



A Review of China's Special Education Law and its Impact on the Living Status of Individuals with Disabilities in China

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Abstract

This study reviews china's laws that safeguards individuals' with disabilities rights to education, vocation, and community life. Supported by the special education laws, the living status of individuals with disabilities has been greatly improved in China. In reviewing the special legislations delivered in China, U.S. special education legislations have been taken as a model, including the six principles of the Education for All Handicapped Children Act 1975 (EAHCA) and its subsequent reauthorizations, Section 504 of the Vocational Rehabilitation Act of 1973 (P.L. 93-112), and Americans with Disabilities Act (ADA). Although the American's special education service delivery model is not an ideal one, it takes a step forward in providing equal educational opportunities to individuals with disabilities, accommodating their special needs in inclusive settings, and involving the family members in the service delivery, compared to other nations around the world. In contrast to the U.S. special education laws, China still face several challenges that include the lack of financial support, lack of legislative support for young children and their families, lack of collaboration and teaming among the special education professionals in service delivery, lack of quality special education personnel, and the label issues.

Key Words: China's special education law, Confucian tradition, economic disparity, Learning in Regular Class (LRC)

Introduction

As the most populous country around the world, China has a population of 1.3 billion, 6.34% (82 million) of which are people with different types of disabilities (China Network, 2008). This, however, reflects a lower prevalence of disabilities than in some countries (Deng, 2001). This discrepancy results from the fact that children with learning disabilities, emotional behavioral disorders, language impairments and other health impairment are not considered as disability categories in China, while all of these have been considered disability categories in the U.S. and many European countries such as Holland and Poland, etc. (Deng, 2001; Qian, 2008). According to the China Network, among those with disabilities, 12 million or 14.86% are with visual impairment, 20 million or 24.1% are with hearing impairment, 1.2 million or 1.5% with language impairment, 24 million or 29% with physical disabilities, making it the largest disability group, 5.5 million or 6.68% with mental retardation, 6.1 million or 7.4% with emotional disorders, and 13 million or 16.3% with multiple disabilities. These figures suspect in that there is a lack of



diagnostic technologies and experienced professionals in China and the diagnostic instruments adopted in China have cultural bias (Deng).

According to the 2008 National Report on the Living Status of the Disabled in China (Office of China's Disability Union, Institute of Studies on Population at Beijing University, National Statistics Institute), the enrollment of children between 6 and 15 years of age with disabilities has remained unchanged in 2008 in comparison to the previous year (Insert Table 1 here). While the enrollment of school age children with disabilities to general elementary and junior high school remains stable in 2008 compared to 2007, the enrollment to special education school has increased from 5.0% in 2007 to 6.2% in 2008 nationwide (Insert Table 2 here). Compared to 2007, the educational status of adults (18 years of age or older) with disabilities remains unchanged with about 75% barely receiving formal education. So is the individuals' with disabilities vocation status, same as in 2007, in 2008, there are an approximately 31% of adults with disabilities who work to support themselves in small and medium sized towns and metropolitan areas, while in rural areas about 52.3% work to support themselves. Yet, the unemployment rate of these individuals in small or medium sized towns and metropolitan areas has slightly increased from 10.6% in 2007 to 12.4% in 2008. The two major reasons that lead to the unemployment rate increase are working capabilities loss and job quit.

With the increased consideration of living status of people with disabilities in China, china government has issued a series of laws that protect their rights to education, vocation, social and community life (Qian, 2008). The following is a review of special education law in China and its impact on the living status of individuals with disabilities. In the review of the special education laws issued in China, the U.S. special education laws such as the Education for All Handicapped Children Act 1975 (EAHCA) and its subsequent reauthorizations (IDEA) will be used as a model. Although the U.S. laws are not the golden rule, many special education laws stipulated the individuals with disabilities as well as their families' rights in the special education service delivery process ranging from referral, identification, assessment and evaluation, implementation, and placement. The special education legislations have been reauthorized and revised multiple times, and widely influenced the American's special education development. Thus, there is something that China can learn from and adopt from American special education legislative mandate. But China is cautioned that indiscriminately copying the experiences of other countries lead to severe problems due to their different economic status, social ideology and educational resources (Deng, 2001).

Six Major Principles of IDEA and Its Corresponding Stipulations in China

The IDEA is a landmark law that opens the doors to education and success for more than six million American children each year (Katsiyannis, Yell, & Bradley, 2001). The Education for All Handicapped Children Act of 1975 (EAHCA), amended and renamed as Individuals with Disabilities Education Act (IDEA) in 1990, has resulted in numerous achievement and developments in special education (Katsiyannis, et. al.). Influenced by the IDEA and its subsequent reauthorizations, the



Congress, State Educational Agencies (SEAs) as well as Local Educational Agencies (LEA) will assume shared responsibilities for educating students with disabilities and benefiting their parents (Turnbull, 2005). As a comprehensive law, the IDEA not only provides supportive funding to the states but also governs how students with disabilities will be educated (Katsiyannis, et.al.). The IDEA has six major principles, free appropriate public education (FAPE), Zero Reject, Nondiscriminatory Identification and Discrimination, Least Restrictive Environment (LRE), Due Process Safeguards, and Parent and Student Participation and Shared Decision Making.

FAPE

Every child regardless of the type or severity of the disability has right to free, appropriate public education. The EAHCA mandates that the federal government offer grants to state if states provided appropriate services to students with disabilities. The FAPE really is a safeguard that every student with disabilities receive an education suited to his or her unique needs. In 1990 when the amendment was made to EAHCA and the title was changed to IDEA, the IDEA 1990 not only provides funding to the states but also governs how students with disabilities will be educated. According to the IDEA 1990, the FAPE consists of special education such as instruction especially designed to meet the unique needs of students as well as related services (Katsiyannis, et. al.). The actual levels of congressional funding to the states have actually amounted to approximately 8% to 10% of states' total expenses on special education although Congress originally intended to fund 40% of states' cost in providing special education services through the IDEA (Katsiyannis, et. al.).

In China, several laws have been passed to safeguard the free public education to each and every school age child. But unlike the U.S., little official funding has been subsidized to local education commission or schools to support the education of children with disabilities ieensure the free appropriate public education (Xiao, 2001). One of such laws is the Compulsory Education Law (CEL), issued on April 12 of 1986. The compulsory law mandates that "all children who have reached the age of six, irrespective of gender, ethnicity, or race, should enter schools to receive compulsory education for the stipulated number of years" (p.1). Special classes and schools should be set up exclusively for children with visual/hearing impairment and mental retardation. This law took effect on July 1 of 1986 (People Republic of China's Compulsory Law, Chairman Command #38). The CEL was revised on June 29 of 2006 as CEL-R, which came in effect on September 1, 2006. The CEL-R stipulates that in remote, rural areas, children can wait until seven years old to receive a free, public education. Similar to typically developing children, children with disabilities have the same rights to a free, nine-year public education. If any teacher, administrative personnel, or personnel who recruit new students violates this stipulation, they will be fined and even be laid off. Yet, the shortages of personnel, teaching materials, instructional modifications have been severe and cause many problems. For example, although many general schools committed to educate children with disabilities, they are not ready (Deng, 2001). According to Deng, many general educators lack of training and expertise in providing quality instruction to these children.

Zero Reject



The IDEA mandates that school must educate all children with disabilities regardless of the severity of the disability. Federal funding has been offered to each state for locating, identifying, and evaluating all children with disabilities and providing equal educational opportunities to them. The state is required to plan to provide for the education of all children with disabilities and by retaining the no cessation provision (Turnbull, 2005). In China, the CEL-R also stated that rejection of school age population with disabilities is not allowed in any school. Schools must meet the requirements set up by the Education Law for the Disabled (1994) that facilities that accommodate children's special needs be purchased, and training be provided to personnel working with children with special needs. For example, special education facilities, resources, and rehabilitation services should be provided to children with visual/hearing, mental retardation, and other disabilities in special schools or special classes of regular schools at or above the county levels. In postsecondary education, explicit regulations have been made on the prohibition of rejection to individuals with disabilities. Higher education institutions, community colleges, and private colleges should be provided accommodation services to adults with disabilities. Radio broadcasting or television training programs should also be set up for those who are interested but who cannot make it to higher education institutions. The companies or agencies that hire individuals with disabilities are also required to set up training programs for further education and in-service training.

Least Restrictive Environment (LRE)

IDEA mandates that children with disabilities be educated with their typically developing peers to the maximum appropriate and they can be only removed and placed in separate settings when their disabilities nature or severity level is such that they are unable to function in an inclusive setting. Only when students' needs cannot be met in the integrated setting with supplementary aids and services can students be removed to separate classes or schools (Katsiyannis, Yell, & Bradley, 2001). If that is the case, students should be placed in a more specialized and restrictive setting that meets his or her needs (Katsiyannis, et. al.). In order to ensure that students with disabilities are educated in LRE that is appropriate for their needs, a complete continuum of alternative placements must be available in public schools, ranging from the least restrictive setting to the most restrictive and specialized (Katsiyannis, et. al.). An Individualized Education Plan (IEP), specifically focusing on each individual child's strengths and needs, their current level of development, the annual goals and instructional strategies and transition plans should be provided to children with disabilities. This way, it ensures that the children with disabilities receive education appropriate to their developmental level and they can benefit from being included in the least restrictive environment.

In China, the CEL-R also mandates that children's special needs should be addressed in regular classes and learning in regular class (LRC) should be available in the vast, remote areas. Bonus will be provided to the teachers who work with children with disabilities in special schools, classes, and LRC. Also in China, the Education Regulations for the Disabled mandates that the school age population with



disabilities should receive education in regular schools—LRC, special classes in regular schools, rehabilitation agencies for the disabled, or special schools based on their functional level and the resources available in schools. The Central Education Commission set up the curriculum goals and guidelines, while the local education commission has the rights to choose appropriate instructional materials based on the child's development and local resources. The local education agencies, commission, and schools are also entitled to set up resource rooms for children with specific needs and provide assistive technology for their rehabilitation and academic needs. For the secondary school students, appropriate vocational and transition training should be provided. According to the 2008 National Report on the Living Status of the Disabled in China (Office of China's Disability Union, Institute of Studies on Population at Beijing University, & National Statistics Institute, 2008), in 2008, 63.8% of children with disabilities were enrolled in school. Among them 72.0% of children between 6 and 18 years were enrolled in regular elementary schools, 18.1% in regular junior high schools, 6.2% in special education schools, 0.5% in the special classes of the regular schools, 2.1% in regular senior high school, and the rest 1.1% in secondary vocational schools.

Nondiscriminatory Identification and Evaluation

In order to avoid unauthentic assessment and evaluation, multifactored evaluation methods must be used to assess and evaluate children suspected of having a disability. Multiple tests should be administered, test must be given in the child's native language, cultural biased questions should be avoided, multiple people should be involved in the testing, and the test should be given in multiple settings. The 1990 People's Republic Law for the Disabled, issued on December 28 of 1990, is a milestone in China's special education because it is the first law that exclusively stipulates children's with disabilities rights for rehabilitation, education, vocation, social life, as well as their legal rights. It is also the first time that clear regulations were mentioned to encourage prevention, early diagnosis and appropriate assessment and evaluation, and treatment of diseases. However, the economic status and social identity in China hinders the identification of individuals with disabilities. According to Deng (2001), people with learning disabilities or autism may not be served in China as they can lead a normal life in rural areas, where people depend on physical labor, animal power and simple tools to make a living. Living in these areas do not require ability to read, write, or even communicate effectively. Moreover, the lack of diagnostic technology and expertise lead to inaccurate diagnosis.

Due Process

The Due process provides another way to protect children with disabilities and their parents' rights in special education. To provide due process safeguards to protect the right of children and their families, school must notify the parents of any initial and all subsequent evaluations and placement regarding special education (Heward, 2009). When parents disagree with the evaluation results administered by school, they can request an independent evaluation at the public expense. A third party can be arranged by states to mediate the dispute between the school and parents before a due process hearing. According to IDEA, "parents have the right to attorney's fee if they prevail in due process or



judicial proceedings” (Heward, 2009: 22). Although parents are encouraged to participate in curricula in some programs for children with disabilities located in metropolitan areas like Beijing and Shanghai, there is no similar stipulation in china's special education law.

Student Participation and Shared Decision Making

Parents and students with disabilities must be involved in planning and implementation of the special education and related services. IDEA grants a variety of rights to students' parents to participate in decisions about their child's education, and it also imposes duties on them so that they do participate (Turnbull, 2005). Although parents and students' civil rights such as rights to education, social life and vocation have been mandated in China's special education law, and parents are encouraged in participating school activities and learn to work with their children more effectively, there is no stipulation that parents and students with disabilities be involved in decision making and goal setting. Influenced by Confucian tradition, which was part of the feudal dynasties for more than 2,000 years, the Chinese have been educated to respect authority, obey rules, and accept their status within society (Deng, 2001). Regarding teachers as authorities, parents seldom question teachers' performance nor share the decision making about the programs offered to their child with disabilities in school.

Legislative Support for Early Intervention

An increased emphasis has been put on the younger children since the reauthorization of the IDEA in 1986. Education of the Handicapped Act Amendments of 1986 (P.L. 99-457) extends the purpose of Education for All Handicapped Children Act (EAHCA) to include infants and toddlers. The amendments require participating states to develop and implement statewide interagency programs of early intervention services for infants and toddlers with developmental delays or have diagnosed physical or mental conditions that put them at risk of having developmental delays and their families (Katsiyannis, Yell, & Bradley, 2001). Early intervention services are any developmental services that are provided at public expenses and under public supervision and that are designed to meet the physical, social or emotional, cognitive, adaptive, and communication needs of young children (Katsiyannis, et. al.). Similar to IEP, every young child with developmental delays has an IFSP (Individualized Family Service Plan). All the service providers such as occupational therapist, physical therapist, speech-language pathologist, parent assistant, and parents work together and conduct the evaluation and develop the plan. An increasing amount of federal financial support will be provided to states that identify and serve all infants and toddlers with disabilities and their families. Services that are encouraged to provide include medical and educational assessment, physical therapy, speech and language intervention, and parent counseling and training.

In China, the first law that mentioned special education for the young children was issued on August 28, 1994 as the Law for the Disabled (1994). Taking effect on the same day, in addition to the nine-year free, compulsory public education, vocational education, and secondary education, the Education Law for the Disabled provides regulations on the rights of the disabled to preschool education. It mentioned that the preschool/kindergarten education should take place in the agencies that provide



services to children with disabilities, in regular preschools/kindergartens, and in the rehabilitation centers for those with disabilities. Yet, due to the economic disparity between municipal areas and rural areas, the early intervention development in China still remains undeveloped. In municipal areas like Beijing and Shanghai, there are facilities for children of 3- and 4-year-olds, where the professional development and resource centers and intensive diagnostic and training centers are available (Ellsworth & Zhang, 2007). According to Ellsworth and Zhang, there are some children who are brought from other parts of the country to receive services in the centers in Beijing and Shanghai as such facilities are scarce. At these centers, parents are encouraged to accompany their children, and parents learn to work with their children more effectively through participating in these activities at the centers. Another early intervention facilities observed in Shanghai is an inclusive kindergarten, where the pull-out, the daily, intensive, one-on-one instruction and assistive technology have been used to improve the social interaction and academic achievement of young children (Ellsworth & Zhang). They also mentioned that inservice training and support or professional development have been provided to special education and general education teachers who have children with disabilities included in their classrooms. Although these programs in Beijing and Shanghai provide good models of special education practices, these facilities are scarce and “only a small percentage of children with disabilities have access to such opportunities” (Ellsworth & Zhang, 2007: 62).

Legislative Support for Vocation

Section 504 of the Vocational Rehabilitation Act of 1973 (P.L. 93-112), the first civil rights law was issued in U.S. that protects the rights of children with disabilities from being excluded from participation in any program receiving federal funding. Not only are students who are substantially limited in major life activities due to mental or physical impairments protected by this law, but students who do not qualify for special education because of orthopedic impairments or conditions such as hepatitis are also included (Special Education Laws).

Americans with Disabilities Act (ADA) was passed in 1990 and it extends Section 504 of the Vocational Rehabilitation Act of 1973 by “prohibiting discrimination in public and private sector employment, public accommodation, transportation, state and local government services and telecommunications”. For students with disabilities, the ADA prohibits discrimination and ensures “the full access to all academic resources regardless of whether or not the school receives federal funding” (Special Education Laws).

In China, the Regulations on the Vocational Opportunities for the Disabled were passed on February 27, 2007 and took effect on May 1 of the same year. It stipulates that companies should hire at least 1.5% of the employees with disabilities. Local government also can require companies to hire higher percentage of individuals with disabilities. If the employers cannot meet the 1.5% or the criterion set up by the local government/commission agencies, they are required to make payment to the local disabled vocation fund. Also according to the Vocational Opportunities for the Disabled, individuals with disabilities have priorities to work in job positions such as the massage position. Local disabled commission is



responsible to provide free job counseling and job interview training, organize job fair, and arrange job opportunities for them. Moreover, the local disabled commission is also entitled to provide legal support to individuals with disabilities in dispute resolution between them and their employers if discrimination suspected (The Regulations on the Vocational Opportunities for the Disabled, 2007). Several limitations exist in China's vocational education for individuals with disabilities, however. For one, traditionally, the vocational education available in special schools is limited in scope and mainly lie in painting for children with hearing impairment, massage and weaving for children with visual impairment, , and sewing for children with mental retardation (Deng, 2001). For another, these vocational programs provided for these children may not be appropriate, do functional skills such as farming, raising poultry, handcraft work that reflect local market, natural resources and local community are areas that should be explored (Deng).

Current Living Status and Future Trend

According to the Development Guideline for the Disabled (2006-2010), there are 1,662 special schools in China today, 2,700 special classes in regular schools, 3,250 vocational training agencies, 19,000 rehabilitation agencies, and 2,574 legal agencies across the nation. By now, there are 6.42 million individuals who have received rehabilitation services, 80% of school age children with visual, hearing and mental impairment have an opportunity to receive education, about 600,000 individuals with disabilities are enrolled in vocational schools, 70 million individuals with disabilities in rural areas receive in-service training and have been assisted to start family business, and 51.6 million individuals with disabilities living in municipal areas and medium cities received compensation to meet the basic living standard.

Besides reporting the current status of the disabled in education, vocation, and social life, the guideline and future trends were also reported in the Development Guideline for the Disabled (2006-2010). It is expected that by 2010 the 83,100,000 individuals with disabilities can receive rehabilitative services, and 320,000 individuals living in the remote, rural areas from low-income family background can improve living conditions. By 2010, approximately 3 million people who suffer from cataracts can receive surgery to remove the cataracts, 100,000 with hearing impairment can wear hearing aids, 30,000 individuals who are partially or legally blind can receive orientation services, 10,000 individuals with physical impairments can receive physical therapy, 80,000 with language impairment can receive speech therapy, 100,000 with mental retardation can receive early intervention, and 4,800,000 individuals with severe emotional disturbances/disorders can receive comprehensive therapy. It is encouraged that the school age children with disabilities receive education in inclusive settings to the maximum possible, and only when the number of children with special needs are so many or their special needs cannot be met in the regular classroom, can these children be placed in special education classes in the regular schools or special schools.

Encourage the individuals with disabilities to be independent. Improve pre- and in-service training and create working opportunities for individuals with disabilities. Increase 750,000 working positions in municipal areas, and increase employment opportunities for the 18 million adults with disabilities who live in rural areas so that they can work to support themselves. Support the individuals with disabilities in the



vast, west rural areas. Make sure that the 100 million individuals living in the west can meet the basic living standard, and 1 million individuals in the west can receive technology training to find an appropriate job (Development Guideline for the Disabled (2006-2010)).

Discussion

Taking the U.S. special education law as a model, several issues that have been found in China's special education law adversely impact its special education development. First, China's legislations do not guarantee financial support for schools and agencies that serve children and youths with disabilities and their families (Xiao, 2001). On the contrary, the U.S. special education laws offer to provide federal funding for the implementation of the law. Lack of financial support make it impossible for schools who enroll children with special needs to purchase facilities to accommodate the special needs, train personnel who work with these children, and hire more quality and certified special education teachers to provide services (Qian, 2008).

Second, although the Education Law for the Disabled in China mentioned the young children's with disabilities rights to education in LRC for preschool children, china's special education law doesn't specify the rights of infants' and toddlers' families in the service delivery as compared to the U.S. law. This reflects the deficiency in china's early intervention development. Correspondingly, seldom are there any public or officially funded early intervention agencies and services available in China. Although there are some facilities available for young children with disabilities and in these programs families are encouraged to participate and learn how to work effectively with their children, these programs are located in metropolitan areas like Beijing and Shanghai, and only very few children can access to these facilities (Ellsworth & Zhang, 2007). The U.S. laws, however, mandate that the early prevention services be provided to young children and their families. Moreover, in U.S. the family-centered model is prioritized in early intervention service delivery so that the services be provided to the whole family instead of exclusively focusing on the child.

Third, although both countries encourage inclusion, such as China's *suibanjiudu* (China's inclusion) and Learning in Regular Classroom (LRC) and U.S. Least Restrictive Environment (LRE), they differ in the design and implementation of the education plan in the inclusive environment. In China there are no regulations about the design and implementation of the Individualized Family Service Plan (IFSP) and/or Individualized Education Program (IEP), for it hasn't recognized the importance of providing individualized plan that suit each individual child's unique needs, and it still lacks resources and qualified personnel for this mission (Xiao, 2001). China's socialist ideology is another factor that hinders the development of the concept of individualized education (Deng, 2001). According to Deng, in China's education system, curricula on Socialism have been provided to students from elementary schools to universities in different levels in order to guarantee the Socialism philosophy remaining dominant. Thus, the fundamental concept of individual freedom has never been assumed to hold primary importance in China, and individual differences have not been taken into account in curricula, teaching and learning activities for children with disabilities in China (Deng). Plus, in China it is impossible to implement the



multidisciplinary, comprehensive, coordinated services to the children with disabilities and their families due to the lack of special educators. According to Deng and Manset (2000), although the LRC has contributed greatly to progress made in educating students with disabilities in China, how to get a large population of their students promoted to key school while at the same time addressing the needs of their students with disabilities in a same classroom pose great challenge to general classroom teachers. Lack of enough time, energy, or adequate professional knowledge to help these students with disabilities make it hard for general educators fully include these students in regular classrooms (Deng and Manset). On the contrary, in U.S. every child being served by early intervention and special education services has an IFSP/IEP and the goals are developed based on the child's specific needs and the family's preferences.

Fourth, although China special education laws mention the extra bonus offered for special teachers/educators working in rural, underdeveloped areas, the turnover rate among the special education teachers still remains a very serious issue in China. Long working hours, poor working conditions, children's challenging behaviors, lack of respect, and low compensation, are among the main factors that lead to this issue. Policies and regulations should be issued to protect teachers' rights, provide more compensation for special teachers and educators, improve their working conditions, and provide training opportunities to special educators (Xiao, 2001).

Last but not least, with the support from legislation in U.S. the people first language is recommended and widely used in the U.S. For example, the wording of "handicapped" was dropped when the title of the law was changed from the Education of the Handicapped Act Amendments of 1986 to the Individuals with Disabilities Education Act in 1991 in the U.S. On the contrary, in China, labels are still used when refer to the children and youths with disabilities because of the lack of legislative support and public awareness of people first language. For example, "canji ren", meaning "the disabled" and "gongneng zhangai zhe", meaning the handicapped are still used. The deaf/blind child, the dumb child, the autistic Tom, etc. are still acceptable in China's schools. Learning from the U.S. people first language, China needs to issue laws and improve public awareness that the children and youths with disabilities are individuals no different from their counterparts without disabilities, and encourage the use of people first language.

Through reviewing China's legislative support for special education in contract to that of the U.S.', it is obvious that China have made tremendous success in providing education and vocational support, and improving the rights of those with disabilities in public, social life. Also through the review, it is found that china still needs to make revisions in some areas of its special education laws, for example, increasing the financial support for special education and special support for infants and toddlers and their families, improving the inclusion, and encouraging the people first language. Due to these weaknesses in special education law in China, the discrimination and bias towards the individuals with disabilities still exist in some areas in China. With the increased legislative support in China in the future, china surely will reach a new milestone in its special education in the near future.



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Table 1: The enrollment of children with disabilities between age 6 and 15 in public schools in China (unit: percentage)

Year	Nation Wide	Towns	Rural area
2007	63.3	65.6	63.0
2008	63.8	64.5	63.7

Note: translated from 2008 National Report on the Living Status of the Disabled in China

Table 2: The Placement of 6-18 year olds with Disabilities in China (Percentage).



	2007			2008		
	Nation Wide	Town	Rural Areas	Nation Wide	Town	Rural Areas
General Elementary School	73.0	63.6	74.4	72	63.4	73.2
General Junior High School	17.1	18.2	16.9	18.1	23.9	17.2
Special School	5.0	10.4	4.1	6.2	8.5	5.9
Special Class in General Education School	0.7	1.3	0.6	0.5	1.4	0.4
General Senior High School	2.8	3.9	2.7	2.1	2.8	2.0
Secondary Vocational School	1.4	2.6	1.2	1.1	N/A	1.2

Note: translated from 2008 National Report on the Living Status of the Disabled in China