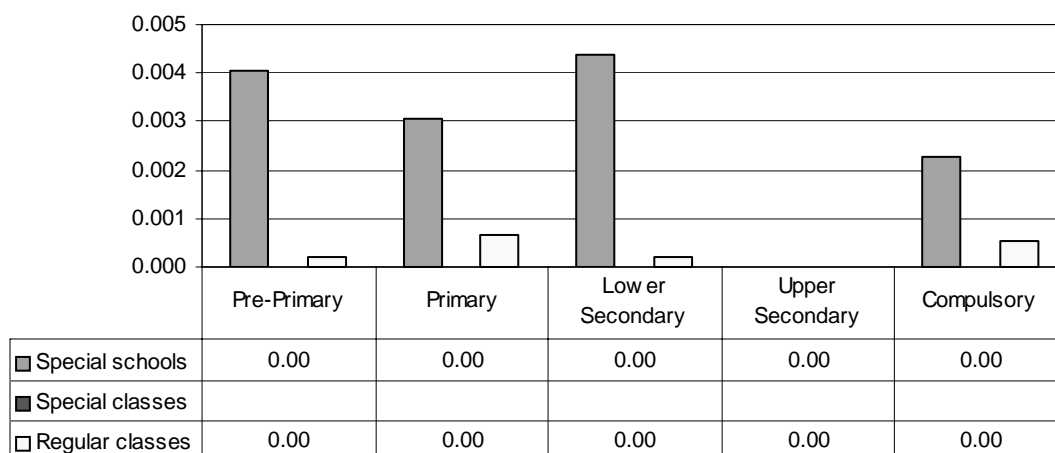


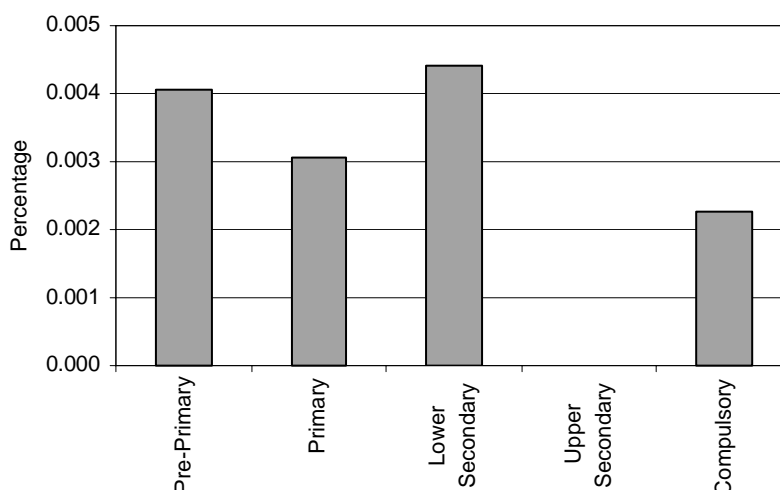
MEXICO

Category 1 Cross-national Category A - Children or youth without visual faculty or whose visual faculty is largely impaired. Optical correction does not improve their visual capacity and they can not function like seeing persons. This is usually a permanent condition. Blind persons require alternative options and/or equipment for curriculum accessibility. They have serious problems of displacement and need special instruction to obtain autonomy for self-care. Blindness does not affect intellectual performance.

Proportion of students who are blind by phases of education in special schools, special classes and regular classes



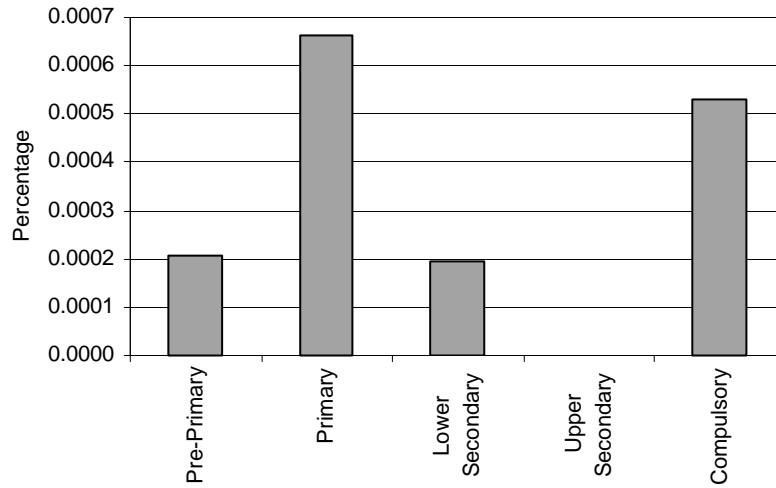
Special Schools - Category 1. Total percentage of blind students falling within the resources definition, by phase of education



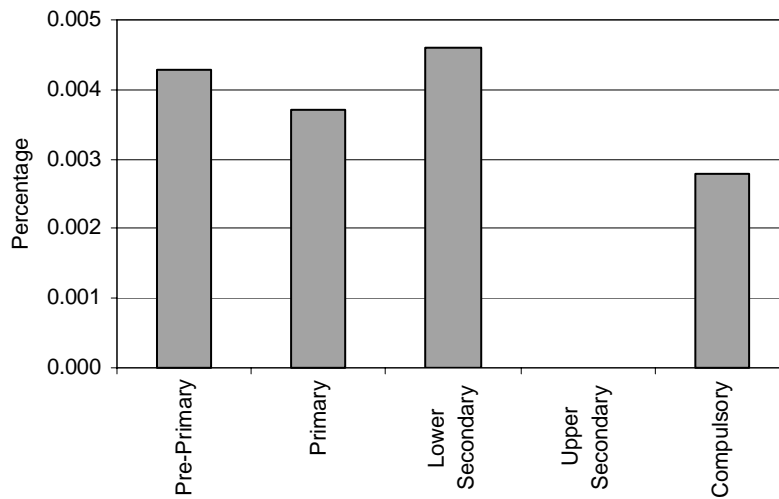
Special Classes – Category 1. Blindness

MISSING

Regular classes - Category 1. Total percentage of blind students falling within the resources definition, by phase of education

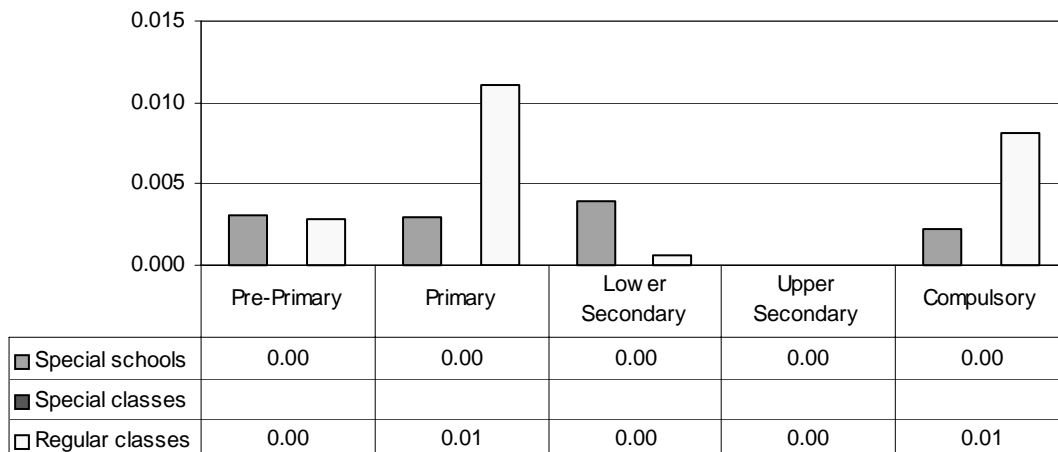


Total - Category 1. Total percentage of blind students falling within the resources definition

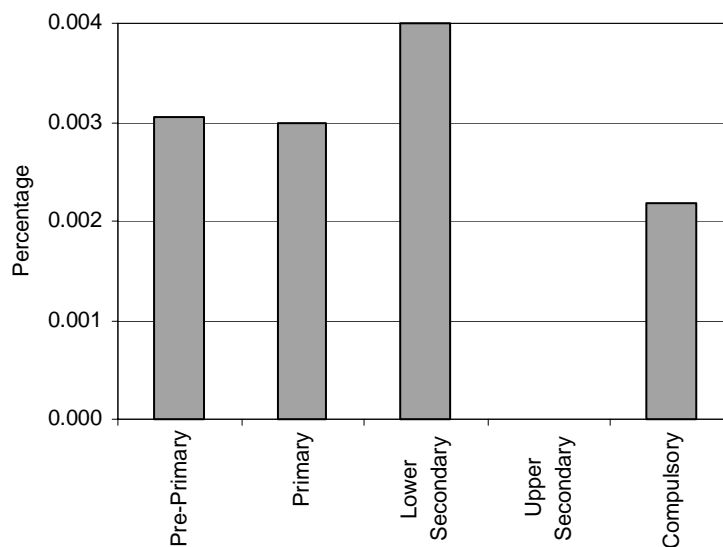


Category 2 Cross-national Category A - It is the diminution of the visual sharpness in both eyes. People with partial visual disability benefit from optical supports such as: magnifying glasses, eyeglasses, binoculars or amplifying screens, but they can not read regular size text or images. They can overcome problems for curriculum accessibility through special equipment or alternative written language supports. They need references to be able to move from one place to another. Regularly they can only see shades or bulks. Visual disability can be progressive until it becomes blindness. This condition does not affect the person's intellectual performance.

Proportion of students with partial visual disability by phases of education in special schools, special classes and regular classes

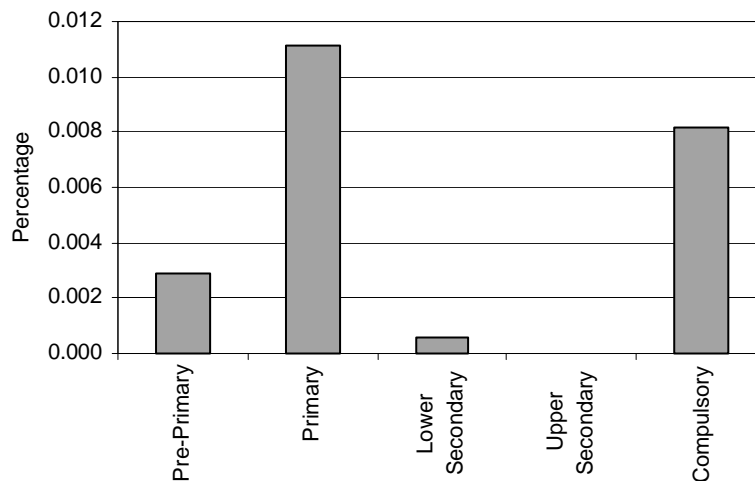


Special Schools - Category 2. Total percentage of students with partial visual disability falling within the resources definition, by phase of education

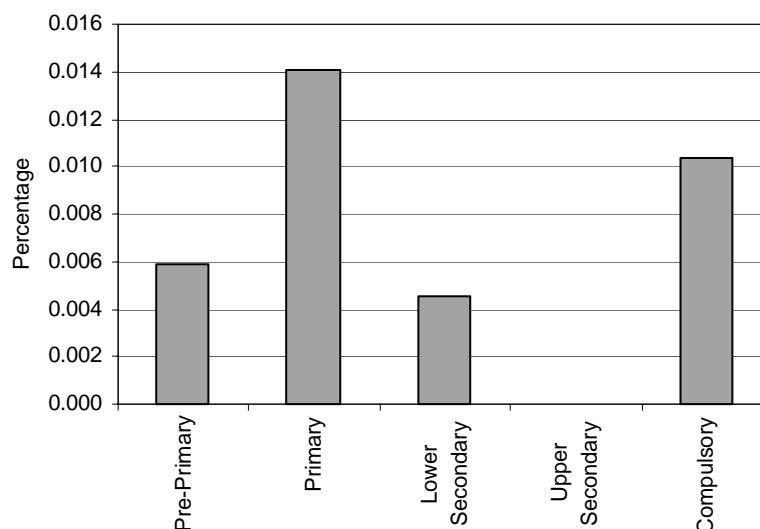


Special Classes – Category 2. Partial visual disability
MISSING

Regular Classes - Category 2. Total percentage of students with partial visual disability falling within the resources definition, by phase of education



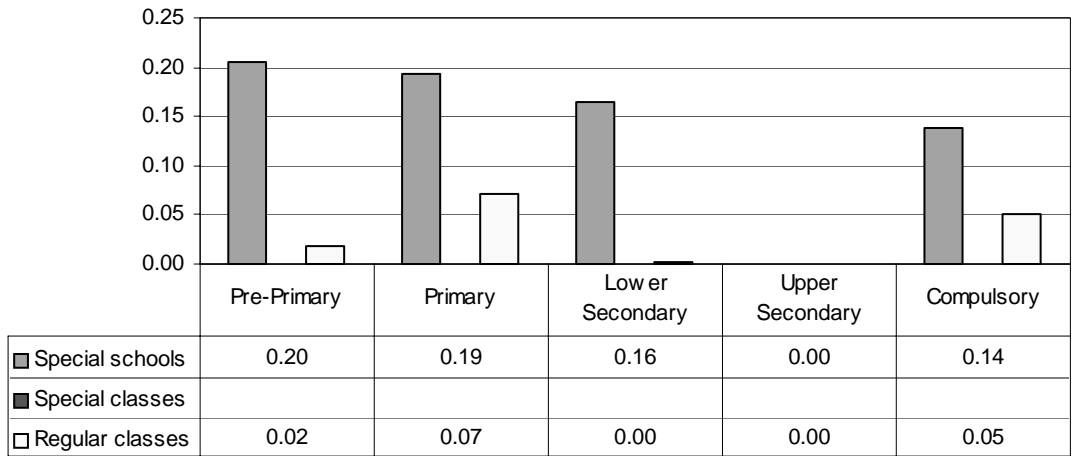
Total - Category 2. Total percentage of students with partial visual disability falling within the resources definition



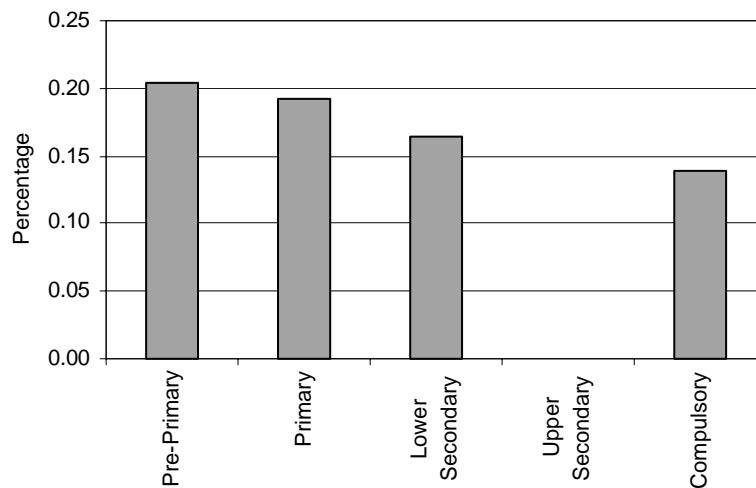
Category 3 Cross-national Category A - This category includes different grades of intellectual disability which, in Mexico, used to be related to I.Q. Since legislation for the adoption of the integration policy, intellectual disability was re-conceptualised. Now it is categorised in relation to the child's performance in his interaction with the environment. It implies significant sub-average general intellectual functioning, learning difficulties and slow development of adaptive behaviour, all of which affect a child's educational performance. In the school context, students with intellectual disability show more difficulties than the rest of his or her peers to understand instructions, abstract concepts and metaphorical or figurative language. As a result, they show dependent conduct and require support to finish any learning activity, especially when it involves a new concept or concept relations. They demand more interactivity with the environment to understand concepts and to have longer periods of attention and concentration. In synthesis, they require full interaction with an enriched learning context for the development of basic learning competence and skills. Children with intellectual disability are also slow in the development of social skills and in the

control of their emotional feelings and reactions. Most of these minors can attend basic education in the regular school, with support and curricular adaptations, including flexibility.

Proportion of students with intellectual disability by phases of education in special schools, special classes and regular classes

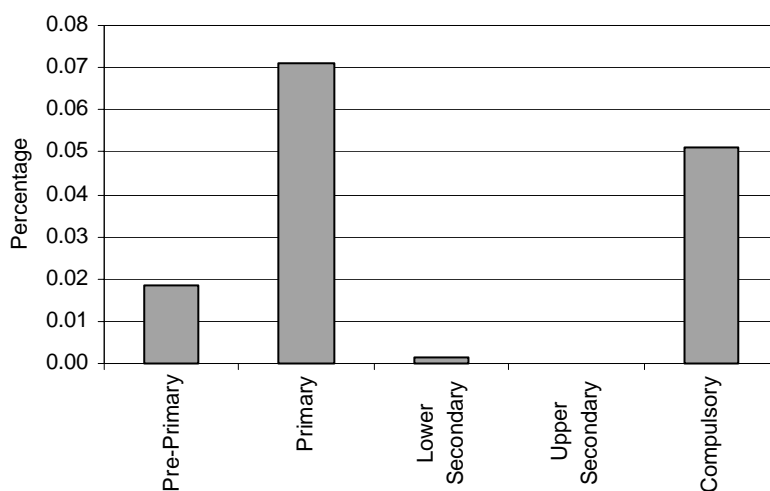


Special Schools - Category 3. Total percentage of students with intellectual disability falling within the resources definition, by phase of education

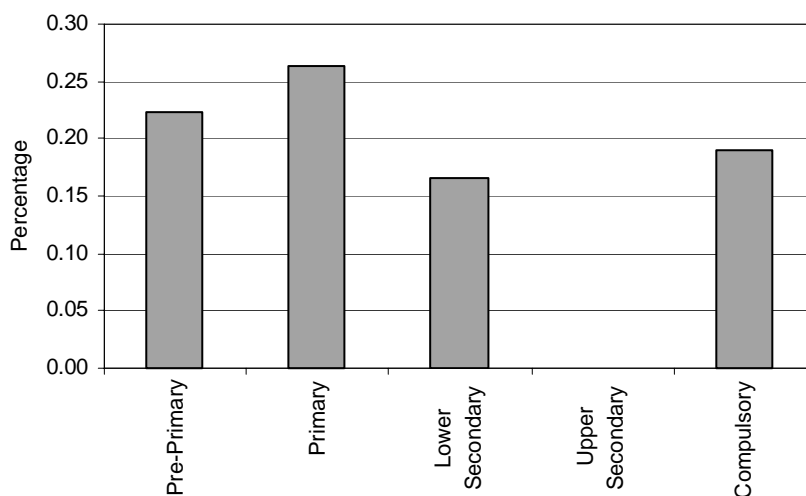


Special Classes – Category 3. Intellectual disability
MISSING

Regular Classes - Category 3. Total percentage of students with intellectual disability falling within the resources definition, by phase of education

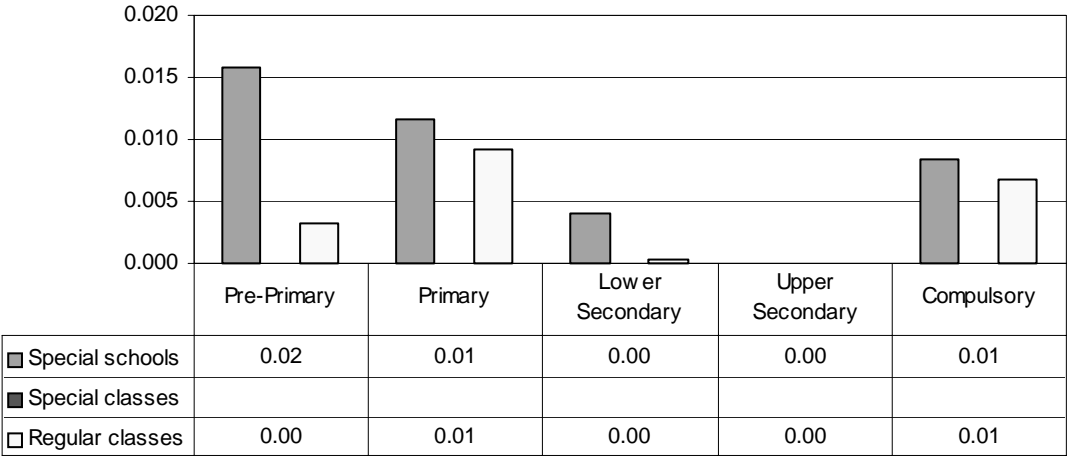


Total - Category 3. Total percentage of students with intellectual disability falling within the resources definition

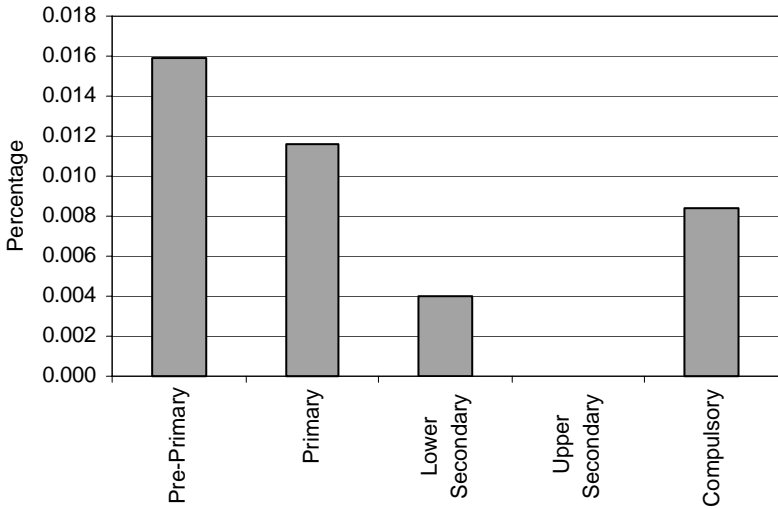


Category 4 Cross-national Category A - The auditory disability is a superficial to moderate loss of hearing. Persons with auditory disability can benefit from the use of a hearing aid to perceive oral language and develop it. Children with auditory disability can develop a great ability for lip-reading as a strategy for better oral language comprehension and thus, better communication skills. This condition does not affect the person's intellectual performance. Some children with mild hearing disability can also learn sign language as a first or second language to communicate with non-oral deaf persons or to act as interpreters.

Proportion of students with auditory or hearing disabilities by phases of education in special schools, special classes and regular classes

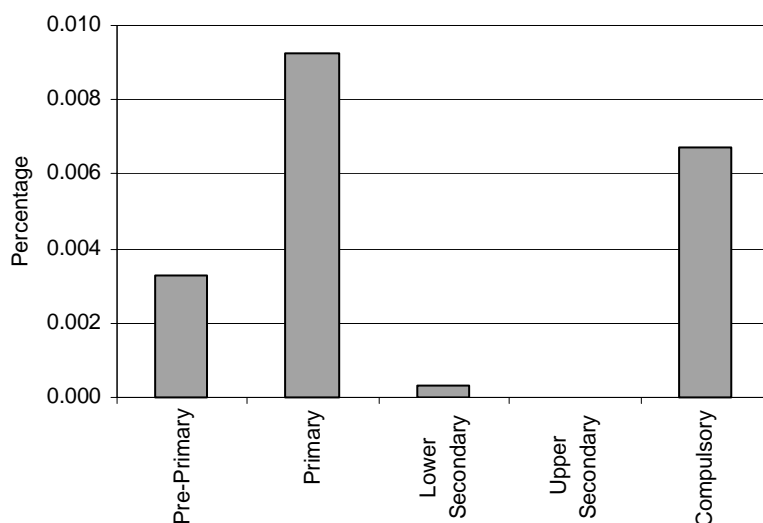


Special Schools - Category 4. Total percentage of students with auditory or hearing disability falling within the resources definition, by phase of education

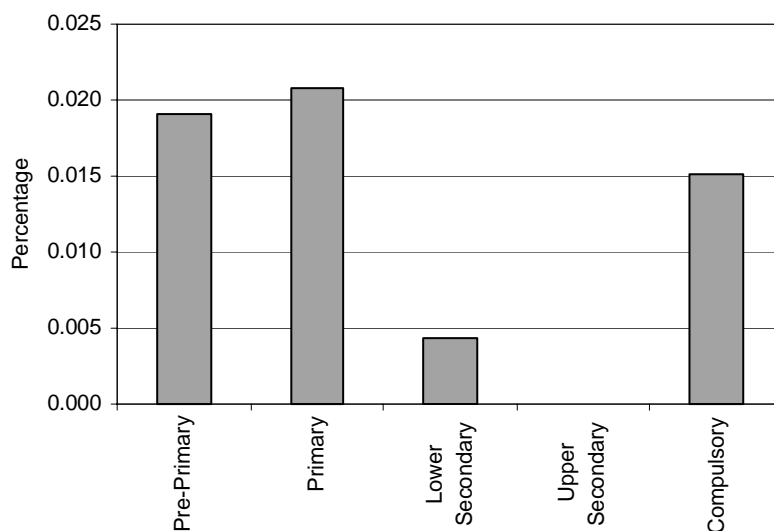


Special Classes – Category 4. Auditory or hearing disability
MISSING

Regular Classes - Category 4. Total percentage of students with auditory or hearing disability falling within the resources definition, by phase of education

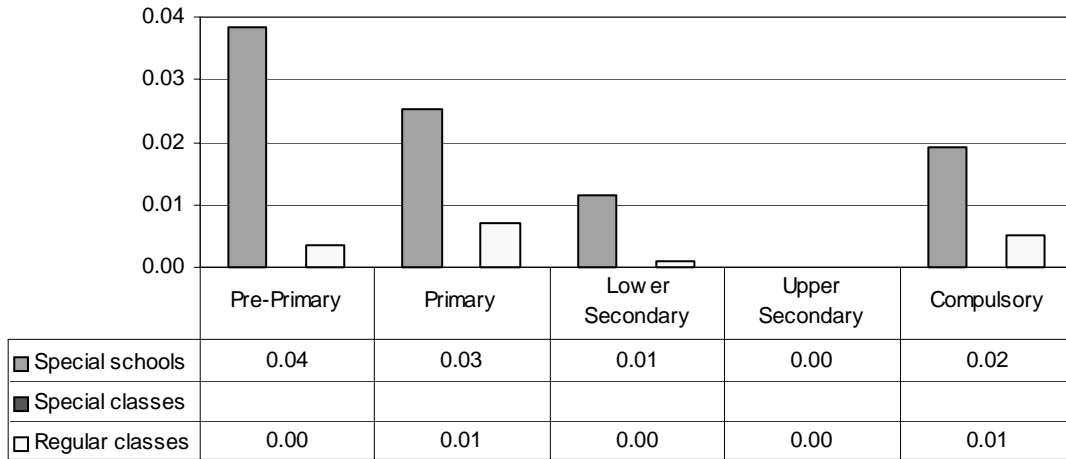


Total - Category 4. Total percentage of students with auditory or hearing disability falling within the resources definition

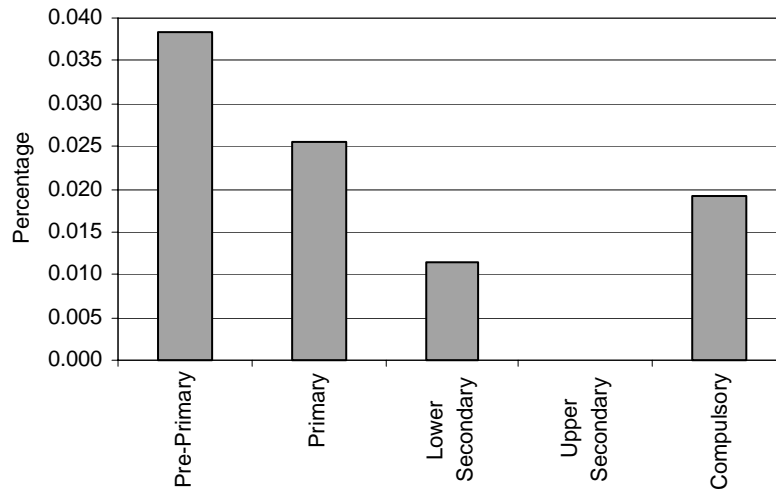


Category 5 Cross-national Category A - Deafness is a severe sensorial impairment that does not allow hearing and (therefore) the development of oral language. Deaf children use sign language as their mother tongue but can also learn the national oral language after special education intervention. They must learn written language as means of communication with the hearing population and for accessibility to the written learning environment (books, letters, notes, computer information, etc.) They can also develop lip-reading skills to facilitate and enhance their communication with the majority hearing society. Deafness does not affect the person's intellectual performance, but the development of a sign, oral or written language is necessary for the complete development of their intellectual potential and their accessibility to the basic learning curricular competencies.

Proportion of students who are deaf by phases of education in special schools, special classes and regular classes

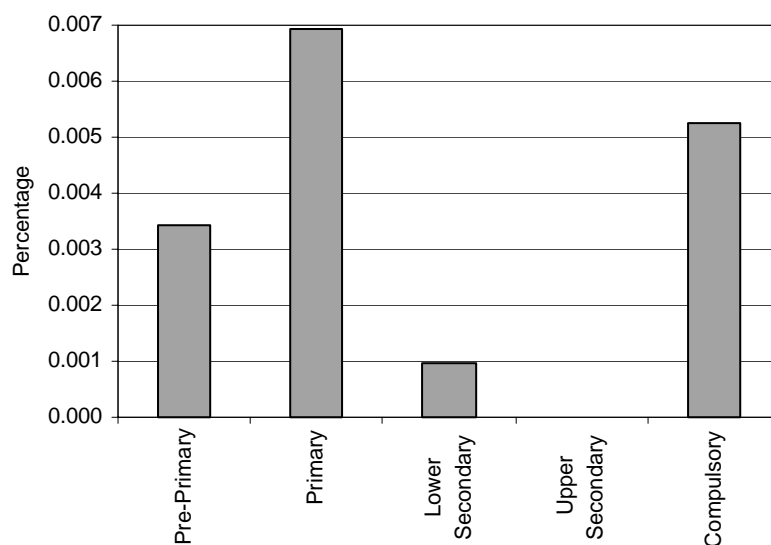


Special Schools - Category 5. Total percentage of deaf students falling within the resources definition, by phase of education

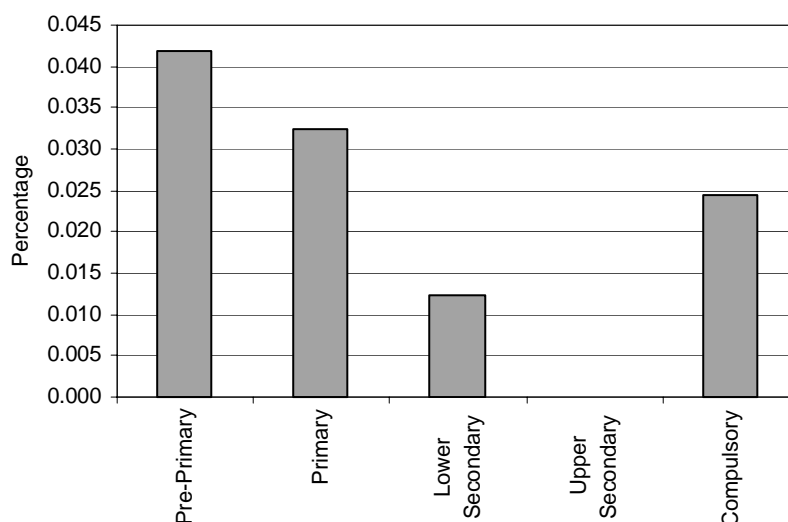


Special Classes – Category 5. Deafness
MISSING

Regular Classes - Category 5. Total percentage of deaf students falling within the resources definition, by phase of education



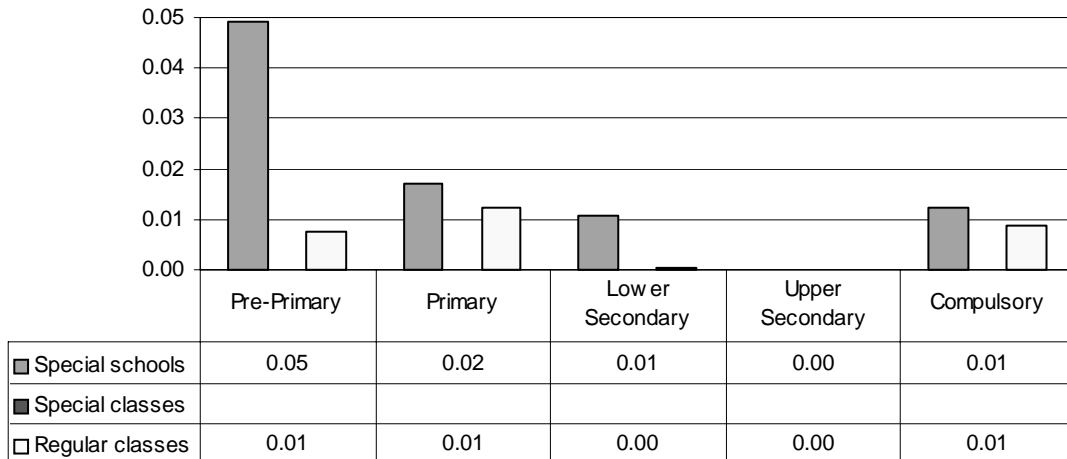
Total - Category 5. Total percentage of deaf students falling within the resources definition



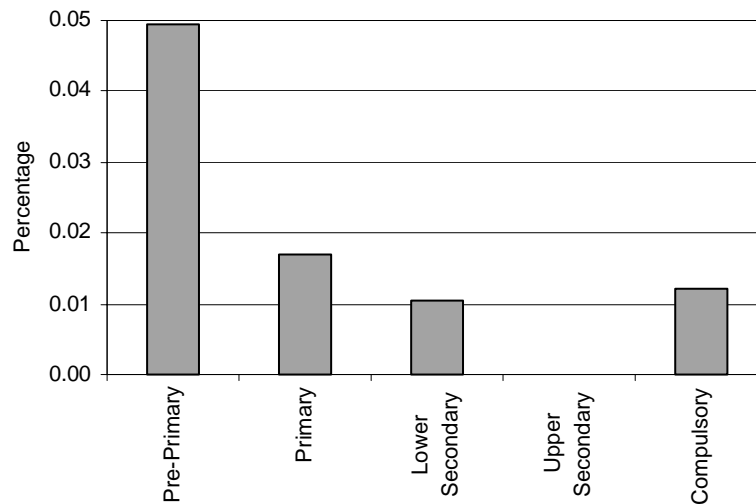
Category 6 Cross-national Category A - This category includes moderate to severe motor disability. Moderate motor disability: when the person's motor condition is determined by peripheral damage. This means that the disability is partial and only affects the movement or the co-ordination of movements of specific parts of the body. Severe Motor Disability: when the person's motor condition is determined by central neurological damage that affects the overall movements (as in cerebral palsy). In both cases but in different degrees, architectonic, physical adaptations of the school environment are required to enhance accessibility, as well as the use of special school furniture and equipment in classrooms. The provision of these adaptations determines success in the integration of children with motor disability to mainstream education. Students with severe motor disability require additional adaptations and supports for fine co-ordination of movements for speech pronunciation, writing, drawing, and other skills related to inputs and

outputs of the learning context. Motor disability is generally a permanent condition but does not affect the person's intellectual potential.

Proportion of students with motor disabilities by phases of education in special schools, special classes and regular classes

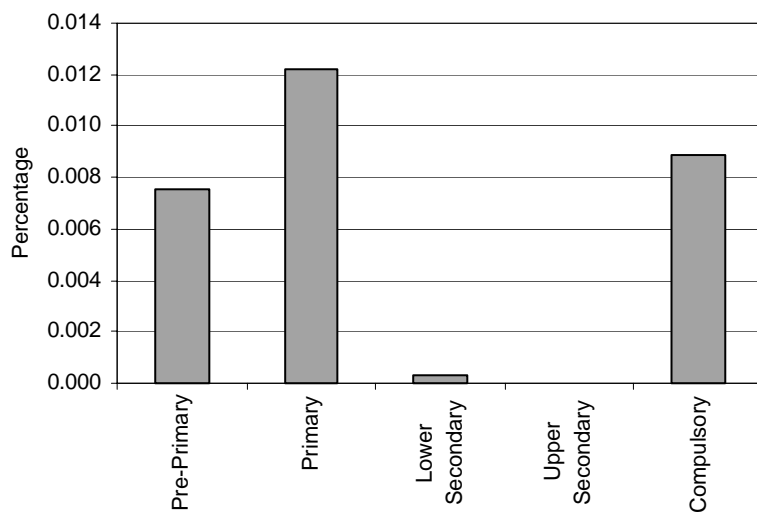


Special Schools - Category 6. Total percentage of students with motor disability falling within the resources definition, by phase of education

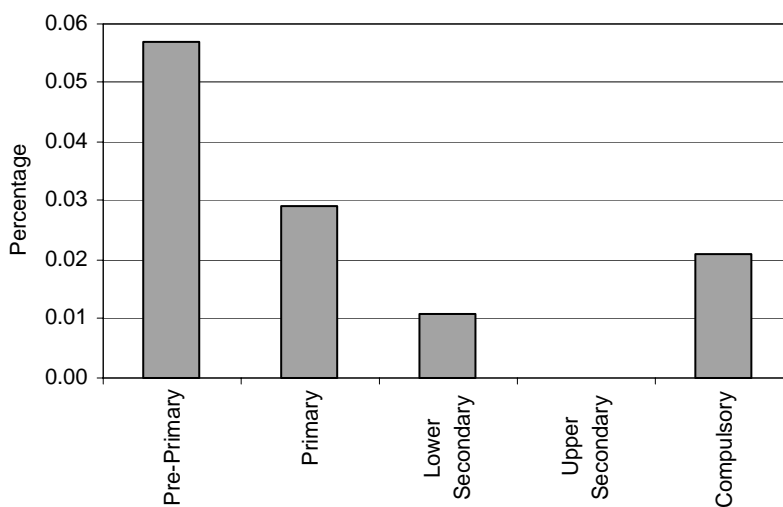


Special Classes – Category 6. Motor disability
MISSING

Regular Classes - Category 6. Total percentage of students with motor disability falling within the resources definition, by phase of education

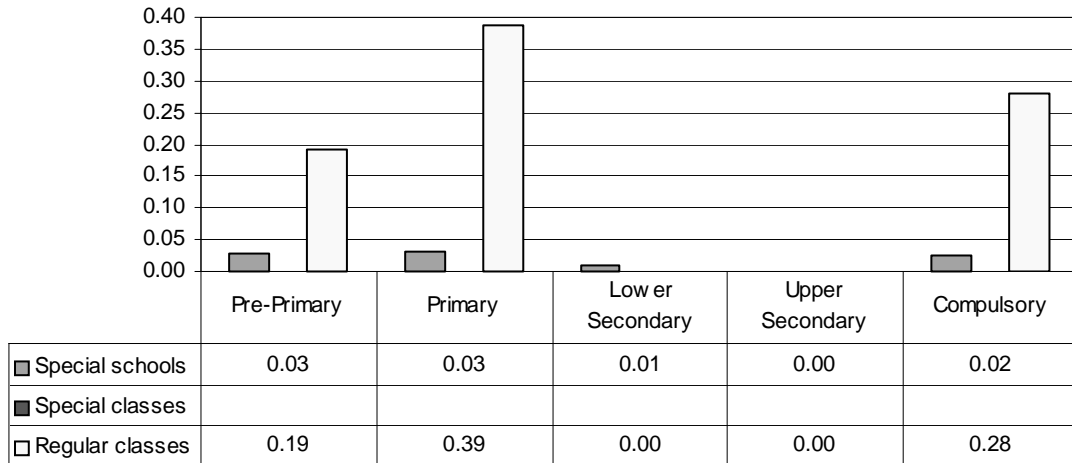


Total - Category 6. Total percentage of students with motor disability falling within the resources definition

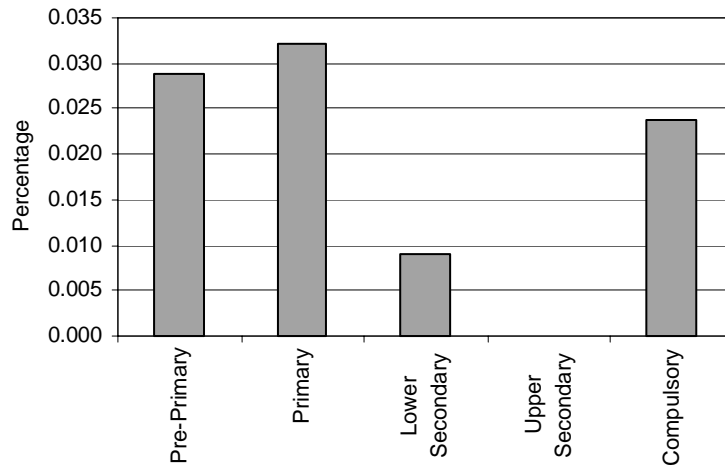


Category 7 Cross-national Category A - Students with two or more of the disabilities included in categories from 1 to 6.

Category 7: Proportion of students with multiple disabilities by phases of education in special schools, special classes and regular classes

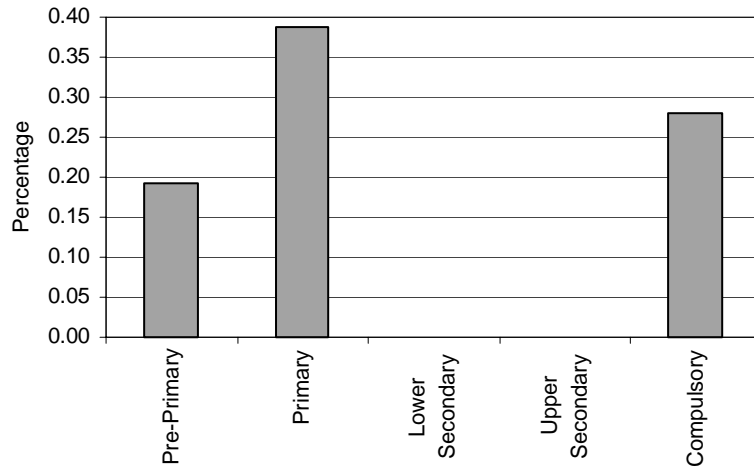


Special Schools - Category 7. Total percentage of students with multiple disability falling within the resources definition, by phase of education

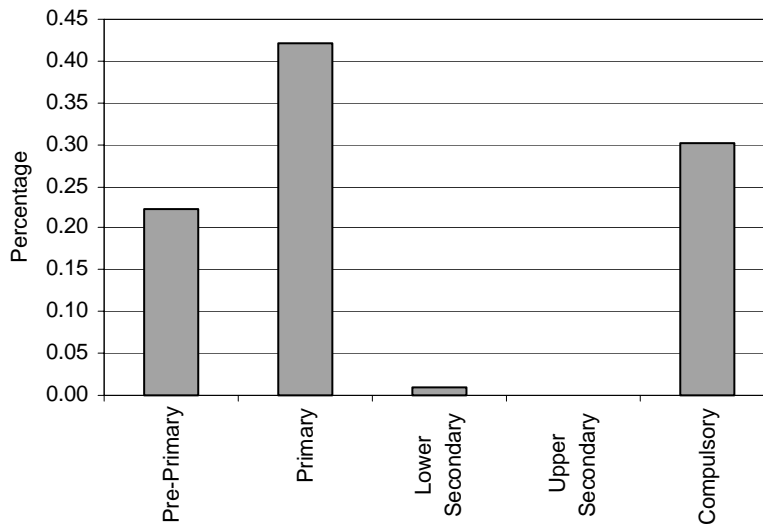


Special Classes – Category 7. Multiple disability
MISSING

Regular Classes - Category 7. Total percentage of students with multiple disability falling within the resources definition, by phase of education

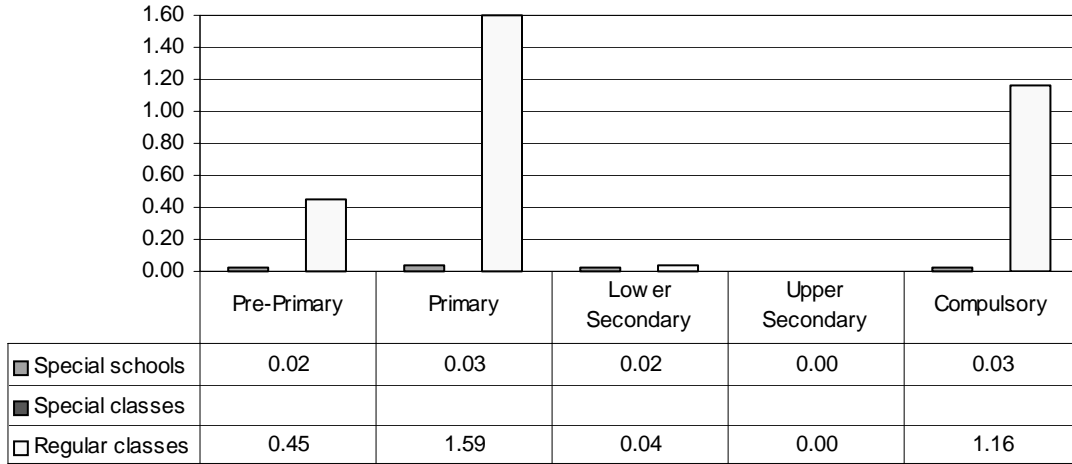


Total - Category 7. Total percentage of students with multiple disability falling within the resources definition

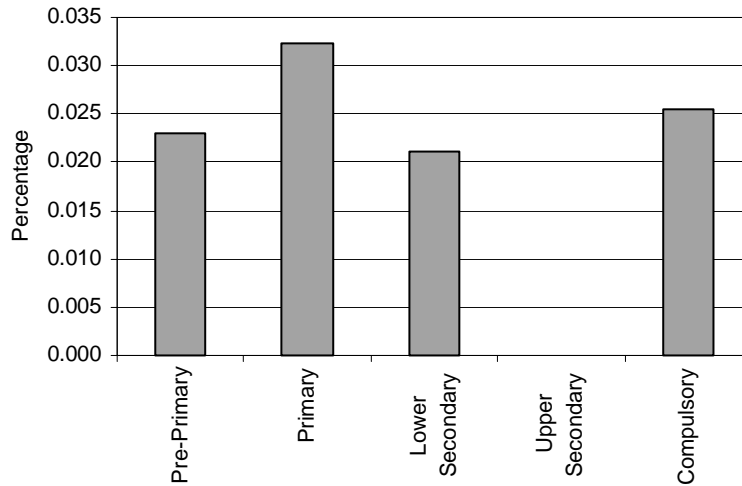


Category 8 Cross-national Category B - Children evidence their difficulties when starting primary school or as soon as they start formal contact with the school curriculum, especially in reading, writing or mathematics. They do not have disabilities and they evidence average or above average intelligence. Normally, their language development is good, although, some of them have associated speech pronunciation problems. These difficulties are not associated with disadvantages, and have been recently classified as a disruption between the child and the learning context. Learning difficulties are often transitory and can be overcome with transformation of the learning environment, especially through teachers' orientation to significant learning in the classroom in contrast with mechanical, non-significant learning.

Proportion of students with learning difficulties by phases of education in special schools, special classes and regular classes

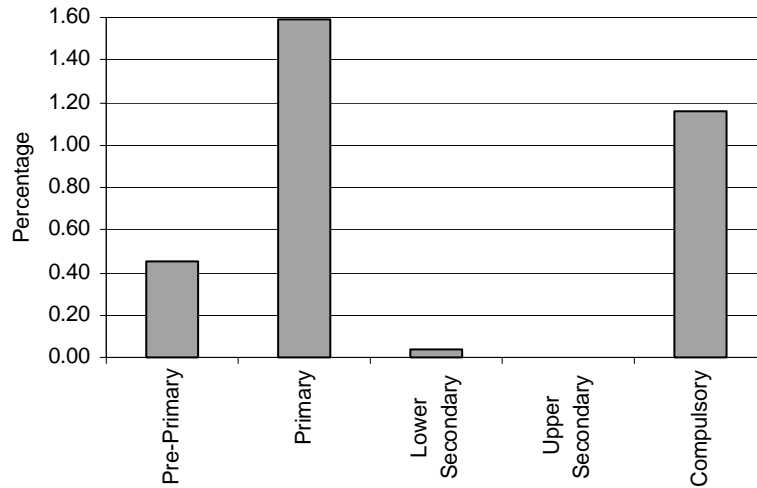


Special Schools - Category 8. Total percentage of students with learning difficulties falling within the resources definition, by phase of education

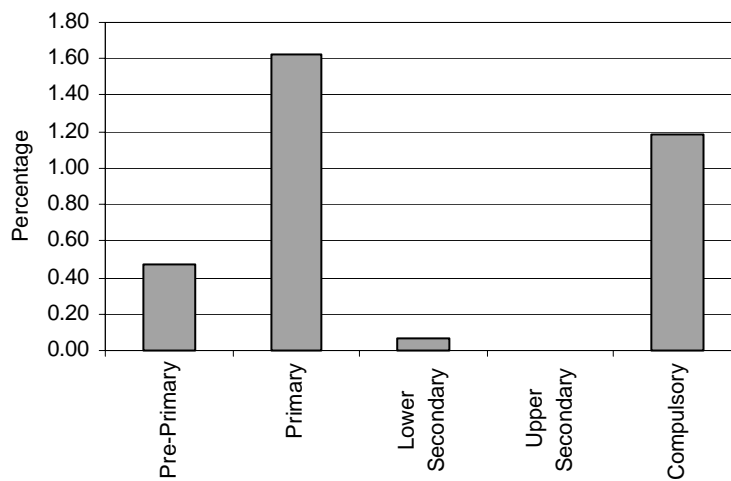


Special Classes – Category 8. Learning difficulties
MISSING

Regular Classes - Category 8. Total percentage of students with learning difficulties falling within the resources definition, by phase of education



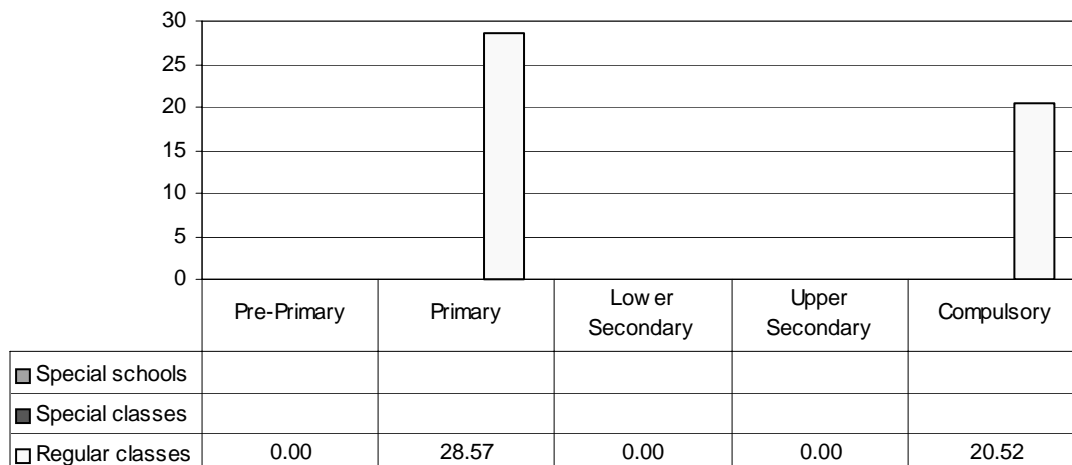
Total - Category 8. Total percentage of students with learning difficulties falling within the resources definition



Category 9 Cross-national Category B - These children are described as those who show above average skills in one or several areas of knowledge. Access to curriculum looks easy for them; they show commitment with learning, they are persistent in the fulfilment of tasks and show great creativity in problem solving. Frequently, they show special talents in one or more academic, personal or social areas.

Category 10 Cross-national Category C - Are those present in all students who attend regular, general or indigenous education services, which have limitations in structure, equipment, stability of the teaching staff and/or low productivity in the school performance indicators. Therefore, additional resources are supplied to the school and/or to the child to assure their access to the school curriculum and the acquisition of basic learning competence with quality and equity.

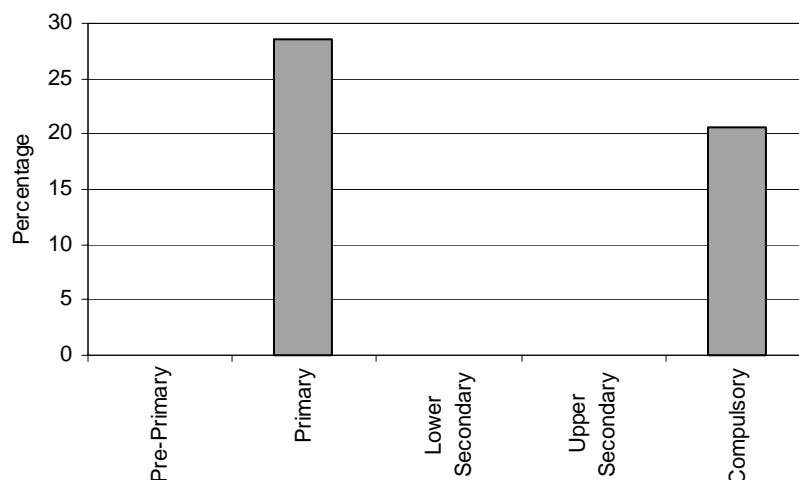
Proportion of students with compensatory educational needs by phases of education in special schools, special classes and regular classes



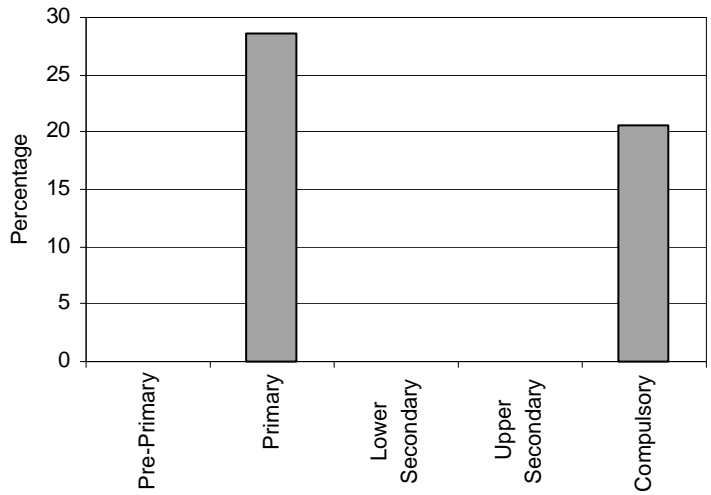
Special Schools – Category 10. Compensatory educational needs
NOT APPLICABLE

Special Classes – Category 10. Compensatory educational needs
MISSING

Regular Classes - Category 10. Total percentage of students with compensatory educational needs falling within the resources definition, by phase of education

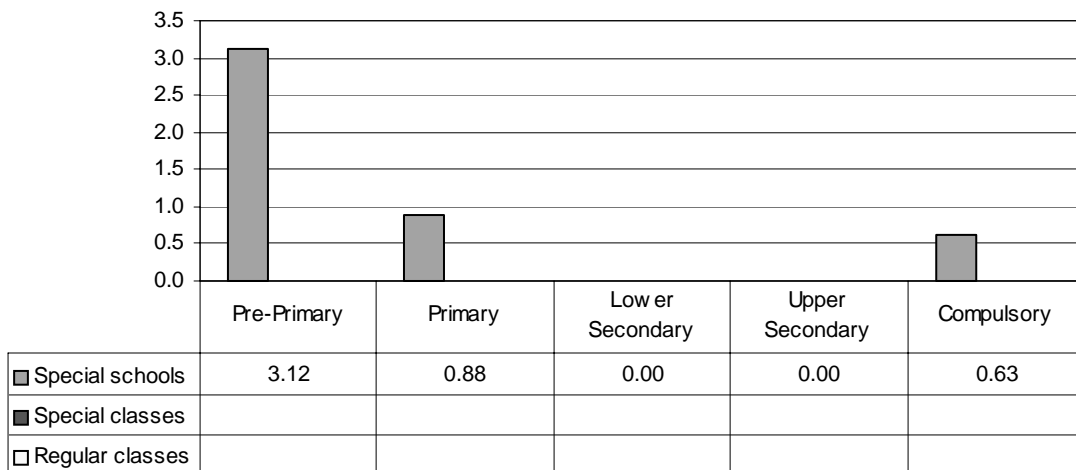


Total - Category 10. Total percentage of students with compensatory educational needs falling within the resources definition

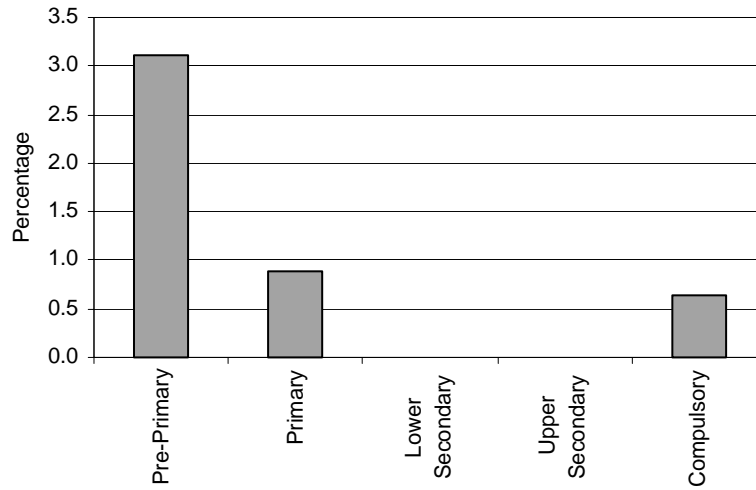


Category 11 Cross-national Category C - Students that live in small communities of less than 500 inhabitants, with high marginality, extreme poverty and population dispersion. These communities lack regular basic schooling services and, in general, have linguistic and cultural characteristics of their own, different from those that define behavioural patterns of the national school culture.

Proportion of students with communitary educational needs by phases of education in special schools, special classes and regular classes



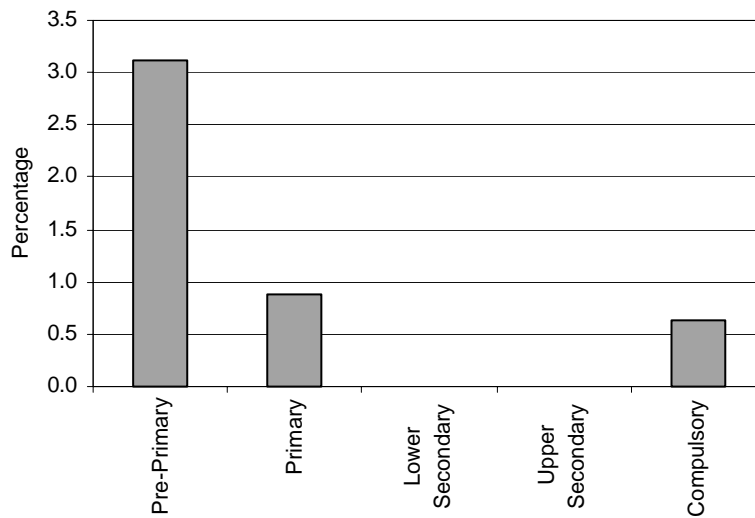
Special Schools - Category 11. Total percentage of students with communitary educational needs falling within the resources definition, by phase of education



Special Classes – Category 11. Communitary educational needs
MISSING

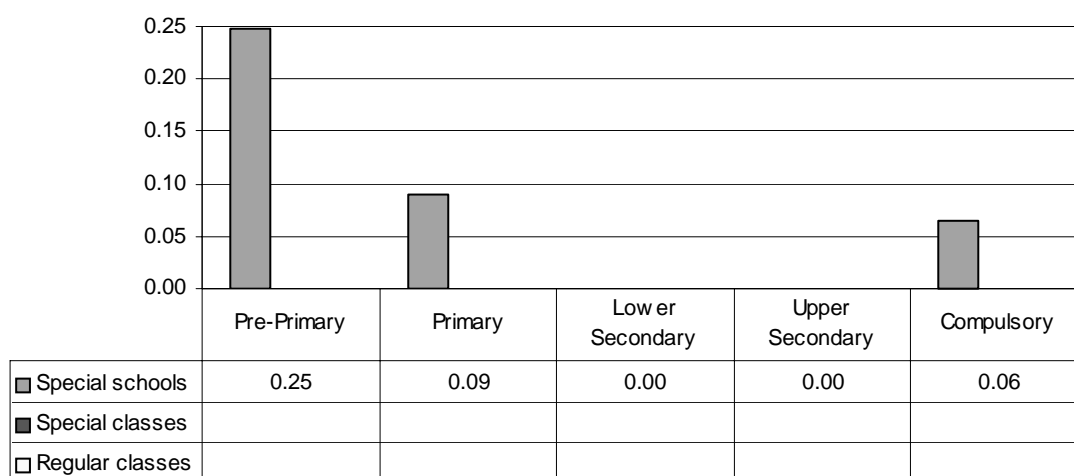
Regular Classes – Category 11. Communitary educational needs
MISSING

Total - Category 11. Total percentage of students with communitary educational needs falling within the resources definition, by phase of education

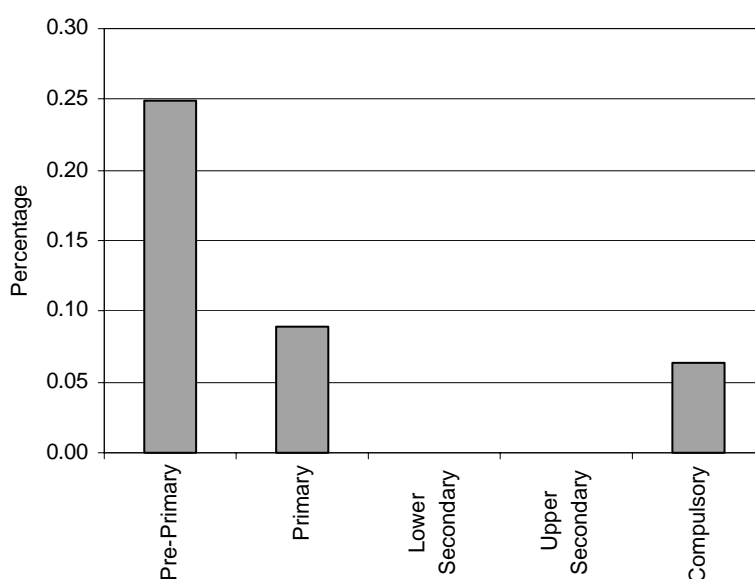


Category 12 Cross-national Category C - Indigenous education promotes the development of capabilities and skills of those who belong to cultural and linguistic contexts of the indigenous Mexican groups. The educational models are suited to the specific conditions and characteristics of the different cultural and ethnic groups. Largely due to the isolation and population dispersion of the majority of their settlements throughout the national territory, these indigenous people suffer from severe underdevelopment, which reduces their living standards and limits their possibilities for growth. The general aims and objectives of the national curriculum encompass the education provided to indigenous children and grant the necessary adaptations to cater to Mexico's cultural diversity.

Proportion of students with indigenous compensatory educational needs by phases of education in special schools, special classes and regular classes



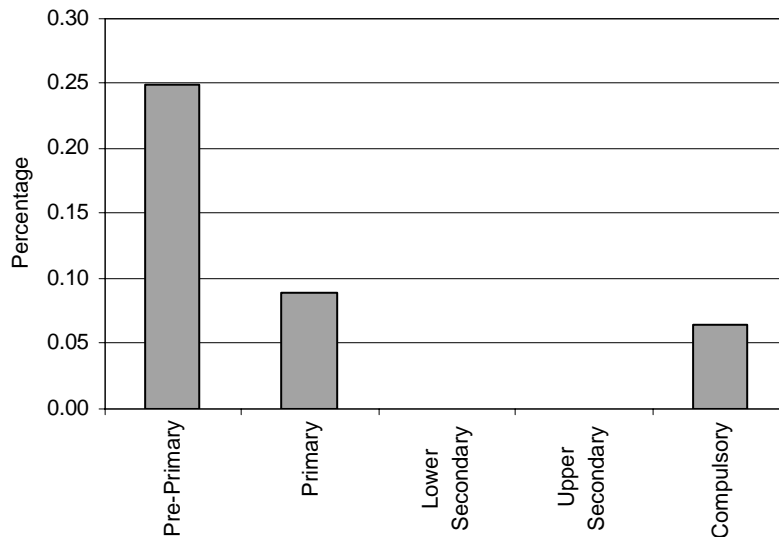
Special Schools - Category 12. Total percentage of students with indigenous compensatory educational needs falling within the resources definition, by phase of education



**Special Classes – Category 12. Indigenous
communitary educational needs**
MISSING

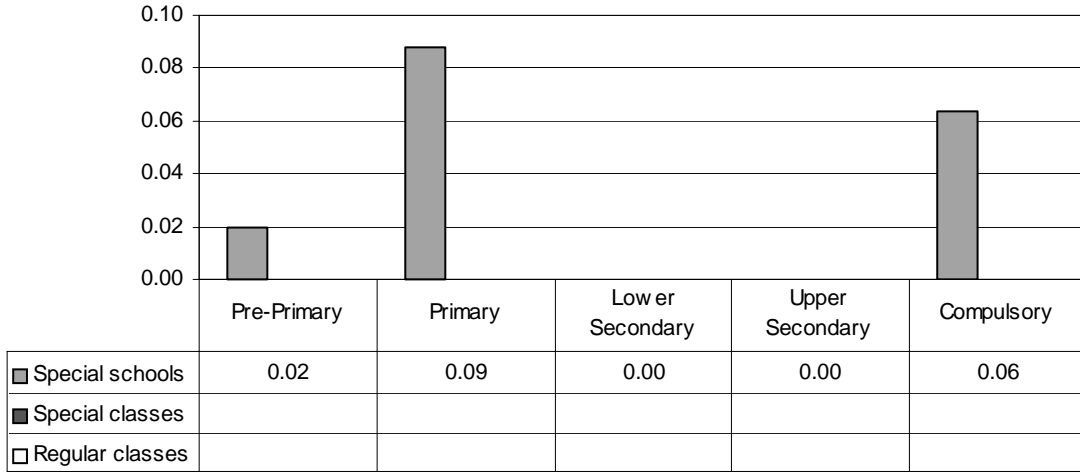
**Regular Classes – Category 12. Indigenous
communitary educational needs**
MISSING

**Total - Category 12. Total percentage of students with indigenous communitary
educational needs falling within the resources definition**

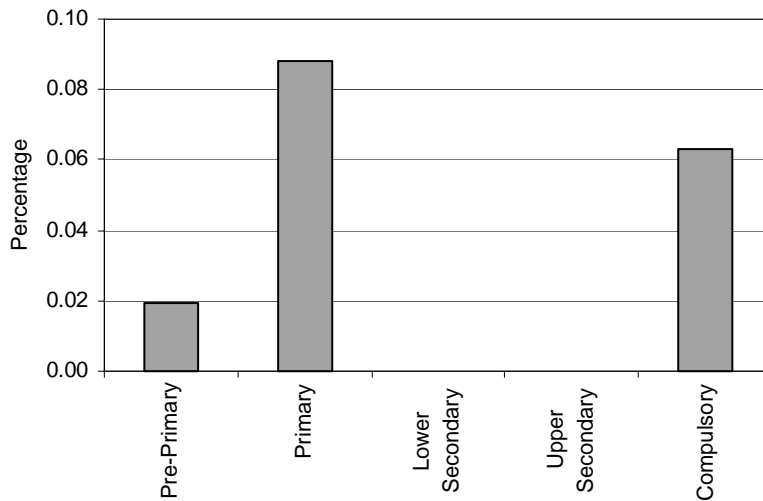


Category 13 Cross-national Category C - The Migrant Agricultural Population goes from his/her hometown to another economic region or zone where temporal workforce is required. Sixty percent (60%) belongs to diverse ethnic groups with majority of monolingual or incipiently bilingual members. They live during the harvest in agricultural camps, which they share with migrants from other ethnic groups. The many migratory routes, the diversity of cultures and languages that converge in each camp, and the difficulty to foresee the length of the agricultural cycles have a negative impact in planning and delivery of the educational services targeted to these workers and their families.

Proportion of students with migrant educational needs by phases of education in special schools, special classes and regular classes



Special Schools - Category 13. Total percentage of students with migrant educational needs falling within the resources definition, by phase of education



Special Classes – Category 13. Migrant education needs
MISSING

Regular Classes – Category 13. Migrant education needs
MISSING

Total - Category 13. Total percentage of students with migrant educational needs falling within the resources definition

