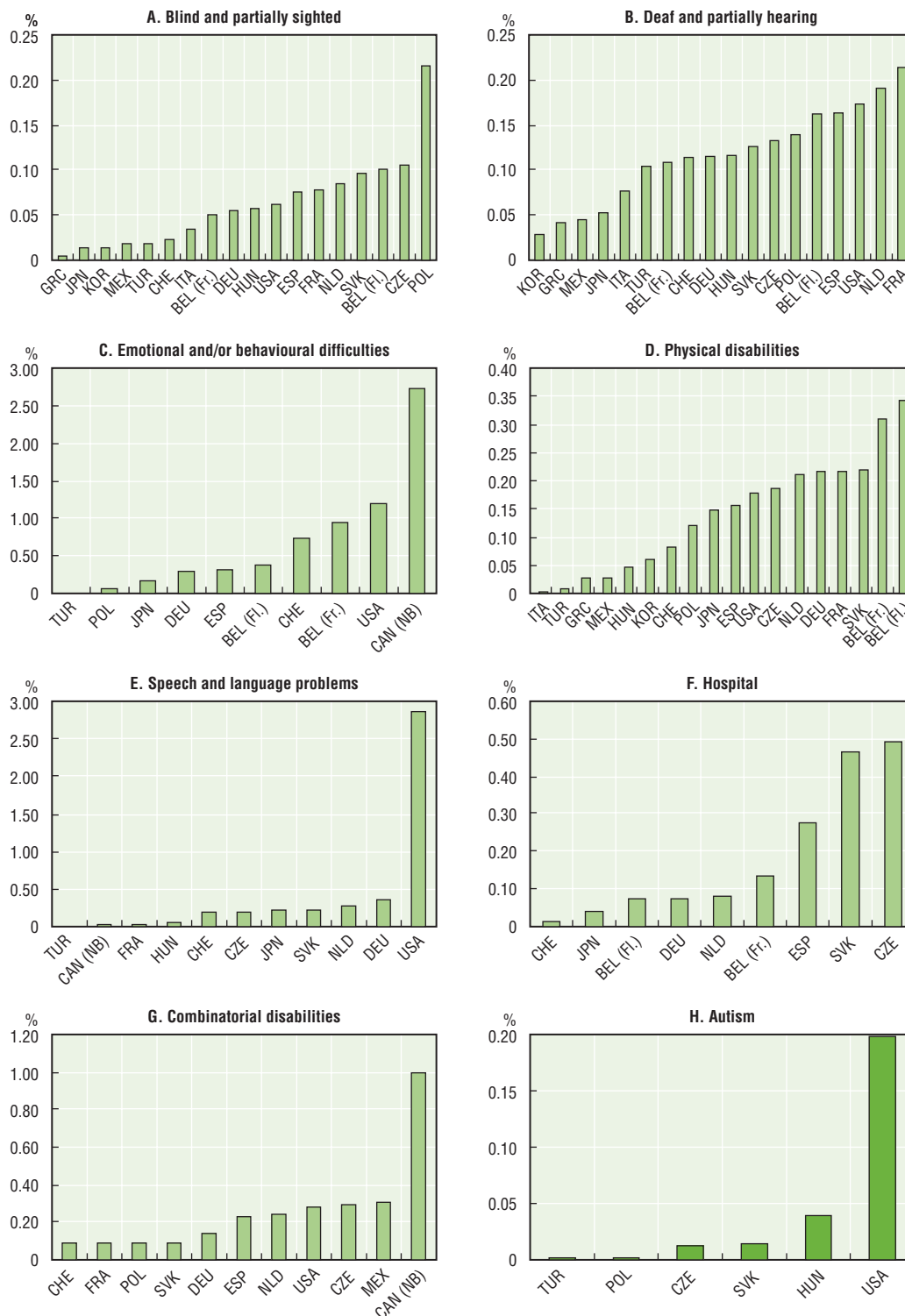
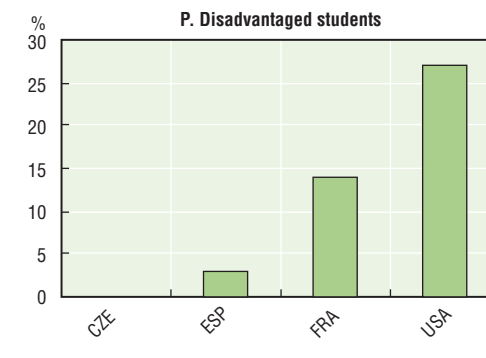
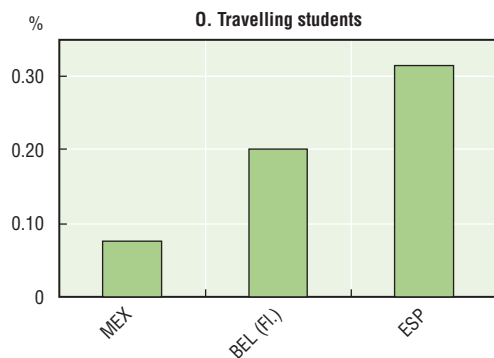
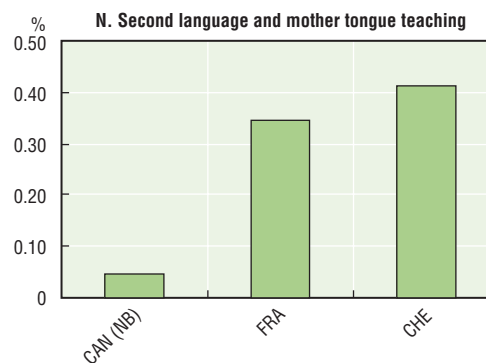
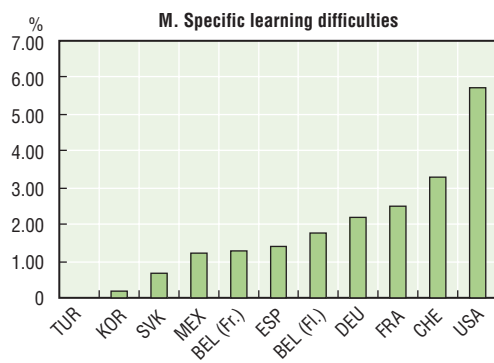
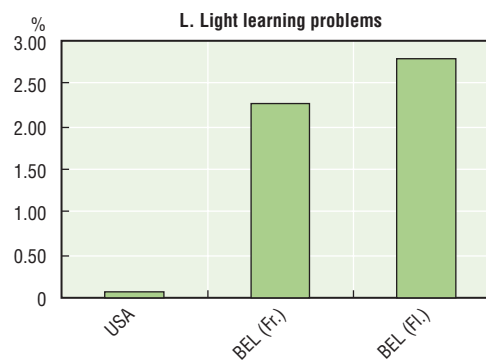
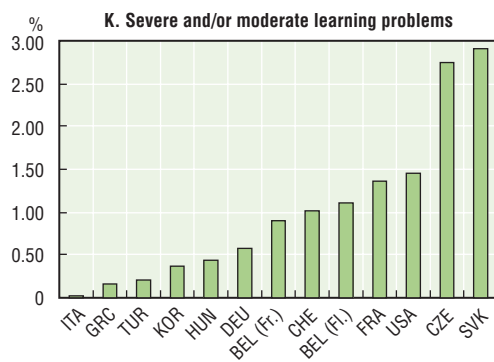
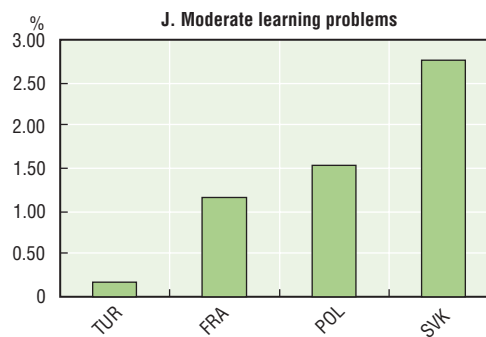
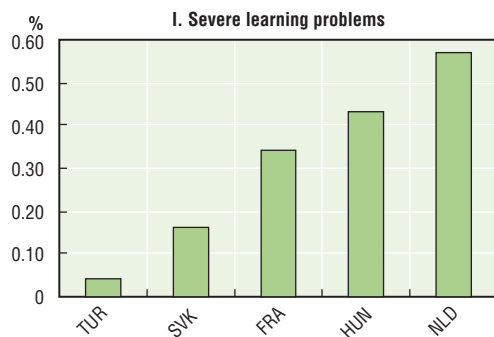


Chart 3.1A-P. Numbers of students receiving additional resources by nationally classified categories of disability, difficulty and disadvantage and by country, as a percentage of all students in primary and lower secondary education¹ (2001)



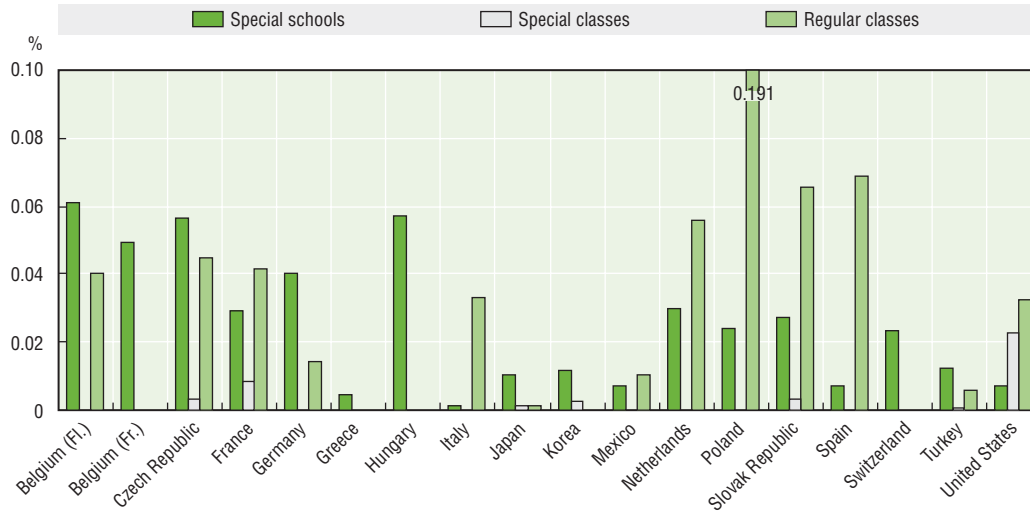
Note: Only includes data which can be readily placed in one of the 16 categories.
 1. For France, Germany and Switzerland, data are for the period of compulsory education.

Chart 3.1A-P. Numbers of students receiving additional resources by nationally classified categories of disability, difficulty and disadvantage and by country, as a percentage of all students in primary and lower secondary education¹ (2001) (continued)



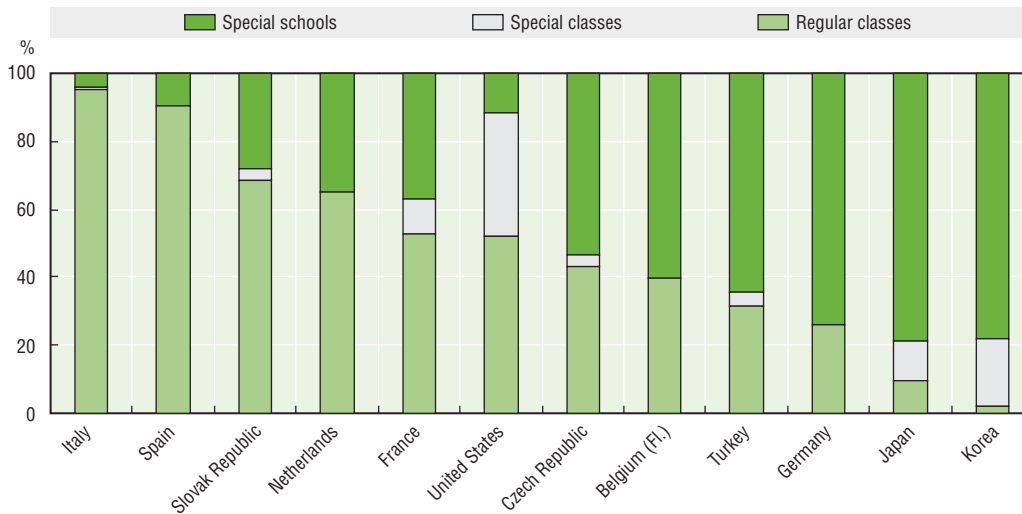
Note: Only includes data which can be readily placed in one of the 16 categories.
 1. For France, Germany and Switzerland, data are for the period of compulsory education.

Chart 3.2. Numbers of blind and partially sighted students by location and by country, as a percentage of all students in primary and lower secondary education^{1, 2, 3}



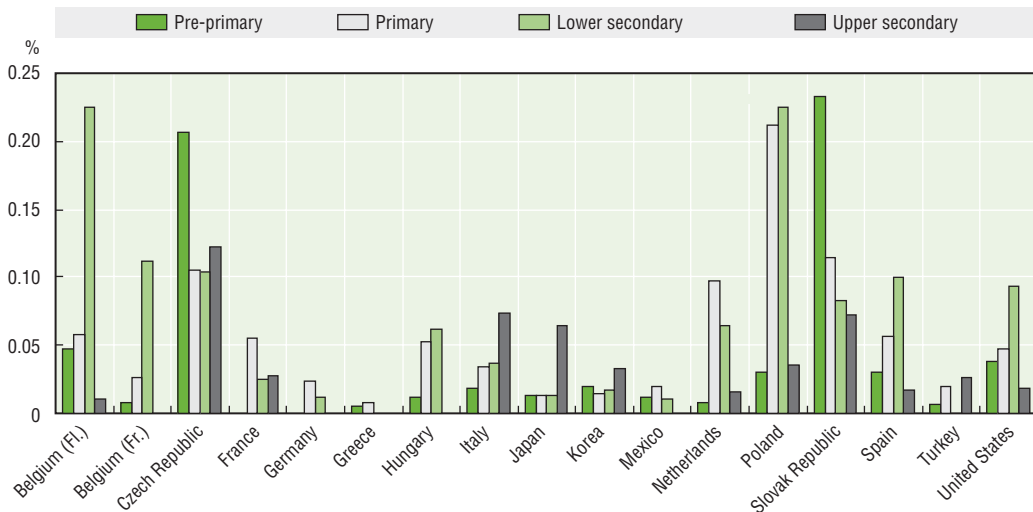
1. In France, Germany and Switzerland the data refer to the period of compulsory education.
2. In special classes data are not applicable in Belgium (Fl.), Belgium (Fr.), the Netherlands and Switzerland; in Greece and Italy data are negligible; in Germany and Spain data are included in special schools; in Mexico data are included in totals of category A only; in Poland data for special classes are not available.
3. For regular classes in Belgium (Fl.) data refer to primary, lower secondary and upper secondary; data are not available in Belgium (Fr.), Greece, Hungary and Switzerland; in Korea data for regular classes are negligible.

Chart 3.3. Numbers of blind and partially sighted students by location and by country, as a percentage of all blind and partially sighted students in primary and lower secondary education^{1, 2, 3, 4}



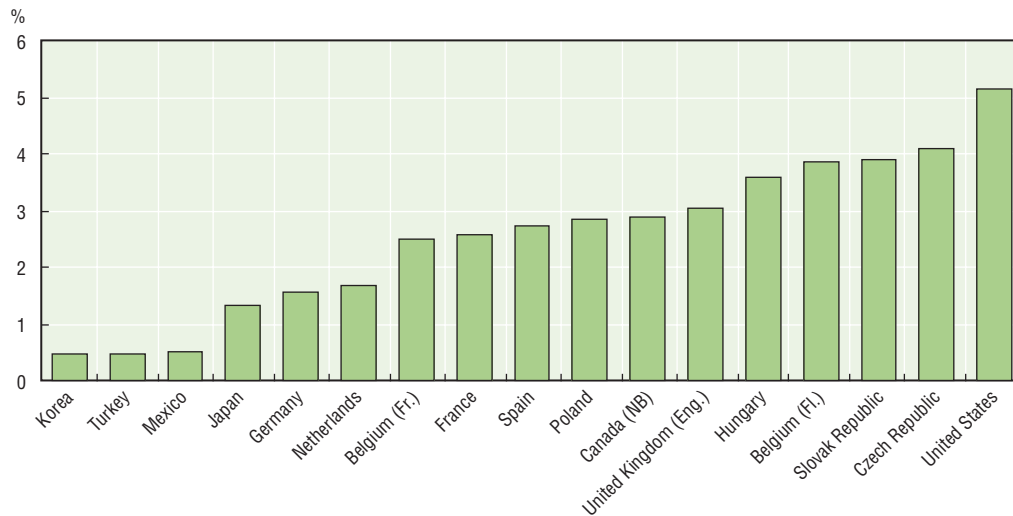
1. In France and Germany the data refer to the period of compulsory education.
2. In Germany and Spain data for special classes are included in special schools.
3. For regular classes in Belgium (Fl.) data refer to primary, lower secondary and upper secondary.
4. In France data for regular classes may be inflated since students from the Ministry of Education only are taken into account here.

Chart 3.4. Numbers of blind and partially sighted students by phases of education and by country, as a percentage of all students in that phase of education^{1, 2, 3, 4, 5, 6, 7}



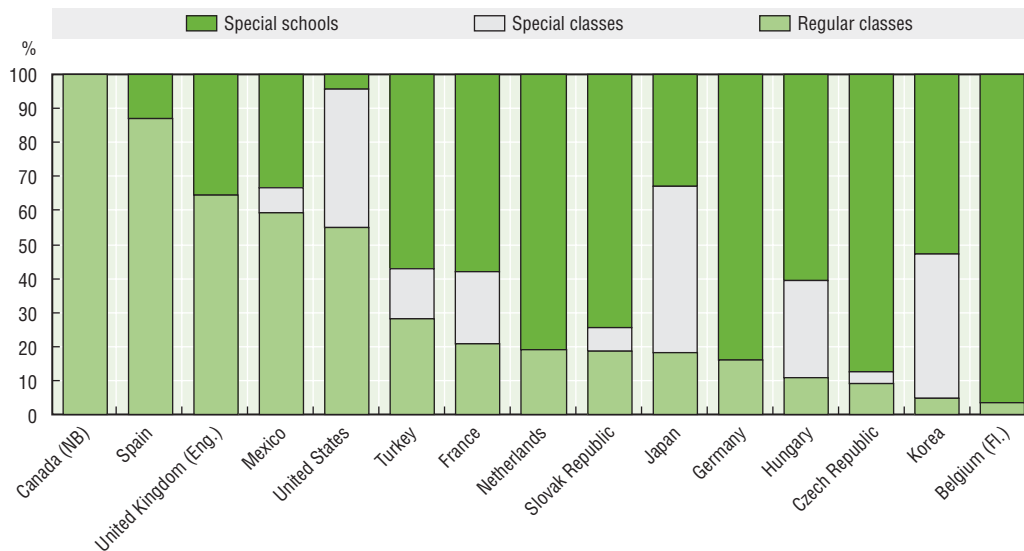
1. In Belgium (Fl.) data for lower secondary education in regular classes include upper secondary education.
2. In Belgium (Fr.) data for lower secondary education in special schools include upper secondary education.
3. In Germany the breakdown by ISCED levels is not available for special schools; therefore data refer to regular classes only.
4. In France data for pre-primary education are not available.
5. In Greece data for lower secondary education include upper secondary education.
6. In Mexico data for upper secondary education are not available.
7. In Turkey data for lower secondary education are not applicable.

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, 2001¹



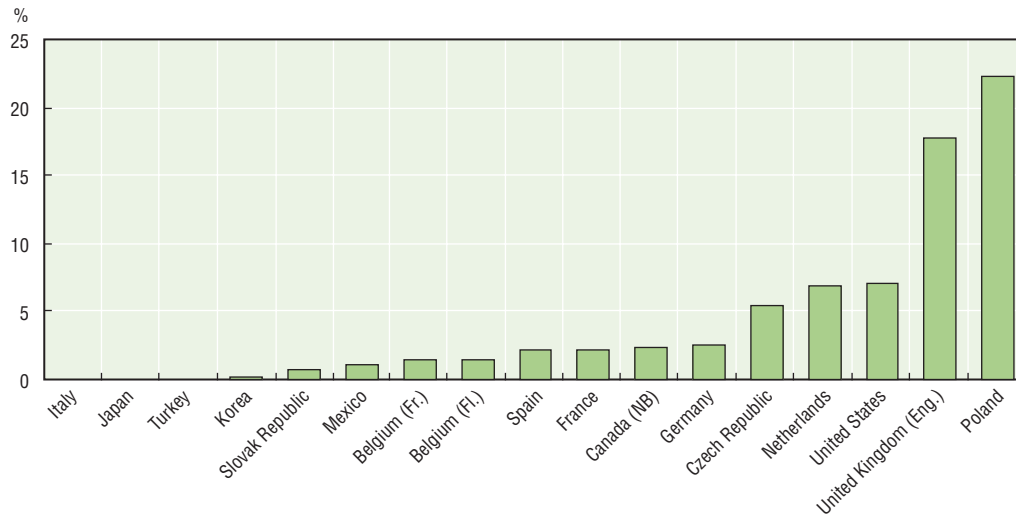
1. France: for the sake of international comparability French students administered by the Ministry of Health have been added to these data provided by the Ministry of Education. This probably has the effect of slightly inflating the percentage for France in contrast to other countries that have an unknown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

Chart 4.2. Percentage of students receiving additional resources over the period of compulsory education in cross-national category A by location^{1, 2, 3, 4}



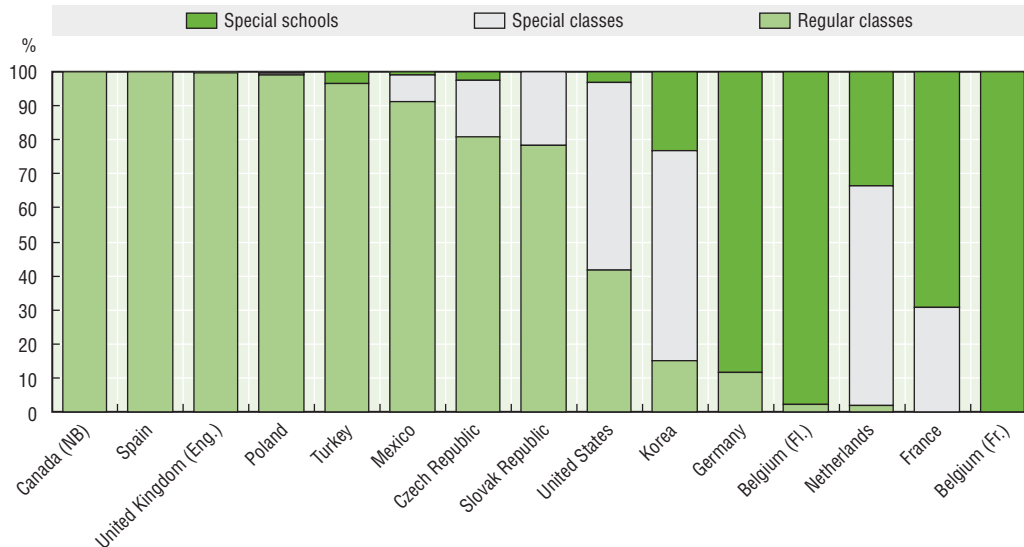
1. Special classes: not applicable in Belgium (Fl.), Canada (NB), the Netherlands.
2. Special classes: included in special schools in Germany and Spain.
3. Special classes: included in regular classes in England.
4. Special schools: not applicable in Canada (NB).

Chart 4.11. Numbers of students receiving additional resources over the period of compulsory education in cross-national category B, as a percentage of all students in compulsory education, 2001^{1,2}



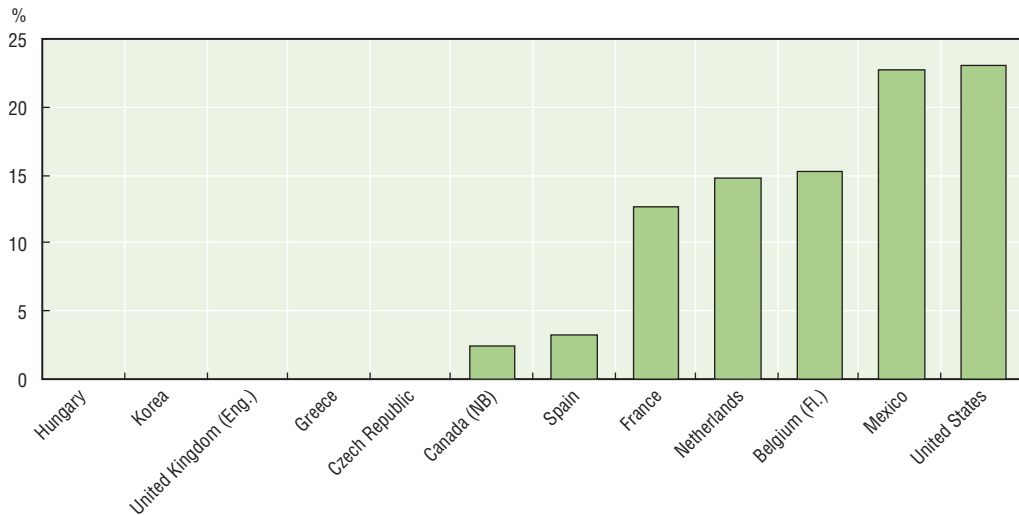
1. Countries are ranked in ascending order of percentage of students.
2. In Italy and Japan there are no national categories falling within category B.

Chart 4.12. Percentages of students receiving additional resources over the period of compulsory education in cross-national category B by location^{1,2,3}



1. Regular classes: not applicable in Belgium (Fr.) and France.
2. Special classes: not applicable in Belgium (Fl.), Belgium (Fr.), Canada (NB), and Spain; included in special schools in Germany.
3. Special schools: not applicable in Canada (NB) and Spain.

Chart 4.21. Numbers of students receiving additional resources over the period of compulsory education in cross-national category C, as a percentage of all students in compulsory education^{1, 2, 3, 4}



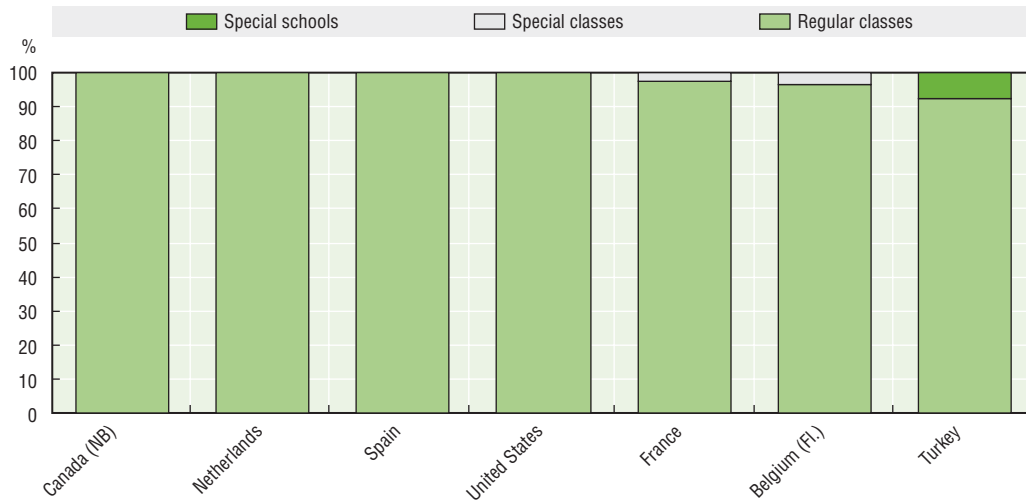
1. Countries are ranked in ascending order of percentage of students.

2. In Korea and the United Kingdom (Eng.) there are no national categories falling within category C.

3. Greece: category 8 “socio-economic/cultural educational difficulties” is not available in regular classes.

4. Hungary: category 9 “disadvantaged students” is not available.

Chart 4.22. Percentages of students receiving additional resources in compulsory education in cross-national category C by location^{1,2}



1. Special classes: not applicable in Canada (NB), the Netherlands, Turkey and the United States.

2. Special schools: not applicable in Belgium (Fl.), Canada (NB), Spain, the Netherlands, Turkey and the United States.

Chart 5.1. Gender ratio by location and cross-national category (period of compulsory education)



Chart 5.2. Gender ratio by phase of education and cross-national category (special schools, special classes and regular classes combined)

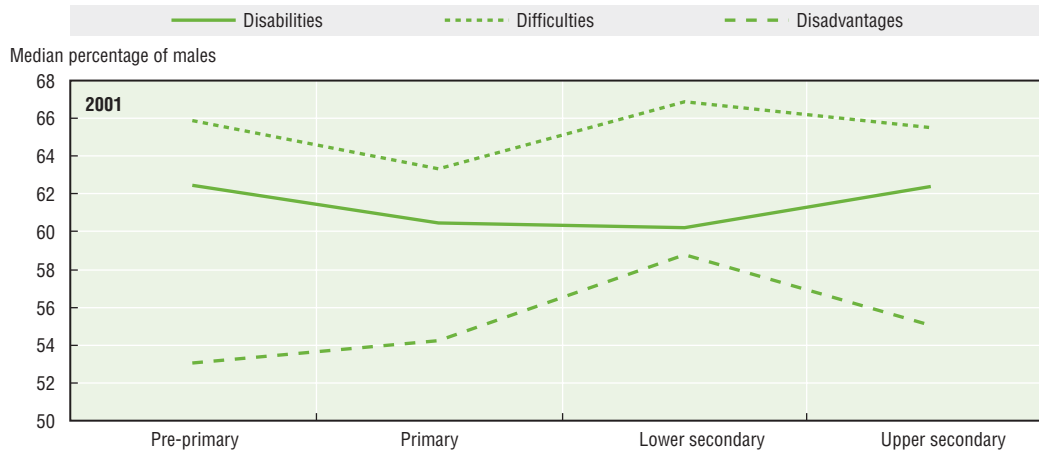


Chart 5.3. Numbers of students receiving additional resources in special schools as a proportion of all students by age, 2001

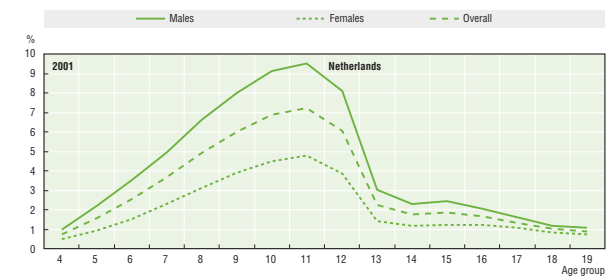
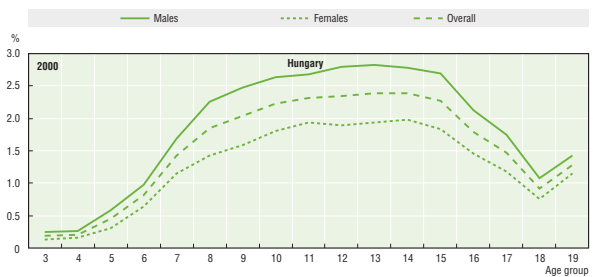
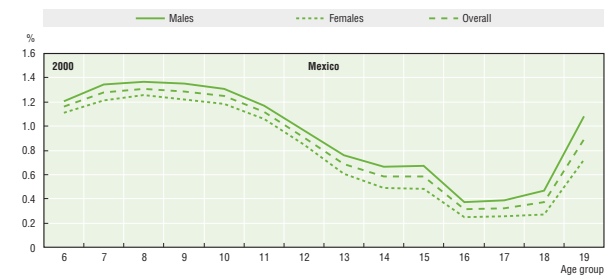
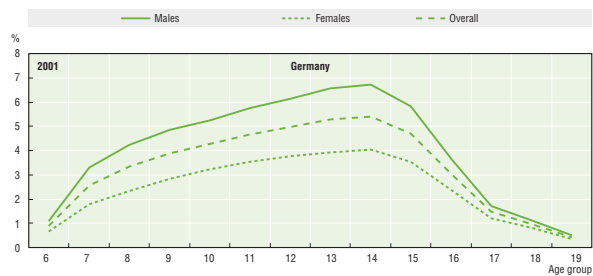
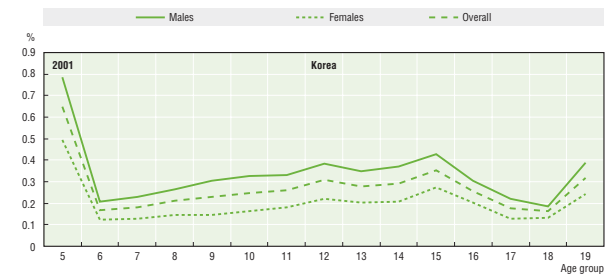
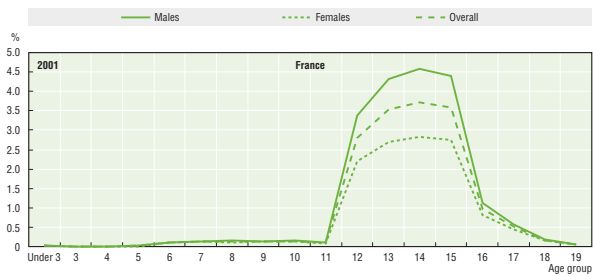
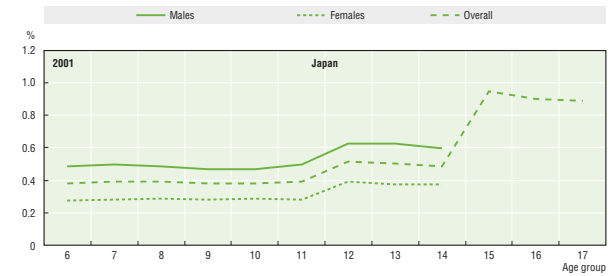
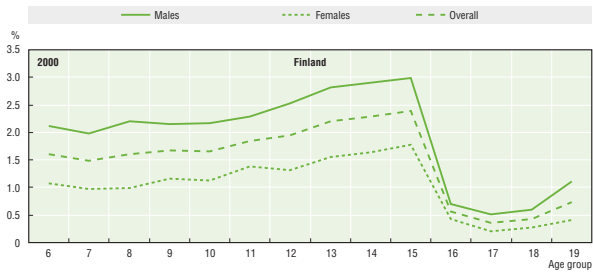
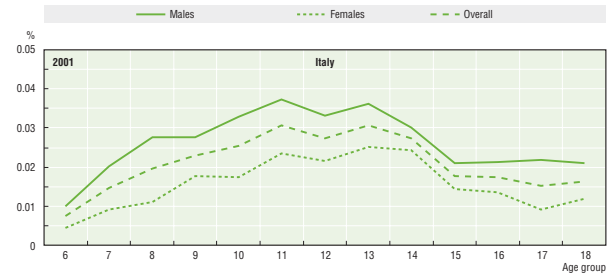
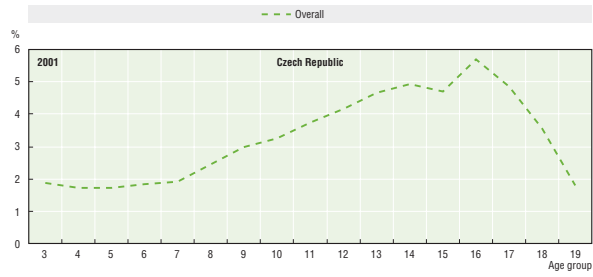


Chart 5.3. Numbers of students receiving additional resources in special schools as a proportion of all students by age, 2001 (continued)

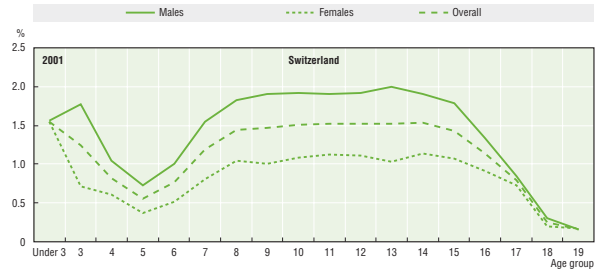
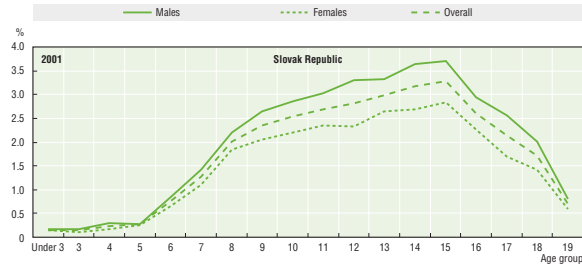
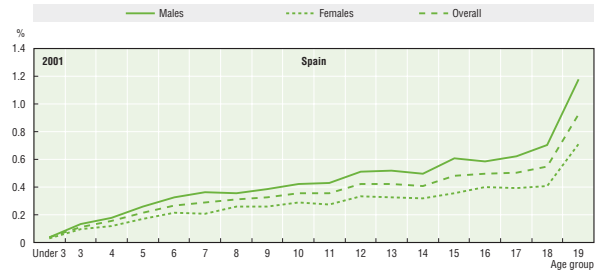
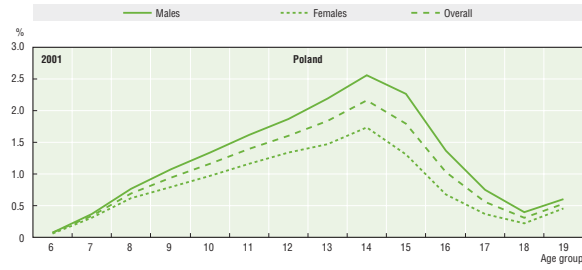


Chart 5.4. Numbers of students receiving additional resources in special classes as a proportion of all students by age, 2001

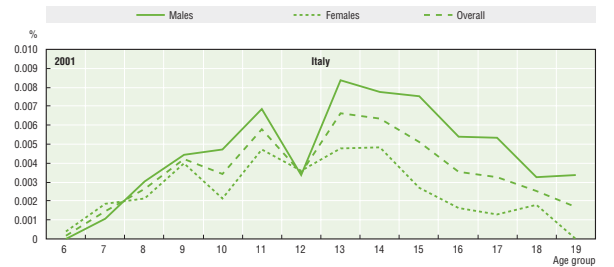
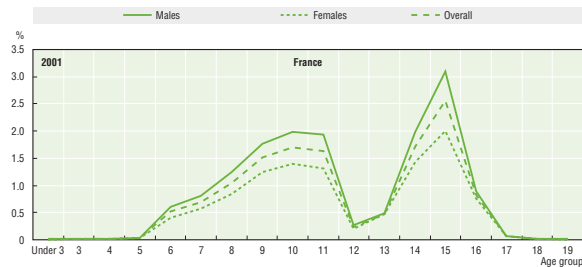
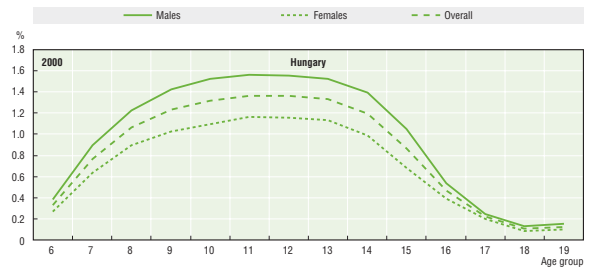
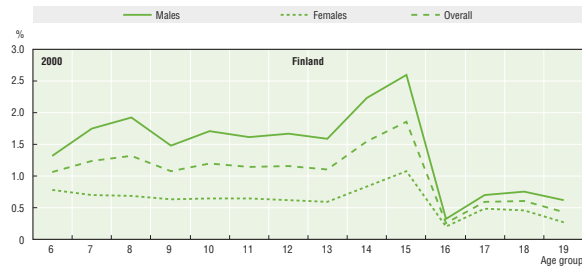


Chart 5.4. Numbers of students receiving additional resources in special classes as a proportion of all students by age, 2001 (continued)

