25 basic educational standards and 91 indicators were first launched and implemented for a period of time, there was a follow ups.(The Office of National Education Committee, 2000) It was found that both the general schools and special educational schools could not manage self –assessment systematically. There was no participation by inner personnel and no using of the results in development planning or

improving.(Wongwanich,2000:18) It was found that 4 years after the educational reform, there was a gap between the quality of students with disabilities and that of normal students; some of teachers and educators lacked of knowledge and understanding in quality assurance, and did not use the outcomes to improve the school; and it was found that the input which affected the learning reform for the quality of education consisted of teachers, teaching materials, quality assurance and educational management. (The Office of Secretary of National Education Council, 2003: viii-xi) In special educational schools, there were many problems in using standards and indicators for development of internal quality assurance. These were the burdens of the school and the usage did not enhance the doers' understanding, especially the assessment with indicators of the learners' standards; some specific aspects of standards and indicators were not appropriate with the real condition of the students with disabilities. (Choomporn punyanukul,2003:58;Songkhla Patana Punya,2003:30; Nakornsawan Punyanukul,2003:11 and Petchburi Punyanukul,2003:54)

After the new basic educational standards and indicators for external evaluation were regulated by the Office of Standard Accreditation and Educational Quality Evaluation and the 18 internal basic education standards were regulated in 2005(The Bureau of Academic and Educational Standard, 2005), it was necessary to develop the standards and indicators for internal quality assurance of special educational schools which provided early intervention to grade 12 for the visually impaired, the deaf or hard of hearing, physically impaired, intellectual disabilities and autistics etc. To make the internal quality assurance system consist to the educational reform, the important aspects of special educational school should include, with participation by involved persons. There were learners' quality, teaching and learning system, curriculum, supportive system, managing system and student transferring system. In international level, there was an emphasis of standard development with participatory persons and usage with main goals

and directions on curriculum reform on various strands.(Lachat,1994:11) Additionally, there were indicators from research that to integrated the children with special needs with accountability system can encourage the teachers to recognize their responsibilities and have high expectations on children. (Roach, ; Daily and Goertz, 1997 :16) Therefore, development of standards and indicators for internal quality assurance system in special education schools with participation of involved persons was an appropriate method and coherent with the goal of educational quality assurance which would make them learn, develop and be responsible in learners' accountability and can lift up the standard of their students.

Objectives

1. To study the concurrent and needs of the usage of standards and indicators in internal quality assurance of the Special Educational School.
2. To develop standards and indicators for internal quality assurance of the Special Educational School which are congruent with basic Educational and National Education standards.

Theories and Principles

Educators stated that, for practitioners, the important keys of development of education quality were accountability to management, the results and having benchmarking to be referred to at national level, school districts and schools. (McLaughlin and Others,2002:4 ;Wattanachai,2002:34) They pointed out the roles of the schools and communities in developing educational quality that they were related with expectation of continuous improvement set by the school standards for evaluation of services if the qualities of children's educational experiences were improved; local education authorities would also evaluate their roles in transferring strategies, services and initiatives to strengthen organizations and being references for quality accreditation.(The Scottish Office Development Department, 1997:2) It can be stated that educational standards were qualification

of quality assurance to pin educational quality information because they assured the communities and societies that the schools were responsible and were able to achieve the quality with community cooperation according to the standard.(Academic Department,2000:2) According to the 1999 Education Act and the amended one(2002),the ideas and activities of quality assurance can be explained as follows (Pithiyanuwattana,2004:84-85)

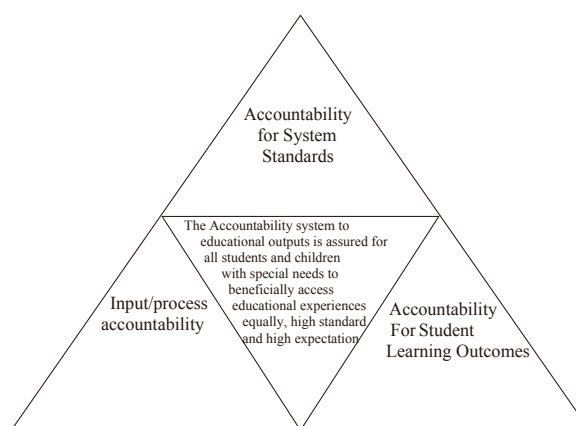
1. Quality assurance is the tool for effective decentralization to school districts, schools and local educational authorities and the effectiveness of education reform;
2. The goals of quality assurance are follow-ups, inspections and using results to improve the management efficiency in order to have good quality education due to standard administration;
3. Educational quality assurance must cover all the 3 parts: development of quality, follow-ups and internal assessment. These are school obligations with community cooperation and authoritative supports;
4. Quality evaluation is the beginning of development and it is for standardizing the administration.

Therefore, the information for educational quality assurance with standards and indicators, are so important that involved persons of all levels must use to improve the quality of education, especially administration. In USA., there are 3 levels of information in quality assurance system. (McLaughlin and Others, 2002:9-10)

1. School and district accountability. It emphasized the achievement of the students (local and National tests), rates of admission, rates of graduation and other sample facts;
2. Teacher accountability. The teachers were expected to be directly responsible to students' learning achievements;
3. Student accountability. In high school, the students must be responsible in several subjects.

The National Association of State Directors of Special Education (cited by Ysseldyke, J. et al, 1998:1-3) developed the accountability balanced

model for outputs of inclusive education with basic principles of balancing with dynamics among the 3 key components of system as expected to be triangle society.



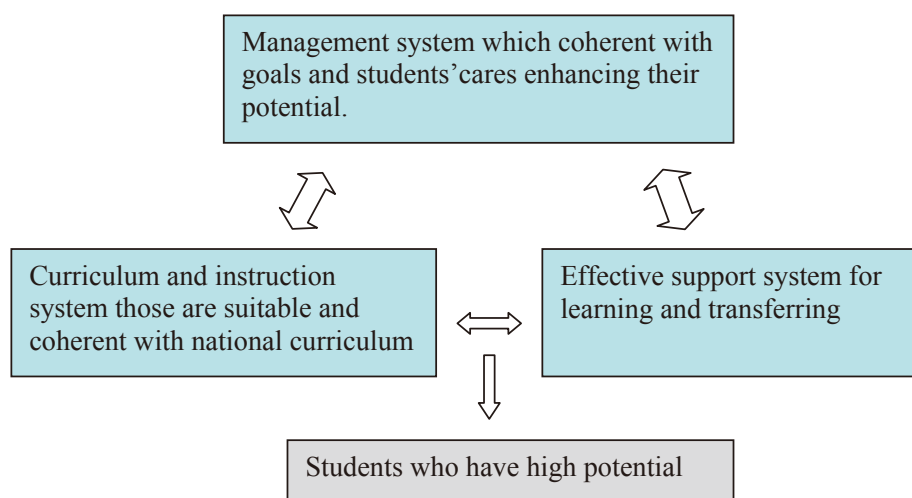
Source: Ysseldyke, J. et al,1998:2

This model focuses on system accountability; student individual accountability and input/process accountability. There are different models of developing standards, according to its' belief, as follows (The office of National Commission of Elementary Education, 1998 cited by Wongsilpapirom and others,2002:20-21):

Table 1 Model of Standard Development and Beliefs

Model	Beliefs
1. Goal Model	Qualitative schools are those which qualify the students as determined goals.
2. Resources-Input Model	If get rid rare inputs and valued as school's needs, it will lift up high standard.
3. Process Model	As the quality of process is the principal component which effects the students' quality, the quality school must have the good and effective practices.
4. Satisfaction Model	Stakeholders' satisfaction is the most important factor in developing the school quality.
5. Legitimacy Model	The school will be effective if it is recognized by the community.
6. Ineffective Model	Analyses and identification of criteria of school ineffectiveness is good for setting strategies for school development.

Chart 1 Content Framework for Constructing Standards and indicators for Internal quality assurance of Special Education School



- | | |
|-----------------------------------|---|
| 7. Total Quality Management Model | Total management of environment and process of the school to achieve the target groups' needs is the important key for the long-term success. |
| 8. Organization Learning Model | The rapid affects of economics, society and existing problems are not avoidable. To be effective the school must be able to learn how to improve itself to encounter economics and society. |

Table 2 Procedure Framework of Constructing Standards and indicators for Internal quality assurance of Special Education School

Procedures	Tools
1. Constructing Knowledge and studying the concurrent and needs of the related persons.	<ul style="list-style-type: none"> - Document analysis - Focus group discussion with school administrators and teachers - Parents' interviews
2. Constructing standards and indicators for internal quality assurance	<ul style="list-style-type: none"> - Data Synthesis - Making the first draft with small working group - Revising and adapting the first draft and constructing handbook - The first testifying with school administrator and teachers - The second testifying with the external evaluator

The Results

1. The conditions and needs of standards and indicators in internal quality assurance system of special educational school: As attained from focus – group discussions with teachers and vice directors and interviewing the parents, there were needs of improvement of the standards and indicators for the students of every level with the presence of expected Thai characteristics, but social and living skills should be emphasized. For the instructional standards and indicators, proposed was the special education principle such as Individual Educational Plan (IEP), specific rehabilitations for different groups needed to clarify in specific programs. For teachers' specification, good attitude to special students and skillful teaching were needed. For management, needed was the knowledge of special education in the administrators, the services which aligned with students' needs of all level, and adequacy of learning medias, technologies, assistive technologies and infrastructures and parents' participatory in developing the students. These were consistent with the synthesis of the documents which signified the qualities of the outputs and outcomes obtained from education management of the schools and emphasis on participation with communities by means of

system approach. The numbers of standards and indicators should not be more, but cover key component and group into areas.

2. There were 2 phases in construction of standards and indicators in internal quality assurance system of special educational school:

Phases 1 Holding workshops with the group of 5 members from 4 special education schools in Chiang Mai Province to construct the standards and indicators through system approach by coping areas with mind mapping and using questions to clarify extended ideas as well as writing the handbook for the usage of standards and indicators in quality assurance.

Phases 2 Holding workshop with a bigger group of 48 members from 4 special education schools in Chiang Mai Province with the drafts of standards and handbook for them to criticize and revise; then the drafts were testified by target group with rating scale questionnaire ($\alpha = .99$) to examine the appropriateness of the standards and indicators, the ones with $\bar{x} = 3.50$ were accepted. The standards were composed into 3 areas as follows:

The Qualities of the Students

1. The students had good habits, physical and mental health (4 indicators);
2. The students had acquired knowledge and life skills (4 indicators);
3. The students had expected moral, ethics and values (4 indicators);
4. The students had aesthetic characteristics in arts, music and sports (3 indicators);
5. The students had working skills and good attitude to legal occupations (4 indicators);
6. The students had conservative and developing conscious for the environments (2 indicators);
7. The students had searched for knowledge, loved learning and continuously developed themselves (3 indicators);
8. The students were able to have critical thinking, synthesizing, creativity, imagination and vision. (4 indicators)

Curriculum and Instruction

9. There were school curricula for specific disabilities which enhance the students to develop their capacities (6 indicators);
10. The school had the instruction system which supports the students' capacities (3 indicators);
11. The teachers had expected qualifications and attributes (4 indicators);
12. The teachers had knowledge and abilities to conduct the learning for students with special needs (3 indicators);

Educational management

13. The administrators had moral, ethics, attitude and specific knowledge in special education (2 indicators);
14. The administrators had leadership and management competency (4 indicators);
15. The school provided learning aids and support students' qualities (3 indicators);
16. The school improved the teachers and educational staffs systematically (3 indicators);
17. The school enhanced relationship and cooperative with communities in educational development. (3 indicators)

The handbook for the usage of standard and indicators was with questions for information and criteria with indicators as in the examples:

Standard 1 The students had good habits, physical and mental health.

Indicator 1.1 Taking good care in health and constant work-out

What to look for	Documents/tools
How good the students do to develop?	1. Health check-up record 2. Daily schedule of the students 3. Information of school nursing and dormitories 4. Checklist on students' exercise etc.

Issues for consideration:

1. Percentage of healthy students;
2. Percentage of good habits students;
3. Percentage of the students with constant playing sports/work-out.

Quality criteria at indicator level

Excellent	good	fair	poor
90 % or more with all 3 attributes above	75-89 % all 3 attributes above	50-74 % with 1-2 attributes	Lower than 50 % with the first attribute

Conclusion

Employing the participatory process to develop standards and indicators appropriate for internal quality assurance system in special education schools is consistent with the ideas of quality assurance system which emphasize on decentralization and participation of stakeholders in working and learning together, understanding and recognizing the important of implementation in order to solve the problems of lacking knowledge and insight in teacher and staff quality assurance and using the outcomes to improve the school. The developed standards and indicators were linked with basic educational standards and national standards although they were set into 3 areas and priority difference but key components were set forth. The details of developed standards and indicators were adjusted by the law and the principles of special education especially specific programs for special needs, supportive services for individual learning and being at boarding schools. Although the process of standards and indicators developing was not finished, it had to try out in 4 special

educational schools in Chiang Mai, but it can say that these methods assisted the concurrent system and conceptualized the related persons to assure themselves and students. The lesson learned from participatory fulfilled school staffs to strengthen teamwork and built up their channels to be quality school.

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Current Status and Prospects on Collaboration Among Related Agencies in Providing Appropriate Services for the individuals with disabilities

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Abstract: This article contains information from the latest revision of the special education related laws, and impact of it. It elaborates collaborative efforts supporting individuals with disabilities in the infant/toddler period, the school-aged period, and the adulthood period following through the life span cycle. It also discusses responsibilities of the Ministry of Education and Human Resources Development, which mainly supports school-aged students. The collaboration based on partnership among related fields must consider each level of the life span besides comparing them against educational age level. This article discusses issues and current status of interagency collaboration for the infant/toddler period, and delivers examples from current practices for the elementary and secondary school-aged period.

Prologue

Estimated cost per one special education recipient is about US\$19,299 (about 17,369,000 Korean Won in year 2007. Current in October 2007, the exchange rate is 900 Won per US \$1. 2007 special education budget is about 3.7% of total budget amount of the Ministry of Education and Human Resources Development. National average special education budget is about 3.3% of each regional education budget (the Ministry of Education and Human Resources Development 2006). To promote collaboration among related agencies supporting the individuals with disabilities, strong relationships and cooperative environments among agencies are preferred. The Ministry of Education and Human Resources Development is exerting much effort to promote collaboration among agencies. For example, the Ministry of Health and Welfare and the Ministry of Gender Equality and Family worked together to provide free education and free childcare for children with disabilities, and the Ministry of Labor improved the vocational skills education system for students with disabilities. Other suggested issues that require much collaboration and attention among agencies

include working with the Ministry of Construction and Transportation on operating convenient facilities, with the Ministry of Government Affairs and Home Affairs on setting, reducing, and exempting fees incurred by the individuals with disabilities to sustain daily living, and with the Ministry of Information and Communication on providing Internet access and resolving information accessibility issues.

I. Collaboration Needs to Meet the Changes in the Related Laws and Policies

In 2007, there were tremendous changes for special education in Korea. On April, 2007, a new law for special education, “the Special Education for Individuals with Disabilities and Others Law”, was enacted, replacing previous law, “the Special Education Promotion Law”. At the same time, “Basic Research to Establish a Comprehensive Plan for Special Education Improvement” was announced. Also, by the end of 2007, the 7th curriculum of the special education curriculum will be partially revised and enacted. On March, “the Prohibition of Discrimination for Individuals with Disabilities Law” was enacted, and this law was not

<Table 1> Comparison of main issues

Main Ideas	The Special Education Promotion Law ¹	The Special Education for Individuals with Disabilities and Others Law
Compulsory Education	Elementary, Middle: Compulsory Kindergarten, High: Free	Kindergarten, Elementary, Middle, High: Compulsory
Infant with Disability	No Provision	Infants with disability under 3 years old: provide free education
Higher Education	No Provision	Establish a support center for students with disabilities in university, and provide basis for educational support
Continuing Education	No Provision	Provide basis for continuing education for individuals with disabilities
Special Education Survey	Every 5 years	Every 3 years
Special Classes	Enforcement ordinance: establish 1 class for 1 – 12 student	1 class for kindergarten 1 – 4, elementary and middle 1 – 6, and high school 1 – 7. If numbers go over, establish 2 or more classes
The Special Education Support Center	No Provision	Provide basis for establishing and operating the Special Education Support Center
Therapeutic Education	Placing therapeutic educator in special school and special class	Therapeutic education is removed. Related services were added including therapeutic support

specifically related to the education field.

"The Special Education for Individuals with Disabilities and Others Law" was passed by the National Assembly on April 30, 2007. By the end of 2007, the enforcement ordinance for the law will be enacted, and enforced on May 26, 2008.

Main contents of "The Special Education for Individuals with Disabilities and Others Law" include; provisions for setting kindergarten, elementary, middle, and high school as compulsory educations; provisions to provide early evaluation and diagnose for infants with disabilities under 3 years of age, and provide free education; provisions to support higher education for students who require special education, and continuing education for adults who require special education; provisions to establish and operate the Special Education Support Center; and removal of therapeutic education, and adding provisions for special education related services which include therapeutic education support. Following table shows comparison between "The Special Education for Individuals with Disabilities and Others Law" and "the Special Education Promotion Law".

Because "The Special Education for Individuals with Disabilities and Others Law" contains provisions for not only previously listed elementary and middle school education, but also education for infants with disabilities, and higher education and compulsory education, various departments and agencies must work together. Operating and maintaining services by school has its limitations. For example, the Special Education Support Center should be operated within local communities, and the related support services including therapeutic education requires cooperation among various agencies and departments.

II. Interagency Collaboration for Educational Support during the Infant/Toddler Period

Newly enacted law requires infants with disabilities under 3 years old to receive free education through kindergarten curriculum under special school, infant class, or the Special Education

¹ Extracted from Lee, Sohyun, Kim, Juyoung, Lee, Sujung (2006).

Support Center. It enables toddlers with disabilities to receive compulsory education. However, a policy to provide educational personnel to support inclusive education is not established. Current status and issues in the areas of legal and administrative support, and collaboration among related fields to support infant/toddler with disabilities in Korea are discussed below.

1. Legal support and administrative structure

Administrative Structure to support infant/toddler with disabilities involves three agencies including, the Ministry of Health and Welfare, the Ministry of Gender Equality and Family, and the Ministry of Education and Human Resources Development. The Ministry of Health and Welfare operates the Policy Team for the Individuals with Disabilities led by the Policy Administrator for the Individuals with Disabilities that oversees and regulates issues related to the disability prevention and the disability occurrence. The Ministry of Gender Equality and Family operates the Division

of Childcare Policy that oversees childcare supports for infant/toddler with disabilities.

The rights of infant/toddler with disabilities are supported and sustained by the constitutional law for both welfare and education. Individuals with Disabilities Education Act states basic provisions to provide all necessary supports for this period. Basic contents are divided into different laws; the Mother and Child Health Law covers disability prevention, diagnosis, and treatments; the Infant and Toddler Childcare Law covers childcare; and the Toddler Education Law and "the Special Education for Individuals with Disabilities and Others Law" cover education.

2. Current status and issues

Recently, in order to increase the time toddlers with disabilities spending in school, special education agencies for infants and toddlers are operating all-day class or after school classes. It is funded by local department of education and the national government. It is a part of after-

<Table 2> Comprehensive administrative structure to support infant/toddler with disabilities

Existing law	Supports	Separate divisions for establishing principles	Legal
Constitutional law	Rights of infant/toddler with disabilities		Provide principles and directions on supporting infant/toddler with disabilities who are members of the nation
Welfare of Disabled Persons Act	basic law to support infant/toddler with disabilities	Local Committee on Welfare for Individuals with Disabilities	
The Mother and Child Health Law	Disability prevention, finding, diagnosis, and treatment	The Mother and Child Welfare Council	Provide detailed supports on the disability prevention from the womb to the infant/toddler period, premature infants, and medical, health, and managing following occurrence of congenital abnormalities
The Infant and Toddler Childcare Law	Childcare for infant/toddler with disabilities	The Childcare Policy Committee	Provides detailed provisions on protection, childcare, and education of infant/toddler with disabilities
The Toddler Education Law	Education for infant/toddler with disabilities	The Infant/toddler Education Committee	Infant education (under 3 years old) is not included
the Special Education Promotion Law			Includes early intervention in the Section 8

<Table 3> Number of infant/toddler in childcare and educational units (%)

Yr	Nursery exclusively for children with disabilities	Inclusive nursery for children with disabilities	Total	Kindergarten courses of special school	Special school kindergartens	Special classrooms in kindergarten	General classrooms in kindergarten	Total
05	4,471 (66.5)	2,253 (33.5)	6,724 (100)	334(10.9)	854(30.0)	475(15.5)	1,394(45.6)	3,057 (100)
06	5,053(66.2)	2,582 (33.8)	7,635 (100)	305 (9.4)	807 (24.9)	538 (16.6)	1,591 (49.1)	3,243 (100)
07				293 (9.4)	793 (23.6)	599 (19.2)	1,494 (47.8)	3,125 (100)

school activities. However, number of infants and toddlers with disabilities receive free education at general day cares are more than infants and toddlers who are in special education facilities such as special school and special class. That is, there are children receiving education in nurseries operated by the Ministry of Gender Equality and Family. Unfortunately, many facilities like nurseries or inclusive nurseries mostly operated under the Ministry of Health and Welfare, could not find special education teachers, which in turn, prevented providing quality services to children who should receive specialized supports that promote growth and development.

Some issues related to supporting infants and toddlers with disabilities through collaboration among agencies.

First, in relation to the early detection of children with disabilities, most children are found after their disabilities became fixed or permanent. By focusing on children, who already have their disabilities established and who are already recipients of supports, to find support recipients, the policy implementation shows that the early detection program, unfortunately, is not centered in prevention measures but rather centered in correction after the fact.

Second, there is no structuralized and organized system for diagnosing, placing, and providing appropriate services. In order to resolve this issue, age appropriate diagnose process and criteria, and an eligibility approval system must

be developed. Also there must be an organized effort to provide proven services for each age group, so that students can receive quality services.

Third, based on the Section 7 Subsection 1 of the Infant and Toddler Childcare Law, and the Section 13 Subsection 1 of the Enforcement Decree, The Childcare Information Center is established and operated, and the Central Childcare Information Center manages websites on childcare for children with disabilities (<http://special.educare.or.kr>). Through the site, the center provides various services including counseling on individualized education programs, on other childcare related topics, and on developmental issues. However, in order to provide individualized services, detailed structures need to be organized to support skilled human resources for necessary services.

III. Collaboration for Educational Support during Elementary and Secondary Period

This section provides examples of collaboration in school systems where students with disabilities are instructed. Most current issues will be discussed as well. The Ministry of Education and Human Resources Development and the Ministry of Health and Welfare hold important roles promoting collaborative supports for school-aged students. The collaborative supports would include the areas such as education, medical, welfare, and health.

1. Current status of hospital school operation for students with health impairment: collaboration between education and medical professions

If a student with chronic illness misses school for a long period of time, he/she may experience a sense of alienation, relationship difficulties with peers, widening study gap, and the lose of opportunity to advance to higher grades or school. Because one teacher cannot teach secondary students of every subject from different grades, the Cyber Home Study and U-learning support system were developed to help students to access any particular subject contents at any time. Also future teachers and college students mentoring system was implemented to supplement much-needed teachers.

- Current state: Current in August 2007, there are 19 hospital schools, which are operated to support education of students with health impairment. 13 of them are operated by department of education. Remaining 6 hospital schools are operated as continuing education facility or in conjunction with department of education. About 1,156 students a month use this service.
- Example of collaboration: students and parents understood requirements of the educational support and issues related to it. Hospital and general schools placed more hospital schools to establish consensus. Administrators allocated budget and provided administrative and financial support. Also, hospital associations, chronic illness associations, hospitals, and general schools all worked together to request adding hospital schools to 'the assessment of medical institutions' ran by the Ministry of Health and Welfare, so that hospital schools can be accepted as medical institutions.
- Instructions: Video conferencing system is installed in hospital schools and homes to broadcast customized instructions, so that students can participate in classroom activities both at homes and hospital schools. Individualized instructions to meet student's current level became possible by using two-

way and real-time video instructions and the Cyber Home Study Service. Also parent tutors and volunteers with teaching license are utilized to interact with students. Instruction time is modified to accommodate students' conditions. To provide psychological and emotional support, camping is held periodically.

2. After school activities for students with disabilities: collaboration between education and welfare

Local welfare facilities took in charge of teaching students with disabilities and following up in inclusive environment as after school activities. HaeNam Office of Education operates the after school educational activity program to support students with disabilities, who do not receive additional instructions other than regular school curriculums, by collaborating with schools, welfare facilities for the individuals with disabilities, and Office of Education. The activities include visiting homes, counseling with teachers, understanding students' capabilities, and working together toward exhibitions or performances.

In order to improve distorted views on disabilities, and to promote inclusive education, the Disability Awareness Program is currently running. The program provides access to information and direct experience with individuals with disabilities.

3. Health care and daily living in special schools: collaboration in educational, medical, health, and welfare fields

- Evaluation and selection of students with disabilities: Previously, special education teachers used evaluation tools to select and evaluate students with disabilities. Currently, to be selected as special education recipients, students with disabilities need to request the evaluation by psychologists at any medical facilities or special education support centers.
- Medical examination: According to 2005 revision

of the School Health Act, 1st and 4th grader of elementary school, 1st grader of junior high school, and 1st grader of high school are required to go through medical examinations at local hospitals outside of school. That is, by using the partnering hospital appointment system, instead of receiving examinations at the school health service, students must receive examinations at local hospitals. Then the Ministry of Education provided expenses directly to local hospitals. This process is also an example of collaboration between schools, hospitals, and the Ministry of Education.

- Transportation support: To reduce costs involved in transportation, instead of operating a new school bus system, parents can use municipal-owned taxi system for the individuals with disabilities to send students to school. School pays expenses.
- School meal service support: Because special schools only provide uniformed utensils and use uniformed cooking methods, students with severe disabilities may not be able to consume school meals, if meals or utensils are not prepared in ways to meet the students' needs. However if a student does not have meals at school, he/she will not be able to receive support on meal charges. In this case, local communities can help to provide meals that students' conditions require.

4. Various human resources for inclusive education in elementary and secondary schools: collaboration between teachers

A. Therapeutic support service

Based on the enactment of the new law, therapeutic education teachers cannot be placed in special classes or special schools. Therefore, after the enforcement ordinance become effective in 2008, therapeutic education teachers who have been placed in special classes and special schools will not be able to provide service within schools. The service by therapeutic education teachers will be provided through therapeutic support

service agencies outside of schools, which requires cooperation among parties. Again, "therapeutic education" provision was removed from the Special Education for Individuals with Disabilities and Others Law, but in a way included as "therapeutic support" (physical therapy, etc.), and it is a part of the special education related service. With the enactment of the enforcement ordinance at the end of 2007, methods on how to support therapeutic support will be discussed and provided. The special education related service include counseling support, family support, therapeutic support, support personnel support, assistive technology support, learning support, and information access support.

B. Placement of special education instructional aids

Paid aids are funded by nationally or locally (by the Ministry of Education and Human Resources Development), or local self-governing bodies and self-support guardianship organizations (under the Ministry of Health and Welfare) can provide funding as well. Non-paid aids come from public labors, military personnel for public service, and volunteers. Local welfare centers often submit the instructional aids program application to large corporations in Korea to secure funding to operate instructional aids program.

Since 2003, based on "the Comprehensive Plan for Special Education Progress" (2003-2007), paid special education instructional aids program was operated in its pilot stage. By the 1st quarter of 2007, 6,241 special education instructional aids were placed. In the 1st quarter of 2007, special education instructional aids funded by nationally or locally were 1,032 in special schools, 2,410 in special classrooms, and 373 in inclusive classrooms, totaling 3,815 aids. There were also 981 paid aids funded by local communities, and 1,445 not-paid aids from public labors, military personnel for public service, and volunteers placed in various areas.

C. Mentor and mentee

Kyunggi Provincial Office of Education operates a system which special classroom teachers from general schools counsel and support inclusion classroom teachers in general schools that do not have any special classroom. Also they implemented the mentor system to support not only students with disabilities but also students with poor learning skills in general schools.

5. The Special Education Support Center

The Special Education Support Center is responsible for promoting collaboration among local disabilities and special education related agencies, information sharing, and follow-up management. Based on the new law, The Special Education Support Center will be in charge of early find, diagnosis and evaluation, information management, special education training, instruction and learning activities support, special classes and inclusive classes, special education related service at general kindergartens, and itinerant education.

- The center support students who require special education, but do not regularly receive it.
- The center can be established within local department of education, special school, and general school. When the center is established, personnel in charge of special education should be placed.
- After the successful installment and operation of 26 Special Education Support Centers in 2001, all municipal/provincial Office of Education has established and been operating the support center since 2005.
- There are 182 special education support centers with 272 special education personnel working. These centers are funded by either national or local budget, and operated by local city or province department of education.

6. Additional information

A. Development and distribution of educational

materials for students with disabilities

To develop educational contents for students with disabilities, applications for grants can be submitted to the Ministry of Information and Communication to secure the funding. The Korea Education and Research Information Service (KERIS) provides the digital study materials for students with disabilities, and works with the Korea Institute for Special Education to develop educational contents.

B. Expanding and improving convenient facilities for students with disabilities in general schools

Newly constructed buildings must have convenient facilities for individuals with disabilities. However, many general schools still have areas that are difficult to access by students with disabilities. The Ministry of Health and Welfare oversees administrative works related to installment and operation of convenient facilities.

- Related law: “to provide accommodations for special education, each school principals must establish accommodation facilities based on the Section 2 Subsection 2 of the Convenience Improvement for the Individuals with Disabilities, the Elderly, Pregnant Women Act” (the Section 31 of the Special Education for Individuals with Disabilities and Others Law).

IV. Collaboration among Agencies to Promote Transition Education for Students with Disabilities

The Special Education for Individuals with Disabilities and Others Law contains separate section for higher education and continuing education. In order to carry out these provisions, collaboration with other laws such as “the Continuing Education Law”, “the Welfare for Individuals with Disabilities Law”, and “the Convenience Improvement for the Individuals with Disabilities, the Elderly, Pregnant Women Act”, is necessary

1. Vocational rehabilitation service

Promoting transition education for students with disabilities, moving from school to post secondary educational systems or vocations, requires collaboration between the Ministry of Education and Human Resources Development (special schools and classes), the Ministry of Health and Welfare (welfare centers for individuals with disabilities), and the Ministry of Labor (the Korean Employment Promotion Agency for the Individuals with Disabilities).

Related agencies work together to improve the quality of special education by promoting supports for vocational assessment, vocational education, job placement, and follow-up instruction for special education recipients.

Strengthen vocational education trainings for teachers assigned to secondary school special classroom to improve vocational skills of students who are in special classrooms.

Establishing and operating the industry dispatch classroom to promote collaborative education within job sites.

Example: Korea Sunjin School established and operated the job-site classroom at the local pharmaceutical company, by collaborating with the Korean Employment Promotion Agency for the Individuals with Disabilities, for vocational adaptation training to promote employment and sustain continual employment of students with mental retardation.

2. Supporting college experience and independent living of students with disabilities as post-secondary educational opportunities

Lately, Not only students with visual, hearing, or mobility impairments, but also students with mental impairments have been advancing to post secondary schoolings. About 10% of graduates, who received special education, advance to universities including specialized colleges (the Ministry of Education and Human Resources Development,

2006). Nowadays, universities are becoming a part of “life long learning institutions” even for students with mental retardation. Universities should operate a center to support the individual living in their campuses.

- Related law: If special education recipients are accepted to college/university, they will be viewed as exception to the admission quota of colleges and universities (the Section 29 of the Enforcement Decree of the Higher Education Act).
- Current trend: Since 1995, the Special Screening Standards for Applicants who received special education was implemented to promote higher education and vocational rehabilitation of students with disabilities.
- According to the Section 29 “Special Support Committee” and the Section 30 “the Students with Disabilities Support Center” of the new law, a director of university must provide education and accommodation for university students with disabilities.

3. Continuing education for individuals with disabilities

According to the Section 33 of the new law, in order to support continuing education of individuals with disabilities under the Section 2 of “the Welfare for Individuals with Disabilities Law”, continuing education curriculum and continuing education centers, and continuing education information center should be established and operated.

This is also related to the Section 13 and 14 of “the Continuing Education Law”, and should be executed in conjunction with each other. The purpose of these provisions is to develop continuing education program, and implement continuing education curriculum in continuing education facilities.

4. Information access for individuals with disabilities

In order to improve information access of people who have difficulties accessing information including individuals with disabilities, aged, people living in rural and fishing area, and low income population, “the Improving Information Gap Law” was enacted in 2001. Each government branch has following project plans.

- The Ministry of Education and Human Resources Development: Provide PC and connection fees for children from low-income families.
- The Ministry of Government Administration and Local Autonomy: Establish information wired villages, and provide information education for local population and public servants.
- The Ministry of Culture and Tourism: Establish database of national information for individuals with visual impairment, and database of information catalogues for individuals with visual impairment.
- The Ministry of Information and Communication: Provide training for on information access, provide specialized IT education for individuals with disabilities and young adults from low-income families, and develop and distribute contents for seniors and individuals with

disabilities.

- The Ministry of Labor: Operate employment information system, internet centers, cyber education system, and trainings to improve job skills for individuals with disabilities.

5. Promoting collaboration and cooperation among agencies for improving quality of lives of individuals with disabilities

The government proclaimed “Plans to Improve Quality of Life based on Technology” in November 2006 to support basis for social life support for a socially weak, and required collaboration among government agencies.

- Supporting implementing low-ride bus for individuals with disabilities and seniors (the Ministry of Construction and Transportation)
- Establishing cyber home learning system and digital school system to support individualized learning of students with disabilities (the Ministry of Education and Human Resources Development)
- Establishing basis for information access of individuals with visual impairment (the Ministry

<Table 4> Major Tasks to Establish Basis for Supporting Social Life

Major Tasks	Main Agency
Support for implementing low-rider bus	MCT
Establishing and implementing cyber home learning system for individuals with disabilities	MEHRD
Establishing and implementing digital school for individuals with disabilities	MEHRD
Establishing support structures for voice-output service for individuals with visual impairment.	MHW
Establishing products and services for seniors, and comprehensive learning facilities.	MIR
Establishing and applying basis for universal design	MIR
Developing platform of daily living assistant clothing for individuals with disabilities and seniors	MIR
Establishing basis for manufacturing support for “digital silver” products	MIR
Distributing rehabilitation assistive devices for individuals with disabilities	MHW
Supporting house remodeling of individuals with disabilities living in rural areas.	MHW
Establishing infrastructure for continuing education, and managing continuing education center	MEHRD

* MCT: the Ministry of Construction and Transportation

**MEHRD: the Ministry of Education and Human Resources Development

***MHW: the Ministry of Health and Welfare

****MIR: the Ministry of Industry and Resource

- of Health and Welfare)
- Strengthening the universal design concept for individuals with physical difficulties (the Ministry of Industry and Resource)
- Providing platform of daily living assistant clothing for individuals with disabilities and seniors (the Ministry of Industry and Resource, etc.)

V. Challenges and Future Expectations

1. Challenges of collaboration

Even though theoretical concept of interagency collaboration is widely introduced in Korea and stated in laws and regulations, there are not many specific guides to how to actually implement it. Also, because Korea tends not to be culturally flexible, in many cases, each agency works independently. As a result, examples of collaboration are the fruits of continual efforts exerted by individuals in charge.

The reason for the title change from the Ministry of Education to the Ministry of Education and Human Resources Development was to promote comprehensive and structuralized management of human resources. However there has not been much noticeable change. For example, when assessing achievements of Office of Education, only results of projects funded within budget furnished by the Ministry of Education and Human Resources Development are evaluated. Because each agency plans their projects within budget allowed, and operates the projects separate from other agencies, interagency collaboration is minimal, causing omissions and duplications of the projects.

2. Future expectations on providing collaborative services for the individuals with disabilities

In order to improve providing collaborative services for infants and toddlers with disabilities, following schemes are suggested.

First, there must be a comprehensive support organization which manages the support system for

infants and toddlers with disabilities, and support collaboration among agencies and organizations by establishing comprehensive management structures. Collaboration among related agencies (the Ministry of Health and Welfare, the Ministry of Education and Human Resources Development, and the Ministry of Woman and Family) to support infants and toddlers with disabilities should be enforced. The comprehensive support organization should have authority over any mediation and adjustment from collaboration.

Second, specifics for supports should be specified in the related laws for infants and toddler support. Policies to secure the services that require collaboration must be enacted. In other words, there must be a policy mediation organization which oversees 5 laws (the Welfare for Individuals with Disabilities Law, the Mother and Child Health Law, the Special Education for Individuals with Disabilities and Others Law, the Infant Education Law, and the Infant and Toddler Childcare Law) and policies of related agencies, so that they can work collaboratively.

Third, by implementing a system to incorporate related information and follow up as soon as there is a request for a disability evaluation (Cho, 2004), a foundation to provide most appropriate service for an individual child can be established, with no concerns for age, placement, or service.

Continuing education including education for school-aged students with disabilities requires collaboration with educational facilities like special schools and special classrooms, vocational rehabilitation facilities like the center for vocational training for the individuals with disabilities, welfare facilities like the welfare center for the individuals with disabilities, and businesses.

Current delivery methods of continuing education for the individuals with disabilities in Korea are described next. The education section consists of the Ministry of Education and Human Resources Development, municipal/provincial Office of Education, municipal/area/local Office of Education, and special schools (classrooms) and

general classrooms. Health and welfare section includes the Ministry of Health and Welfare, municipal/provincial office, municipal/area/local office, vocational rehabilitation facilities, and local community rehabilitation facilities. Employment section consists of the Ministry of Labor, the Korean Employment Promotion Agency for the Individuals with Disabilities, vocational specialized school, and the local offices of the Korean Employment Promotion Agency for the Individuals with Disabilities (Chung et al., 2001).

The reason why continuing education delivery methods have duplicate agencies and organizations listed is because of the Welfare Center for the Individuals with Disabilities under the Ministry of Health and Welfare which supports all areas including education, medical, vocational, and daily living of the individuals with disabilities based on age of the individuals with disabilities through the life span.

Future tasks to improve this issue are suggested below.

First, in the central administrative agency, establish and operate a comprehensive organization that mediates the special education and the continuing education policy making and executing, to sustain general supports through out life span.

Second, construct and operate the education support information system for the individuals with disabilities in local communities to support the continuing education of the individuals with disabilities.

Third, through pondering quality and quantity of services, instead of just implementing free education or compulsory education, provide research based and applicable services, and develop policies by implementing model programs.

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Statistics and Indicators in Asia-Pacific Countries 2007

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

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National Institute of Special Needs Education, Japan

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2007 the Basic Data 1- (1) General Information

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

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

2007 the Basic Data 1- (2) General Information

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

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

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

Law and Trend			
	Basic Law in Education	Policy and Trend in Education	Structure of Government Concerning Education
Australia	<p>Independent Schools (Loans Guarantee) Act 1969; Student Assistance Act 1973; Human Rights and Equal Opportunity Commission Act 1986; States Grants (Primary and Secondary Education Assistance) Act 2000; The Indigenous Education (Targeted Assistance) Act 2000; Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004; Disability Discrimination Act 1992 and the related Disability Standards for Education 2005;</p> <p>There is also legislation for each state and territory.</p>	<p>The Australian Government Supports the rights of students with disability/special needs to have the same educational opportunities as other students and is committed to providing ongoing funding for this purpose. The Australian Government provides substantial funding to the states and territories, including targeted funding to support educationally disadvantaged students, but the responsibility for the equitable distribution of these funds is that of each state or territory. The Australian Government also funds research projects into the professional development of teachers to assist students with disability to attend and participate in mainstream schools and classes.</p>	<p>In the Australia , the six states and two territory governments have primary responsibility for funding of state government schools. The Australian Government is the primary source of public funding for non-government schools, while also providing supplementary assistance to government schools. Most non-government schools have some religious affiliation, with approximately two-thirds of non-government school students enrolled in Catholic schools. Overall, state government schools enrol 68 per cent of students, while non-government schools enrol 32 per cent of students.</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>	N/A
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.</p> <p>1993: The Teacher Law</p> <p>1995: The Education Law was enacted.</p> <p>1996: Vocational Education Law was enacted.</p> <p>1998: Higher Education Law was enacted.</p> <p>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.</p> <p>2002 (Dec): Private School Promotion Law was enacted.</p> <p>2006 New compulsory education Law</p>	<p>Give priority to basic education and Compulsory education;</p> <p>Reform of educational goal of learner center, and emphasize individual characteristics development;</p> <p>Promote the healthy and sustainable development of rural compulsory education;</p> <p>Improve the efficiency and quality of literacy education;</p> <p>Pay more attention to the development of preschool education;</p> <p>reinforce educational and teaching reforms, promote quality education and raise the quality of education; popularize IT education and promote educational modernization through IT education;</p> <p>Improve teacher-training system, restructure of personnel system and upgrade the competence of primary and middle school teachers *3</p> <p>life long education planning and development</p> <p>*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>23 provinces, 5 autonomous regions, 4 municipalities directly under the Central Government and 2 special administrative regions</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>– Federal Government: Ministry of Human Resource Development (MHRD), Govt. of India</p> <p>– State Government (28 States and 7 Union Territories)</p> <p>– Districts (604)</p> <p>Source: MHRD, Government of India (http://education.nic.in/)</p>

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

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

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

Curriculum Standard in Education	System of School Education and Compulsory Education			Primary Education		Secondary Education	
	Structure of School Education	Compulsory education: age/years	No. of school children enrolled	No. of children	Class size	No. of students	Class size
Curriculum made by Indonesian Board for National Standard of Education	4 levels: Kindergarten (2 years); Primary School (at least 6 years); Junior Secondary School (at least 3 years); Senior Secondary School (at least 3 years)	9 years compulsory education; Primary school (6), 7–12 years old; Junior Secondary School (3), 13–15 years old	N/A	34,114,468 (2006) (primary & junior) *1 (Centre of Educational Data & Information Ministry of National Education)	40 : 1	5,145,743 (2006) (senior high) *1	40 : 1
National curriculum guidelines set by central government The Courses of Study 1999 version	5 basic levels – kindergarten(nursery), elementary school, lower secondary school, upper secondary school(secondary education school) and university(college,etc.)	elementary/ lower secondary school (6/7 years old – 14/15 years old) , 9 years	10,855,703 Souce: *1 Statistics in special support education 2006	7,187,417 (2006)*1	25.9 (2006)*1	lowe secondary education 3,601,527 (2006)*1 upper secondary education 3,494,513 (2006)*1	lowe secondary education 30.4 (2006) *1
N/A	6–3–2 system – primary education (6 years of elementary school), first stage secondary education (3 years of junior high school) and second stage secondary education (2 years of senior high school); Upper secondary education (Six Form University Examination Program); Higher education (technical colleges,, polytechnic institutes, colleges, universities, etc.)	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 (87,027,34 2 classes)	2,160,283 (educational statistic 2005)	1:35 (61,722,371 classes)
The Curriculum Development Centre is the responsible for the development of school level (grade 1–10) curriculum. Data source: Ministry of Education and Sports, Department of Education	Primary education up to 9 years of age group free education, (also preschool programs); Lower secondary education (three-years with the age groups 10–12 years children) Secondary Education (Two-year), Higher secondary (grade 11–12)schooling) ; Higher education (enter at age 17 and equivalent to a college level education, Bachelors, Master's and doctorate level) Data source: Ministry of Education and Sports, Department of Education	A free Primary school education (5 years with the 5–9 years age groups children) Total year of free education is 5. Data source: Ministry of Education and Sports, Department of Education	4,515,059 Flash Report 2007, DoE.	4,515,059 Flash Report 2007, DoE.	1:40 Data source: Ministry of Education and Sports, Department of Education	a) 1,301,134 (lower secondary level) and b) 679387 (secondary level) Data source: Ministry of Education and Sports, Department of Education	a) 1:55 (lower secondary level) and b) 1:55(secondary level) Data source: Ministry of Education and Sports, Department of Education
National Curriculum policy statements are set by governement.	Early Childhood education is not compulsory but actively supported by government policies. 6 years at Primary Schools – up to 5 year at Secondary schools.Post secondary there are a range of tertiary options.	Compulsory schooling 6–16 yrs (although children may begin at 5 years and most do)	748,976 (2007) Primary and Secondary Sector	(2007) 423,473	N/A	(2007) 277,392	N/A

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

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

Curriculum Standard in Education	System of School Education and Compulsory Education			Primary Education		Secondary Education	
	Structure of School Education	Compulsory education: age/years	No. of school children enrolled	No. of children	Class size	No. of students	Class size
<p>The National Bureau of Curriculum and Text Books operate at the Federal Level, While similar bureau and boards also exists in the provinces. The curriculum content offered nationally is generally same but becomes diversified after class XIII when students can choose from three stream of courses, arts, science and technical / vocational. The Goal of Curriculum is that it must inculcate self esteem, concern and love for others, it should be related to immediate needs and environment, to provide school learners at various levels with some marketable skills for job. *1</p>	<p>Pre-School (3 – 5 Years) , Primary (Grades 1 – 5) (5 – 9 Years) , Middle (Grades 6 – 8) (10 – 12 Years) , Secondary (Grades 9 – 10) (13 – 14 Years) – M/o Education Higher Education (17 Years & over) – Higher Education Commission *1</p>	<p>Primary / 5 years *1</p>	<p>313,651.95 *1: M/o Education i.e. www.moe.gov.pk</p>	<p>(Pre-Primary 7,135,447) Primary 16,834,417 Source: Ministry of Education, Government of Pakistan</p>	<p>N/A</p>	<p>Middle 5,262,323 Secondary 7,395,331 (High 2,133,008) Source: Ministry of Education, Government of Pakistan</p>	<p>N/A</p>
<p>Two languages of instruction are used. Certain subjects are taught in English, while others are taught in Filipino, the national language. In June 2002, the Department of education piloted the Basic Education Curriculum (BEC) which gave emphasis on subjects such as Mathematics, English, Science and Technology, as well as socio-cultural awareness in MAKABAYAN.</p>	<p>Primary education (up to 6 years of compulsory education in public schools or up to 7 years in certain private schools; also, preschool programs) ; secondary education (corresponds to four-year high school) ; higher education (enter at age 16 and equivalent to a college level education, master's and doctorate level) Preschool of 4 year levels, elementary school of 6-7 year levels/grades (7 years for some private schools), high school or secondary school of 4 year levels, college of an average of 4-5 years, higher studies including Master's Level and Doctoral Level.</p>	<p>Elementary education of 6 year levels starts at 6/7 years old to 12/13 years old</p>	<p>12,083,977 (primary/elementary level) + 5,028,083 (secondary/high school level) = 17,112,060 (2007 government school system)</p>	<p>12,083,977 (2007)</p>	<p>35.17 (2007)</p>	<p>5,028,083 (2007)</p>	<p>39.17</p>
<p>Development of the 7th National-level curriculum in 2000 and has been operated until 2005/ Partial Revision of 7th curriculum is researched according to 5 work-day per week</p>	<p>6-3-3-4 system: kindergarten (3 years from ages 3-6) ; primary school (6 years from ages 6-12); secondary school (3 years from ages 12-15); high school (3 years from ages 15-18); and college (18 years and older); graduate school (22 years and older)</p>	<p>Primary / junior high school education (6 years from ages 6-12 and 3years from 13-15) Total years of compulsory education is 9.</p>	<p>6,000,354(statistical Year book of education 2006)*compulsory education ranges from elementary school to junior high school(middle school)</p>	<p>3,925,043(statistical Year book of education 2006)</p>	<p>30.8(statistical Year book of education 2006)</p>	<p>Total: 3,851,168(statistical Year book of education 2006) – junior high school: 2,075,311(statistical Year book of education 2006) – high school: 1,775,857(statistical Year book of education 2006)</p>	<p>Mean Class size 33.9(statistical Year book of education 2006) – junior high school: 35.3(statistical Year book of education 2006) – high school: 32.53(statistical Year book of education 2006)</p>

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

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

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

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

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

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

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

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

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

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

	Law and Trend		Special Schools			
	Basic Law	Policy and Trend in Education	No. of Special Schools	comparsory level		Types
				No. of Children in special school	Percentage in Total children	
Pakistan	There is no law in Special Education. There is only one Ordinance i.e. Disabled Persons (Employment and Rehabilitation) 1981. The ordinance provides for the establishment of National council which has been mandated to perform the following functions: a. To formulate policy for the employment, rehabilitation and welfare of the disabled persons. b. To evaluate ases and co – ordinate the execution of its policy by the Provincial council. c. To have overall responsibility for achieving the purposes of the ordinance	National Policy for Persons with Disabilities 2002: Vision The overall vision of the National Policy for Persons with Disabilities in keeping with our Islamic way of life, is to provide by 2025 an environment that would allow full realization of the potential of persons with disabilities through their inclusive mainstreaming and providing them full support of the government private sector and civil society. Goal Empowerment of persons with disabilities irrespective of caste, creed, religion, gender or other consideration for realization of their full potential in all sphere of life especially social economic, persons and political. *Source: M/o Social Welfare and Special Education(Govt. of Pakistan)	520 * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed (2006) (Public 227 and Private 243) source: Ministry of Education, Government of Pakistan	28,072 * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed	2.49% * Survey of the facilities and services for the persons with disabilities by Prof. Dr. Abdul Hameed	Mentally Retarded, Visually Handicapped, Hearing Impaired, Physically Disabled and Multiple Handicapped.
Philippines	Accessibility Law (Batas Pambansa Bilang 344) and its Ammended Implementing Rules and Regulations (1982), Section 5 of Article XIV of the 1987 Constitution of the Republic of the Philippines, Magna Carta for Disabled Persons – Philippines (Republic Act 7277) 1992, Ammendments to the MAgna Carta for Disabled Persons (Republic Act 9442) 2006	Mainstreaming and Inclusion in education, parent empowerment and family involvement, skills training and sheltered workshops for youth with special needs	2,149	59,029 (Elementary Level)	0.49%	Learning Disability, Hearing Impairment, Visual Impairment, Intellectual Impairment, Behavioral Problems, Physical/Orthopedic Impairment, Autism, Speech Disorders, Chronic Illness, Cerebral Palsy
South Korea	Special Education Promotion Law	Students with Disability→Students with Special Needs / Special Classes in Regular Schools / Has been enhanced teacher–aide system, therapeutic & remedial education, and other health impairment/ Full revision of Special Educaiton Promotion Law(hospital school, therapeutic education teacher, and life long education)/ Need of compulsory education for early childhood and high school students)	144 (2007)	22,963 (2007)	0.38% (2006)	visual impairment/ hearing impairment/ mental retardation/ physical disability/ emotional disturbance/ learning disabilities/ speech–language impairment (communication disorder)/ health impairment/ other disabilities specified by the order of the Ministry of Education and Human Health Resources
Sri Lanka	Assisted Schools ordinance – 1960 No. 05; Compulsory Education Ordinance – 1997 Nov. 25	Accepted Special Eduction Units in regular schools – 1969; Accepted Inclusive Education Concept – 1997	25 (2007)	3,000 (2007)	0.1% (2007)	03 types . Blind, Deaf, Mentally Retarded (Blind –B Deaf –D Mentaly Retarded – MR)
Thailand	National Scheme of Education 2002–2016(B.E.2545–2559) National Education Law	Students with Disability, Students with special Needs, Special School/Special Class, in Regular School/Inclusive Education with special support resource teacher,specific material,educational couponfor extra teaching/Informal Education/Home School	43 (2007)	13,495 (2007)	0.16%	Visual Impairment, Hearing Impairment, Intellectual Disabilities, Physica Disabilities and Health Disabilities 2007

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



Statistics on Education for Children with Disabilities in Japan

Reference

Ministry of Education, Culture, Sports, Science and Technology, Elementary and Secondary Education Bureau, Special Needs Education Division (2006). Data on Special Needs 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 blind	71	268	678	448	2,294	3,688	3,323	1,758
Schools for children with deaf	104	1,263	2,210	1,279	1,792	6,544	4,908	1,836
Schools for children with intellectual disabilities	543	57	20,585	16,060	34,751	71,453	38,288	7,801
School for children with physical/motor disabilities	197	59	7,811	4,455	6,392	18,717	14,940	3,381
Schools for children with health impairments	91	1	1,410	1,379	1,400	4,190	3,598	722
Total	1,006	1,648	32,694	23,621	46,629	104,592	65,057	15,498

(As of May 1, 2006)

(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 disabilities	13,363	42,085	6,512	21,153	19,875	63,238	26,420	11,703	38,123
Physical/motor disabilities	1,737	3,024	576	893	2,313	3,917			
Health impairments	669	1,279	282	449	951	1,728			
Visual impairments	196	252	60	83	256	335			
Hearing impairments	447	822	213	354	660	1,176			
Speech and language disorders	335	1,150	52	71	387	1,221			
Emotional disturbance incl. Autism	8,247	24,539	3,257	8,390	11,504	32,929			
Total	24,994	73,151	10,952	31,393	35,946	104,544			

(As of May 1, 2006)

(3) Number of pupils accessing resource rooms

Type of resource rooms	Elementary schools	Junior high schools	Subtotal
Speech and language disorders	29,527 (74.3%)	186 (11.0%)	29,713 (71.7%)
Autism	3,562 (9.0%)	350 (20.8%)	3,912 (9.4%)
Emotional disturbance	2,365 (5.9%)	533 (31.7%)	2,898 (7.0%)
Visual impairment	128 (0.3%)	10 (0.6%)	138 (0.3%)
Hearing impairment	1,495 (3.8%)	282 (16.7%)	1,777 (4.3%)
Learning disabilities	1,195 (3.0%)	156 (9.3%)	1,351 (3.3%)
Attention deficit hyperactivity disorder	1,471 (3.7%)	160 (9.5%)	1,631 (3.9%)
Physical/motor disability	5 (0.011%)	1 (0.1%)	6 (0.01%)
Health impairment	16 (0.04%)	6 (0.4%)	22 (0.05%)
Total	39,764 (100%)	1,684 (100%)	41,448 (100%)

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

(As of May 1, 2006)

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

Number of pupils, all school ages	10,855,703	(100.0%)
Number of pupils receiving special education	202,307	(1.864%)
Breakdown:		
Number enrolled in special schools	56,315	(0.519%)
Number enrolled in special classes	104,544	(0.963%)
Number accessing resource rooms	41,448	(0.382%)
Number deferred or exempted schooling for disabilities	81	(0.001%)
Breakdown of above:		
Blind / visually impairments	1	} 81
Deaf / hearing impairments	0	
Intellectual disabilities	17	
Physically/motor disabilities	20	
Health impairments	43	
Enrolled in children's facilities / corrective institutions	152	
Other	2,432	

(As of May 1, 2006)

(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	2006
Total (%)	31.0	36.6	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8
Schools for children with blind		26.6	30.9	35.4	41.9	43.3	43.8	42.3	44.5	46.4	46.0
Schools for children with deaf		12.7	12.7	15.7	17.9	17.4	17.9	17.9	18.4	19.4	18.8
Schools children with intellectual disabilities		34.1	34.0	37.2	37.6	36.7	34.9	34.9	34.3	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	75.3
Schools for children with health impairments		33.3	33.0	31.4	32.5	34.1	35.9	37.9	38.5	39.5	39.3

(As of May 1 of each year)

② Upper secondary department

Type of schools	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006
Total (%)			15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0
Schools for children with blind			7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9
Schools for children with deaf			5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9
Schools children with intellectual disabilities			9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3
Schools for children with physical/motor disabilities			32.3	51.1	60.5	59.5	60.8	60.8	59.6	58.1	57.9
Schools for children with health impairments			28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5

(As of May 1 of each year)

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