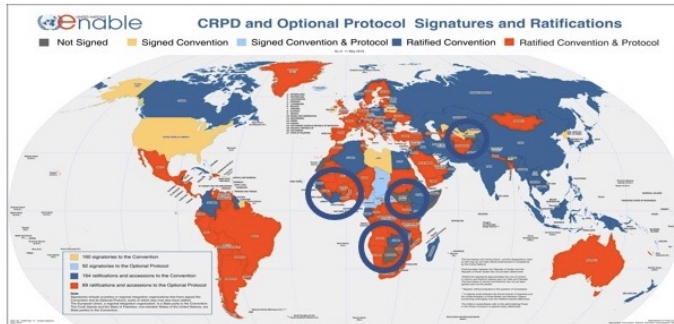


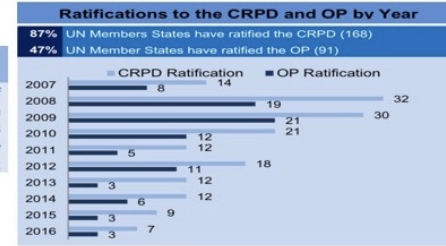
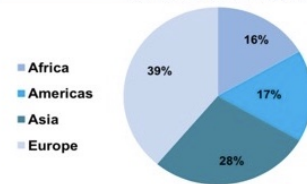


# Disability and Special Education Service in a Global Context

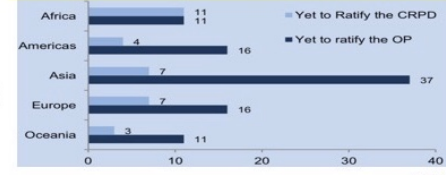
## Global Recognition of Disabilities



**The Committee of the CRPD**  
The Committee of the CRPD is the body of independent experts which monitors implementation of the Convention by States Parties. There are 18 members of the Committee. Currently, they represent the following regions:



**Member States yet to ratify the CRPD and OP**  
26 UN Members States have yet to ratify the CRPD  
98 UN Members States have yet to ratify the OP



UN 2016

Although many UN member countries approved and recognize the rights of people with disabilities, there are still countries in Africa, the Americas, Asia, Europe, and Oceania where the rights of people with disabilities are yet to be ratified as seen on the bottom right chart.

## Trend for Special Education Service

- About 22 countries across the region officially recognize children's disabilities.
- Children's disability reports: Approx. 500,000 to 1.5 million
- Large increase of reports on children's disabilities due a greater recognition of disability rather than actual increases in impairments.
- Source of children's disability reports:
  - At birth (hospital registries)
  - At school (# of special education schools or classes)
  - From medical records



UNICEF. (2012) The right of children with disabilities to education: a rights-based approach to inclusive education. Geneva: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS).

## Importance of Special Education

- Early Intervention
- The right to education
- Attitudinal and cultural change
- De-institutionalization
- Capacity building



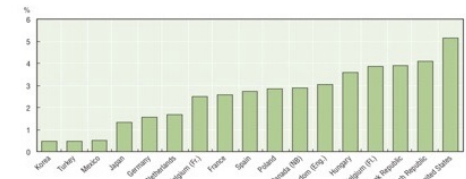
**A strong movement must be made to educate people in order to create positive, open attitudes towards people with disabilities so that barriers and stigmas may be removed promoting equal access to quality life.**



**Unfortunately, there are still biased views as many see disabilities as medical defects, increasing unnecessary stigma**

## Performances in Special Education in Regions

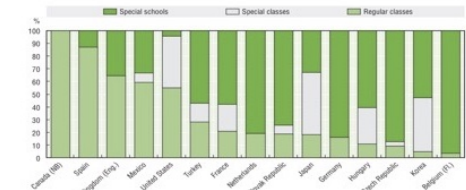
Chart 4.1. Numbers of students receiving additional resources over the period of compulsory education in cross-national category A, as a percentage of all students in compulsory education, 2001



1. France: for the sake of international comparability French students administered by the Ministry of Health have been added to these data provided by the Ministry of Education. This probably has the effect of slightly inflating the percentage for France in contrast to other countries that have an unknown number of students outside the education system.

2001 OECD data above shows that the US has the highest percentage of special education services for students while Korea, Turkey, and Mexico has the lowest.

Chart 4.2. Percentage of students receiving additional resources over the period of compulsory education in cross-national category A by location<sup>1,2,3,4</sup>



1. Special classes: not applicable in Belgium (F), Canada (NB), the Netherlands.  
2. Special classes: included in special schools in Germany and Spain.  
3. Special classes: included in regular classes in England.  
4. Special schools: not applicable in Canada (NB).

The chart above displays 2001 data showing the percentages of available  
➤ Special schools (dark green)  
➤ Special classes (gray)  
➤ Regular classes (light green).

OECD. (2004). Equity in education: students with disabilities, learning difficulties and disadvantages. Paris, France: OECD Publishing.