

# Asia Pacific Database Summary

A literature review conducted as part of a larger review of the research related to individuals with ID across the Asia Pacific region

# Asia Pacific Database Summary

Brunei Darussalam.....	5
Implementation of SPN21 Curriculum in Brunei Darussalam: A Review of Selected Implications on School Assessment Reforms.....	5
Cambodia .....	6
Preparing for the Journey: A Cooperative Approach to Service Provision for Children with Intellectual Disabilities in Cambodia.....	6
Practical lessons from four projects on disability-inclusive development programming, .....	6
Disability Rights in Cambodia: Using the Convention on The Rights of people with disabilities to expose Human Rights Violations.....	7
The Healthcare-Seeking Behaviour of Schizophrenic Patients in Cambodia.....	7
Household Survey of Psychiatric Morbidity in Cambodia.....	8
Developing Sustainable Inclusive Education in South East Asia through School and Community Development: Critical Challenges in Vietnam, Lao PDR, Cambodia .....	8
Report on current situation of Education for children with disabilities .....	9
Including the Excluded. Integrating disability into the EFA Fast Track Initiative processes and National Education Plans in Cambodia.....	9
Paradigm and paradox: Education for All and the inclusion of Children with disabilities in Cambodia.....	10
Intellectual Disability in Rural Cambodia: Cultural Perceptions & Families’ Challenges Study in Boribor District Kompong Chhnang Province.....	10
Parental views from rural Cambodia on disability causation and change;.....	11
Rehabilitation for children with cerebral palsy in rural Cambodia: parental perceptions of family-centred practices.....	11
Training and Employment of People with Disabilities: Cambodia 2002. ....	12
Experience in Cambodia With the Use of a Culturally Relevant Developmental Milestone Chart for Children in Low- and Middle-Income Countries .....	12
Disability, Poverty and the Milenium development goals: Relevance, Challenges and Opportunities for DFID;.....	13

## Asia Pacific Database Summary

Poverty reduction and development in Cambodia: Enabling disabled people to play a role .....	13
Increasing inclusion of persons with disabilities: reflections from disability research using the ICF in Afghanistan and Cambodia.....	14
Understanding, Preventing, and Minimizing the Effects of Childhood Disability in Cambodia .....	14
Secondary Prevention of Disabilities in the Cambodian Provinces of Siem Reap and Takeo: Perceptions of and use of the health system to address health conditions associated with disability in children. ....	15
Children with disabilities in rural Cambodia: an examination of functional status and implications for service delivery.....	15
Using the ICF to address needs of people with disabilities in international development: Cambodian case study.....	16
Living arrangements and socio-demographic conditions of older adults in Cambodia. ....	16
Indonesia .....	18
A Low-intensity Approach for Early Intervention and Detection of Childhood Disability in Central Java: Long-term Findings and Implications for "Inclusive Development".....	18
Lao PDR.....	19
The Lao PDR Inclusive Education Project 1993–2009: reflections on the impact of a national project aiming to support the inclusion of disabled students .....	19
Developing Sustainable Inclusive Education in South East Asia through School and Community Development: Critical Challenges in Vietnam, Lao PDR, Cambodia .....	19
Malaysia.....	20
Meeting the Needs of Children with Disability in Malaysia .....	20
A Disabling Education: the case of disabled learners in Malaysia.....	20
Perceptions of Inclusive Practices: the Malaysian perspective.....	21
Different Strategies for embracing Inclusive Education: A snap shot of individual cases from three countries .....	21
Knowledge and Perceptions of Newly Graduated Medical Practitioners in Malaysia of Their Role in Medical Care of People With Developmental Disabilities.....	22
Exploring the Issues of PwIDs in Adulthood: A Report on the Situation of People with Intellectual Disabilities in Penang.....	22
Myanmar .....	23

## Asia Pacific Database Summary

Country Report: Myanmar Education Development Strategy Focusing on Inclusive Education .....	23
Singapore.....	24
Demonstrations of helping adolescents with mild intellectual disability climb ladders.....	24
Teachers' Perceptions on what a Function Curriculum Should be for Children with Special Needs. ....	24
Parenting a Child with Down Syndrome: A Phenomenographic Study. ....	25
Pre-school teachers' knowledge, attitudes and practices on childhood developmental and behavioral disorders in Singapore.....	25
Singaporean parents' curriculum priorities for their children with disabilities. ....	26
Special Education in Singapore.....	26
Transition from school to adult life for youth with disabilities.....	27
Possibilities for an inclusive society in Singapore: Becoming inclusive within .....	27
Diverse Perceptions of Social Support: Asian Mothers of Children with Intellectual Disability. ....	28
Disability and Handicap among Elderly Singaporeans .....	28
An Inclusion initiative in singapore for Preschool Children with Special Needs. ....	29
Perceived stigma and coping strategies among Asians with Schizophrenia: the Singapore Case.....	29
Thailand.....	30
The development of special education services in Thailand. ....	30
Community based rehabilitation in Thailand: Current situation and development. ....	30
Pity and pragmatism: understandings of disability in northeast Thailand,.....	31
Vietnam .....	32
Developing Sustainable Inclusive Education in South East Asia through School and Community Development: Critical Challenges in Vietnam, Lao PDR, Cambodia .....	32
Early Intervention in Vietnam.....	32
Structural and Functional Aspects of Social Support of Mothers of Children with and without Cognitive Delays in Vietnam .....	33
Agreement on Childhood Disability between Parents and Teachers in Vietnam .....	33

## Asia Pacific Database Summary

Predictors of Parenting Stress among Vietnamese Mothers of Young Children with and without Cognitive Delay.....	34
The effects of a home-based intervention for young children with intellectual disabilities in Vietnam.....	34
Asia-Pacific.....	35
The Aging Dilemma: Is Increasing Longevity Among People With Intellectual Disabilities Creating a New Population Challenge in the Asia-Pacific Region? .....	35
A survey on mental health care for adults with intellectual disabilities in Asia .....	35
The Efficacy of Community-Based Rehabilitation for Children with or at Significant Risk of Intellectual Disabilities in Low and Middle Income Countries: A Review .....	36
Implementing disability-inclusive development in the Pacific and Asia: Aspects of human resource development .....	36
Email Contacts.....	37

*Brunei Darussalam*

<b>IASSIDD classification</b>	children with special needs
<b>Author</b>	Mundia, L., Bolkiah, S. H.
<b>Year</b>	2010
<b>Title</b>	Implementation of SPN21 Curriculum in Brunei Darussalam: A Review of Selected Implications on School Assessment Reforms.
<b>Publication Link</b>	International Education Studies. 3(2), 119-129.
<b>Themes</b>	Inclusive education; Policies and implementation
<b>Summary</b>	The study reviews and suggests educational reforms in curriculum, assessment and teachers education. The article is solely based on the content analysis and review of the Ministry of Education (1997; 1998; 2007; 2008) documents regarding inclusive education, SPN21 curriculum, and education for the gifted. The study did not analyse empirical data or use a conventional research design.
<b>Context and notes</b>	Describes the on-going debate on the sensitive and contentious problems about school assessments in Brunei. Relates more to the gifted special needs than to the disabled

## Cambodia

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Children with ID
<b>Author</b>	Carter, J.
<b>Year</b>	2008
<b>Title</b>	Preparing for the Journey: A Cooperative Approach to Service Provision for Children with Intellectual Disabilities in Cambodia.
<b>Publication</b>	
<b>Link</b>	<a href="http://www.unicef.org/cambodia/Intellectual_Disabilities_Children_Report.pdf">http://www.unicef.org/cambodia/Intellectual_Disabilities_Children_Report.pdf</a>
<b>Themes</b>	children with ID
<b>Summary</b>	The article provides info on current activities within the disability sector, with a focus on intellectual disabilities. The article includes a comprehensive literature review. The study identifies consistencies and themes in three major areas: challenges, needs, and goals for the future both within and across stakeholder groups. Data was used in conjunction with relevant information on Khmer culture, development, and CBR programs within the country and abroad. Data collection: 67 children with disabilities, 117 parents, 74 NGO staff, 29 relevant government officers, and 17 key informants from 6 of 8 provinces. The information was collected through focus groups, semi structured interviews, and child participatory activities.
<b>Context and notes</b>	The project was funded by UNICEF, the Komar Pikar Foundation (KPF) and New Humanity. KPF is a local organization that was established to develop programs and strategies for the needs of children and youth with moderate to severe disabilities. KPF provided valuable contacts throughout the country, both within the government and non-governmental sectors. New Humanity is an Italian NGO whose mission is to develop and improve education services, especially for children, youth, women and disabled, by working in partnership with local communities.

<b>Country</b>	Angola, Armenia, Cambodia, Senegal
<b>IASSIDD classification</b>	PwD: physical, sensory, intellectual, psycho-social
<b>Author</b>	Coe, S., Wapling, L.
<b>Year</b>	2010
<b>Title</b>	Practical lessons from four projects on disability-inclusive development programming,
<b>Publication</b>	Development in Practice, 20:7, 879-886
<b>Link</b>	DOI:10.1080/09614524.2010.508109
<b>Themes</b>	Inclusion of PwD
<b>Summary</b>	The article reflects upon the inclusion of several categories of disabled (including ID) populations through a World Vision initiative in four different countries (Angola, Armenia, Cambodia, Senegal). Reflection was based upon analysis of external evaluations of the World Vision effort.
<b>Context and notes</b>	World Vision is a Christian relief, development, and advocacy organisation (have centre in Phnom Pen) working with children, families, and communities to overcome poverty and injustice. Cambodia is a special case in Asia pacific, in high priority for research initiatives. Srey Vanthon, Yit Viriya, Cheng Socheat, Ong Kim Lay, Prak Sopho, Trok Moth, Ith Phally, and Sok Sarin (2007) 'Report on the Evaluation of World Vision Cambodia's Disability Mainstreaming Project'.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Connelly, U. B.
<b>Year</b>	2009
<b>Title</b>	Disability Rights in Cambodia: Using the Convention on The Rights of people with disabilities to expose Human Rights Violations.
<b>Publication</b>	Pacific Rim Law & Policy Journal, 18(1), 123-153.
<b>Link</b>	ISSN 1066-8632
<b>Themes</b>	Rights of PwD
<b>Summary</b>	The study condemns Cambodia's inability to follow up on the 2007 Convention on the Rights of People with Disabilities which it had signed but was unable to ratify. This, the study argues, is the result of Cambodia's lack of accommodation and legislation consolidating rights of people with disabilities as agreed upon by the said convention.
<b>Context and notes</b>	The article sheds light on the policy and implementation aspects that impact the situation of PwD in Cambodia

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Mental health
<b>Author</b>	Coton, X., Poly, S., Hoyois, P., Sophal, C., Dubois, V.
<b>Year</b>	2008
<b>Title</b>	The Healthcare-Seeking Behaviour of Schizophrenic Patients in Cambodia.
<b>Publication</b>	International Journal Social Psychiatry, 54(4), 328-337.
<b>Link</b>	
<b>Themes</b>	traditional/ modern medicine and psychiatric care
<b>Summary</b>	The study looks at healthcare-seeking behaviour of schizophrenics in Cambodia and the distribution of those who seek traditional, psychiatric, western medicinal or religious medicinal healthcare. It found that the first course of actions for most Cambodians is traditional or religious, due to the psychotic nature of the condition. The study points at developing psychiatric facilities and services, as well as awareness thereof in the public as crucial for dealing with the schizophrenic population.
<b>Context and notes</b>	This study was supported by an unrestricted grant from Lilly pharmaceutical company. Information on local collaborators included.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Mental health
<b>Author</b>	Dubois, V., Tonglet, R., Hoyois, P., Sunbaunat, K., Roussaux, J. P., Hauff, E.
<b>Year</b>	2004
<b>Title</b>	Household Survey of Psychiatric Morbidity in Cambodia.
<b>Publication Link</b>	International Journal of Social Psychiatry, 50(2), 174-185.
<b>Themes</b>	Psychiatric care for adults with PTSD, anxiety and depression; social identity and functioning
<b>Summary</b>	This study quantitatively examines symptoms of depression, anxiety and PTSD as well as their corresponding comorbidities in the Cambodian population. It concludes that the number of suffering individuals impairs overall social functioning substantially and that clinical, psychiatric intervention must be a priority in treating post-Khmer regime Cambodia.
<b>Context and notes</b>	The authors refer to many psychosocial programs in low-income countries that emphasize the need for prevention, mental health awareness and community support. Moreover, among all reported risk factors, psychiatric comorbidity appears to be the most strongly associated with social impairment.

<b>Country</b>	Cambodia; Laos; Vietnam
<b>IASSIDD classification</b>	General PWD
<b>Author</b>	Grimes, P., Stevens, M., Sayarath, K., Thi Minh Hien, N., Ramsey, C.
<b>Year</b>	2011
<b>Title</b>	Developing Sustainable Inclusive Education in South East Asia through School and Community Development: Critical Challenges in Vietnam, Lao PDR, Cambodia
<b>Publication Link</b>	N/A (individual article from the International Congress for School Effectiveness and Improvement conference [ICSEI]) <a href="http://www.icsei.net/icsei2011/Full%20Papers/0123.pdf">http://www.icsei.net/icsei2011/Full%20Papers/0123.pdf</a>
<b>Themes</b>	Inclusive education implementation
<b>Summary</b>	This is an individual article that summarizes the ICSEI conference of 2010 after its 5 year plan to help achieve mainstream, public inclusive education in Cambodia, Vietnam and Laos. The article notes down what obstacles were found on the community and public school level, as well as on each governmental level; however, on the smaller scale it makes only superficial comparisons between the countries and does not focus on the individual struggles each country faces on the community level. The article reflects upon the current strengths of the effort and describes future steps (including policy changes, new programs and funding) of the effort in the coming future.
<b>Context and notes</b>	The article sheds light on the gaps between policy and implementation of Inclusive education in those countries. The article was presented at the symposium ICSEI 2010 in Malaysia, 'Developing Inclusive Schools in South East Asia'. Conference Theme: Professional development and professionalization in education: Using different approaches to improve teacher effectiveness.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Children with disability
<b>Author</b>	Heng, C., Piseth, K. & Kanika, N. S.
<b>Year</b>	2010
<b>Title</b>	Report on current situation of Education for children with disabilities
<b>Publication</b>	Handicap International Belgium (HIB).
<b>Link</b>	<a href="http://www.cdpo.org/download/monitoring-report/MR2-April10-English.pdf">http://www.cdpo.org/download/monitoring-report/MR2-April10-English.pdf</a>
<b>Themes</b>	mainstreaming disability and inclusive education
<b>Summary</b>	The <b>report</b> provides an overview of the current situation of education for children with disability in selected areas and basic information for Cambodian DPO for monitoring their progress towards improvement of education for children with disability in these areas. Data was collected by structured face to face interviews based on a questionnaire with various stakeholders and additional open interviews with senior staff of the Special Education Office and of the Ministry of Education, Youth and Sports.
<b>Context and notes</b>	This publication has been produced with the assistance of Handicap International Belgium (HIB)

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Children with disability
<b>Author</b>	Kalyanpur, M.
<b>Year</b>	2007
<b>Title</b>	Including the Excluded. Integrating disability into the EFA Fast Track Initiative processes and National Education Plans in Cambodia.
<b>Publication</b>	World Vision Cambodia
<b>Link</b>	<a href="http://www.worldvision.org.uk/upload/pdf/Including_the_Excluded_-_Cambodia_case_study.pdf">http://www.worldvision.org.uk/upload/pdf/Including_the_Excluded_-_Cambodia_case_study.pdf</a>
<b>Themes</b>	Inclusive Education and stakeholders cooperation
<b>Summary</b>	The study review education policies and implementation by various stakeholder activities and how education systems respond to disabled children in Cambodia. It analyses how existing institutional partnerships and informal sector arrangements in Cambodia support the development of national strategies to address disability issues within the national Education Strategic Plan (ESP). The study informs the partnerships of government, non-government organisations as well as donors and disabled persons organisations on gaps and coordination of activities.
<b>Context and notes</b>	World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Children with disability
<b>Author</b>	Kalyanpur, M.
<b>Year</b>	2011
<b>Title</b>	Paradigm and paradox: Education for All and the inclusion of Children with disabilities in Cambodia.
<b>Publication Link</b>	International Journal of Inclusive Education 1, 1-19.
<b>Themes</b>	Gaps between global agenda of inclusive education and reality in Cambodia
<b>Summary</b>	The article reviews Cambodian initiatives towards including children with disabilities in the educational mainstream, keeping with international guidelines to meet the target of Education for All (EFA) by 2015. This article reflects upon a paradoxical situation that has arisen in Cambodia with regards to current internal and external efforts to make education nationally inclusive in a post-Khmer state, namely that its lack of human resources and a deeply preeminent ideology of overly dominant social hierarchy clash with the ideas presented by the Education For All initiative.
<b>Context and notes</b>	Based on observations and meetings with officials and documents review as secondary data. The author criticizes the intention to apply western approach of Education For All (EFA) in countries like Cambodia where not only cultural and economic barriers avert the implementation of inclusive education policies but also the level and number of professionals who could provide training is far from being able to support such initiatives.

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	ID
<b>Author</b>	Moreira, R. A.
<b>Year</b>	2011
<b>Title</b>	Intellectual Disability in Rural Cambodia: Cultural Perceptions & Families' Challenges Study in Boribor District Kompong Chhnang Province.
<b>Publication Link</b>	Published by New Humanity –Cambodia. <a href="http://www.newhum.org/joomla/images/ResearchDisability/research.pdf">http://www.newhum.org/joomla/images/ResearchDisability/research.pdf</a>
<b>Themes</b>	Policies and implementation in education and health care
<b>Summary</b>	This <b>report</b> provides <b>valuable information from recent time</b> . It reviews cultural perceptions of intellectual disability in the context of Cambodia, the available services and challenges faced by NGOs, DPOs, and families. The recommendations includes the building of a body of knowledge on intellectual disabilities; building common strategies of cooperation for a friendly environment in favour of people with intellectual disabilities; building skills to work with people with intellectual disabilities; and building information systems on intellectual disabilities.
<b>Context and notes</b>	The report was supported by funds from MISEREOR and by New Humanity (NH), and their staff working in CAPABILITIES program (Care, Advocacy and Prevention for People with Disabilities), in Boribor District, Kompong Chhnang Province. The data inform on the activities of NH CBR centres that provides more than 50% of the education services in that area.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Cerebral Palsy
<b>Author</b>	Morgan, F., Tan B.-K.
<b>Year</b>	2011
<b>Title</b>	Parental views from rural Cambodia on disability causation and change;
<b>Publication</b>	Disability and Rehabilitation, 33(21), 2114-2120.
<b>Link</b>	doi:10.3109/09638288.2011.560334 ; <a href="http://www.ncbi.nlm.nih.gov/pubmed/21401333">http://www.ncbi.nlm.nih.gov/pubmed/21401333</a>
<b>Themes</b>	culture, preconception and beliefs related to family with child with disability
<b>Summary</b>	This study contrasts Khmer cultural outlook upon Cerebral Palsy against treatment methods sought after by the family, and to what extent are traditional intervention methods used in lieu of modern medical rehabilitation techniques. The study found that families have a complex and variable outlook upon the origin and cause of the disease, either from commonly held belief or poorly understood hearsay. Families may use traditional methods in tandem with modern technique, use traditional technique and then switch, or simply, some families' traditionally held notions and beliefs did not dictate their choice of treatment method or their perception thereof.
<b>Context and notes</b>	Due to growing young population of PWD the study aim to get better understanding of cultural impact and family's needs. Based on data collected for their previous study (2010), with participants in NGOs managed by Cambodia Trust for clients in the rural provinces of central lowland Kandal and southern, coastal Kompong Som and Kampot.

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Cerebral Palsy
<b>Author</b>	Morgan, F., Tan B.-K.
<b>Year</b>	2010
<b>Title</b>	Rehabilitation for children with cerebral palsy in rural Cambodia: parental perceptions of family-centred practices.
<b>Publication</b>	Child, Care, Health and Development, 37 (2), 161–167.
<b>Link</b>	
<b>Themes</b>	family based care and rehabilitation
<b>Summary</b>	This study reflects upon Cambodian families' perceptions of family-based care and rehabilitation services that have become increasingly available. The families in the study generally had a positive outlook on the services. It draws on the similarities of needs and preferences of Cambodian and Western parents in caring for children coping with Cerebral Palsy, while noting areas where the current rehabilitation practices in Cambodia need to be revised or examined. The qualitative study used in-depth semi-structured individual and small group interviews with sample of 24 parents of children with CP aged 3–12 years, from three rural provinces. Participants drawn from Cambodia Trust's client database
<b>Context and notes</b>	The study use a Western, family-centred model of rehabilitation planning for the rural Cambodian context which include the hierarchical nature of Cambodian culture and the emphasis on group relational patterns (rather than individual needs) and the context of chronic poverty.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Poyhonen, P.
<b>Year</b>	2004
<b>Title</b>	Training and Employment of People with Disabilities: Cambodia 2002.
<b>Publication</b>	GLADNET Collection
<b>Link</b>	<a href="http://www.ilo.org/public/english/region/asro/bangkok/ability/download/cambodia-final.pdf">http://www.ilo.org/public/english/region/asro/bangkok/ability/download/cambodia-final.pdf</a>
<b>Themes</b>	Training and employment; policy and legislation;
<b>Summary</b>	This report is part of the AbilityAsia Country Study Series concerning International Labour Organization (ILO) efforts for vocational rehabilitation and employment for disabled persons. It describes in details the problems facing disabled individuals and women in achieving education, accommodation and employment, and ILO efforts to integrate a working system of development in the area.
<b>Context and notes</b>	Example of the work that has been done by various international organizations that funded and promoted not only data collection and research but also influence some development of local policies. Interesting to note ethics and other issues of the relationships between such organizations and researchers.

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	Scherzer, A. L.
<b>Year</b>	2009
<b>Title</b>	Experience in Cambodia with the Use of a Culturally Relevant Developmental Milestone Chart for Children in Low- and Middle-Income Countries
<b>Publication</b>	Journal of Policy and Practice in Intellectual Disabilities. 6(4), 287–292.
<b>Link</b>	DOI: 10.1111/j.1741-1130.2009.00234.x
<b>Themes</b>	early evaluation and intervention for ID care in developing countries
<b>Summary</b>	The study followed an implementation of a program which allowed doctors to examine children (<8 years) for delays in development by creating a framework of “developmental milestones” which are charted and explained in the study. These milestones explore physical, intellectual and social aspects (see study) of development and observed that, upon these criteria, 25% of 2007 sample and 31.5% of 2008 sample children failed to develop one or more of these milestones by age 8.
<b>Context and notes</b>	The data was collected in an outpatient clinic over two years. It was observed that 25% and 31.5% of children failed to achieve one or more age-appropriate developmental milestones in trials held in 2007 and 2008, respectively. The study was done with the support of local health practitioners.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Thomas, P.
<b>Year</b>	2005
<b>Title</b>	Disability, Poverty and the Millennium development goals: Relevance, Challenges and Opportunities for DFID;
<b>Publication Link</b>	GLADNET Collection. Paper 256. Disability KaR (Knowledge and Research) Program, by Cornell University IRL school
<b>Themes</b>	gaps between policy, legislation and services for PwD
<b>Summary</b>	This is a report prepared for the reflection of the Department of International Development UK NGO efforts in Cambodia under the Knowledge and Research program, highlighting the outcome of different endeavours and research outputs in this still early stage of the NGO involvement in Cambodia. The report provide suggestions on inclusive policy for the state, the service providers (NGOs) and the Disable People Organisations (DPOs)
<b>Context and notes</b>	The report is based on findings from interviews with DFID staff, responses to emailed questionnaires to DFID Social Development Advisers, a review of DFID internal and external documents, country research carried out by the Disability Policy Officer in Cambodia, Rwanda and India, in addition to other research outputs of the Disability KaR programme, and other disability research.

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Thomas, P.
<b>Year</b>	2005
<b>Title</b>	Poverty reduction and development in Cambodia: Enabling disabled people to play a role
<b>Publication Link</b>	GLADNET Collection. Report to DFID (dfid.gov.uk), <a href="http://www.dfid.gov.uk/r4d/PDF/Outputs/Disability/PolicyProject_cambodia.pdf">http://www.dfid.gov.uk/r4d/PDF/Outputs/Disability/PolicyProject_cambodia.pdf</a>
<b>Themes</b>	Poverty and disability in relation to information from the field on services and opportunities for partnerships
<b>Summary</b>	This is an executive summary of the UK Department for International Development efforts in Cambodia (as a part of a three country program together with India and Rwanda) to map out current undertaking by DFID-related bodies, draw upon them to identify the most effective practices and explore opportunities and limitations for raising DFID involvement in those countries. It also explores various opportunities for partnerships with other internal/external bodies.
<b>Context and notes</b>	Thomas provides contact details of more than 30 active NGOs and about 4 Government organizations caring for PWD (P. 53-59) and also names of interviewees from various organizations. In relation to ID she refer to this specific group of PWD as one of the weaker groups that need to be addressed better.

## Asia Pacific Database Summary

<b>Country</b>	Cambodia and Afghanistan
<b>IASSIDD classification</b>	IDD
<b>Author</b>	Trani, J. F., VanLeit, B.
<b>Year</b>	2010
<b>Title</b>	Increasing inclusion of persons with disabilities: reflections from disability research using the ICF in Afghanistan and Cambodia.
<b>Publication Link</b>	Leonard Cheshire Disability and Inclusive Development Centre, UCL.
<b>Themes</b>	Inclusion in health, education and economic projects
<b>Summary</b>	However, the studies explore perceptions of the cause of disabilities in each country as well as cultural attitudes toward people with disabilities in general. Basic attitudes and perceptions have an impact on all aspects of involvement in society, and are critical to understanding how to address barriers to access and participation
<b>Context and notes</b>	Van Leit is involved in research work with Handicap International Belgium (HIB) in Cambodia. This organisation provides services and supports a prevention programs to minimize developmental disability. Funding support from the Belgian Technical Cooperation (BTC).

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	VanLeit, B.
<b>Year</b>	2007
<b>Title</b>	Understanding, Preventing, and Minimizing the Effects of Childhood Disability in Cambodia
<b>Publication Link</b>	<a href="http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,contentMDK:21328326~menuPK:472435~pagePK:64020865~piPK:51164185~theSitePK:282699,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,contentMDK:21328326~menuPK:472435~pagePK:64020865~piPK:51164185~theSitePK:282699,00.html</a>
<b>Themes</b>	culture, preconception and beliefs related to family with child with disability
<b>Summary</b>	The study provides clearer understanding of the functional status of the children, and also to learn how families perceived and used relevant health and educational services. Data collected in 500 rural Cambodian households where there was a child with a disability. Children could have physical, mental and/or sensory disabilities. An additional 500 neighbouring households where there was not a child with a disability were also surveyed to obtain additional information about how community members viewed the health system and their perceptions of people with disabilities.
<b>Context and notes</b>	The author has published additional two articles with team researchers, based on the same data. The study was sponsored by Human Development Social Protection Disability and Development Team

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	VanLeit, B., Channa, S., Rithy, P.
<b>Year</b>	2007
<b>Title</b>	Secondary Prevention of Disabilities in the Cambodian Provinces of Siem Reap and Takeo: Perceptions of and use of the health system to address health conditions associated with disability in children.
<b>Publication Link</b>	Secondary Prevention of Disabilities in Cambodia Final Study Report 2007. Handicap International. <a href="http://siteresources.worldbank.org/DISABILITY/Resources/News---Events/BBLs/070517HlrptCambodia.pdf">http://siteresources.worldbank.org/DISABILITY/Resources/News---Events/BBLs/070517HlrptCambodia.pdf</a>
<b>Themes</b>	Health services and education for families with children with IDD
<b>Summary</b>	The study is looking on the critical historical and health factors that found in households with an identified child with a disability. The report includes the data collection questionnaire, a lot of demographics, a summary of the continuum of levels of health care and info regarding various stakeholders and activities. Provides information about community perceptions of the health system. Report prepared for Handicap International Belgium.
<b>Context and notes</b>	This is one of three articles by the same main author, same year (2007), using same data, from survey that targeted caregivers of 500 identified children with different types of disabilities, in two rural Cambodian provinces. (The data from the same interview of the authors' other articles in 2007)

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	VanLeit, B., Channa, S., Rithy, P.
<b>Year</b>	2007
<b>Title</b>	Children with disabilities in rural Cambodia: an examination of functional status and implications for service delivery.
<b>Publication Link</b>	Asia Pacific Disability Rehabilitation Journal, 18(2), 53-68.
<b>Themes</b>	Inclusion and services in health, education and economic projects for children with IDD
<b>Summary</b>	This study quantitatively highlights a ubiquitous lack of services and equipment available to families with physically disabled children, as well as the inherent inability of these children (and their families) to overcome informational, practical and financial hindrances. The study suggests a stronger, coordinated intervention of public and private ownership and government legislation in accommodation for these issues.
<b>Context and notes</b>	This is one of three articles by the same main author, same year (2007), using same data. This study was conducted by the staff of Early Detection Team, Handicap International Belgium (HIB), Cambodia, aiming for review internal policies and activities and provide recommendations for better services for children with developmental disabilities who are growing service seekers. The data collected by survey includes important information from the field (from down up)

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	VanLeit, B.
<b>Year</b>	2008
<b>Title</b>	Using the ICF to address needs of people with disabilities in international development: Cambodian case study
<b>Publication</b>	Disability and Rehabilitation, 30 (12 – 13), 991 – 998.
<b>Link</b>	doi:10.1080/09638280701800251
<b>Themes</b>	Inclusion and services in health, education and economic projects for children with IDD
<b>Summary</b>	This study proposes the International Classification of Functioning, Disability and Health (ICF) as a viable model for the successful inclusion of disabled populations into international development programs, which this study argues have been neglecting these disabled groups due to a lack of proper means of inclusion. The study offers specific examples from past experienced with Cambodia to help highlight the effects of ICF model implementation into development framework.
<b>Context and notes</b>	Based on her work for Handicap International Belgium (HIB) NGO in Cambodia, in this article the author provides population-based perspective to inform policy makers for better inclusion of PWD in health, education and economic development projects.

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	Elderly
<b>Author</b>	Zimmer, Z., Kim, S. K.
<b>Year</b>	2001
<b>Title</b>	Living arrangements and socio-demographic conditions of older adults in Cambodia.
<b>Publication</b>	Journal of cross-cultural gerontology, 16(4), 353 – 381.
<b>Link</b>	ISSN 0169-3816
<b>Themes</b>	Demographic info and Gov attitude related to the aging population
<b>Summary</b>	This is an encompassing study of intellectual disability in aging populations in Asia Pacific, noting the prevalence of, as well as the current dominant government attitudes towards the growing aging population with intellectual disabilities. It notes that this growing population has needs that are largely not met and that the rapid growth of the Asia pacific should be balanced with the development of services for this substantially sized sector
<b>Context and notes</b>	Socio-economic data was supported by the efforts of HelpAge International (Kato 2000).

## Asia Pacific Database Summary

<b>Country</b>	Cambodia
<b>IASSIDD classification</b>	PwD, with attention to IDD
<b>Author</b>	Zook, D.C.
<b>Year</b>	2010
<b>Title</b>	Disability and democracy in Cambodia: an integrative approach to community building and civic engagement;
<b>Publication</b>	Disability and Society, 25(2), 149-161.
<b>Link</b>	Disability & Society, Volume 25, Issue 2, 2010
<b>Themes</b>	Rights of PwD; social identity and functioning
<b>Summary</b>	This study explores socio-political factors and bodies (governmental and otherwise) in recent claim for disabled populations' human rights. It argues that the disabled people find a stronger voice and consolidation among non-disabled communities in the democratic debate in light of this rise of this political advocacy. The study reflects on the population with ID as the poorly served, due to lack of professionals and resources. Data collected in 2007-8 in fieldwork consisted of on-site visits, first-hand observation and interviews with individuals and organizations working directly or indirectly with disability issues.
<b>Context and notes</b>	The study looks at citizen-initiated forms of mobilization in Cambodia as creative, constructive and innovative movement that aims to rebuild society and address the direct needs of PwD in Cambodia.

## Indonesia

<b>Country</b>	Indonesia
<b>IASSIDD classification</b>	ID
<b>Author</b>	Kuipers, P., Maratmo, J.
<b>Year</b>	2011
<b>Title</b>	A Low-intensity Approach for Early Intervention and Detection of Childhood Disability in Central Java: Long-term Findings and Implications for "Inclusive Development"
<b>Publication Link</b>	Disability, CBR & Inclusive Development, 22 (3), 3-14. DOI: 10.5463/DCID.v22i3.48; <a href="http://dcidj.org/">http://dcidj.org/</a>
<b>Themes</b>	Policy and legislation of early detection and intervention
<b>Summary</b>	The study follows up on a central Java project 8 years from completion that involved training health volunteers for "low-intensity early intervention and detection" of childhood disability. Qualitative surveying of the volunteers revealed that the early detection of disability in Children was successful in raising awareness of political bodies and shifting concern toward the disabled children population as one that requires more mainstream attention.
<b>Context and notes</b>	The study supported by the staff of the CBR Development and Training Centre, Solo, Indonesia.

## Lao PDR

<b>Country</b>	Lao PDR
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Grimes, P., Sayarath, K., Outhaithany, S.
<b>Year</b>	2011
<b>Title</b>	The Lao PDR Inclusive Education Project 1993–2009: reflections on the impact of a national project aiming to support the inclusion of disabled students
<b>Publication Link</b>	International Journal of Inclusive Education Vol. 15, No. 10, December 2011, 1135–1152.
<b>Themes</b>	Inclusive education
<b>Summary</b>	Review of the Inclusive Education Project started 1993- 2009, working to change the education system by introducing the child-centred approaches to teaching and learning in 539 schools across the country. Schools appeared to be performing well in significant areas including student enrolment, retention, grade completion and primary completion. Lack of provision for students with complex needs, and significant numbers of disabled students who do not attend school- still need to be met.
<b>Context and notes</b>	Save the Children UK with UNESCO, introduced the Integrated Education project in 1993-4 with Swedish International Development Cooperation Agency (CIDA) becoming the major donor in 1995; School performance data from all 539 schools in the project were collected through a detailed questionnaire administered by Provincial and District offices and filled in by school principals between March and May 2008.

<b>Country</b>	Cambodia; Laos; Vietnam
<b>IASSIDD classification</b>	General PWD
<b>Author</b>	Grimes, P., Stevens, M., Sayarath, K., Thi Minh Hien, N., Ramsey, C.
<b>Year</b>	2011
<b>Title</b>	Developing Sustainable Inclusive Education in South East Asia through School and Community Development: Critical Challenges in Vietnam, Lao PDR, Cambodia
<b>Publication Link</b>	N/A (individual article from the International Congress for School Effectiveness and Improvement conference [ICSEI]) <a href="http://www.icsei.net/icsei2011/Full%20Papers/0123.pdf">http://www.icsei.net/icsei2011/Full%20Papers/0123.pdf</a>
<b>Themes</b>	Inclusive education implementation
<b>Summary</b>	This is an individual article that summarizes the ICSEI conference of 2010 after its 5 year plan to help achieve mainstream, public inclusive education in Cambodia, Vietnam and Laos. The article notes down what obstacles were found on the community and public school level, as well as on each governmental level; however, on the smaller scale it makes only superficial comparisons between the countries and does not focus on the individual struggles each country faces on the community level. The article reflects upon the current strengths of the effort and describes future steps (including policy changes, new programs and funding) of the effort in the coming future.
<b>Context and notes</b>	The article sheds light on the gaps between policy and implementation of Inclusive education in those countries. The article was presented at the symposium ICSEI 2010 in Malaysia, 'Developing Inclusive Schools in South East Asia'. Conference Theme: Professional development and professionalization in education: Using different approaches to improve teacher effectiveness.

## Malaysia

<b>Country</b>	Malaysia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	Amar, H. S. S.
<b>Year</b>	2008
<b>Title</b>	Meeting the Needs of Children with Disability in Malaysia
<b>Publication</b>	Medical Journal Malaysia, 63, (1), ED
<b>Link</b>	
<b>Themes</b>	early evaluation and intervention
<b>Summary</b>	This is a Malaysian journal editorial highlighting the present situation of disability in Malaysia as a growing field of concern in the physical and mental (intellectual disability) fields. It provides a statistical overview of the growth and the current (as well as needed) efforts to accommodate this growth as well as a short discussion as to preventative measures, mostly referring to other studies that suggest early intervention in terms of rehabilitation, development therapy and nutritional supplementation.
<b>Context and notes</b>	"The services models have been adopted from industrialized countries, not always suitable to meet the vast needs of the local disabled. The development of services for children with disability and their family is largely in the hands of professionals or therapists working in government agencies and NGOs. Services are developed to meet the needs of the professional, therapist or organization rather than those of the child or family.

<b>Country</b>	Malaysia
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Haimi, A., Intan, A., Hafiz, A.
<b>Year</b>	2001
<b>Title</b>	A Disabling Education: the case of disabled learners in Malaysia
<b>Publication</b>	Disability and Society, 16(5), 655-669.
<b>Link</b>	"ISSN: 0968-7599 (print)/ 1360-0508 (online)/01/050655-15 DOI: 10.1080/09687590120070051"
<b>Themes</b>	inclusive education social identity and function
<b>Summary</b>	The study condemns the education curriculum created for disabled education and inclusion in Malaysia, and describes the material, psycho-social and developmental effects of the marginalization and discrimination caused by the system on the disabled population. It strongly urges for a revision of this educational plan stating that it could very well cause more long term harm than benefit, and notes that the revision will have to occur at different levels, both public and private, and on a national level; it also states that this revision must focus on holistic inclusion rather than a special treatment that further isolates the disabled population.
<b>Context and notes</b>	Malaysian CARE (an NGO) has set up Early Intervention Programmes (EIPs) in centres across the country in their bid to provide support for children aged 6, and below, diagnosed with physical or mental impairment. However, Even though joint effort between different government agencies to help disabled learners gain access to special educational provisions, the casework system is problematic because these agencies have developed different definitions of disability. The methods to deal with disabled learners might prove contradictory within this joint plan of work.

## Asia Pacific Database Summary

<b>Country</b>	Malaysia
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Jelas, Z. M.
<b>Year</b>	2000
<b>Title</b>	Perceptions of Inclusive Practices: the Malaysian perspective
<b>Publication</b>	Educational Review, 52 (2), 187-196
<b>Link</b>	ISSN: 0013-1911 (print)/ISSN 1465-3397 (online)/00/020187
<b>Themes</b>	inclusive education
<b>Summary</b>	The study views a number of case studies pertaining to parental and teacher views of Children with disabilities in developing areas of Malaysia. It highlights the conservative approach adapted by teachers due to lack of training of dealing with disabled children and the professional environment expected in the setting of teacher-student relations. On the other hand, parents were seen more optimistic regarding the child's inclusion into the school environment. This attitude, the study notes, should be encouraged in all parties involved and teacher pedagogies should be revised to deal with the growing phenomenon.
<b>Context and notes</b>	"In the context of this study, the term 'inclusive education' is described as an integration issue whereby participation of students with special needs was provided for in mainstream education."

<b>Country</b>	Malaysia; UK; Nederland
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Lee, L. W.
<b>Year</b>	2010
<b>Title</b>	Different Strategies for embracing Inclusive Education: A snap shot of individual cases from three countries
<b>Publication</b>	International Journal of Special Education, 25(3), 98-109
<b>Link</b>	
<b>Themes</b>	inclusive education social identity and function
<b>Summary</b>	The study compares recently implemented programs for inclusive education in the UK, Netherlands and Malaysia. The study notes that the program must be adapted holistically in the schools in order to accommodate a relatively high remaining disabled majority that is side-lined by these choices. The author argues that comparison of different ways to embrace inclusive education could serve as insightful examples for administrators, teachers and parents to reflect on ways to encourage greater inclusion within their own organizations. The approach to services is discussed.
<b>Context and notes</b>	The study was conducted with the support of Erasmus Mundus Special Educational Needs Research Scholarship to study inclusive education in Europe. Although the study does not focus specifically on persons with ID, it sheds light on the education of students with disabilities in this country. It is an example of the gaps in adopting Western agenda into other cultures.

## Asia Pacific Database Summary

<b>Country</b>	Malaysia
<b>IASSIDD classification</b>	IDD
<b>Author</b>	Moyle, J. L., Iacono, T., Liddell, M.
<b>Year</b>	2010
<b>Title</b>	Knowledge and Perceptions of Newly Graduated Medical Practitioners in Malaysia of Their Role in Medical Care of People with Developmental Disabilities
<b>Publication</b>	Journal of Policy and Practice in Intellectual Disabilities, 7 (2), 85–95
<b>Link</b>	
<b>Themes</b>	care for persons with IDD in developing countries
<b>Summary</b>	The study explores perceptions of medical practitioners regarding their role in the identification and management of developmental disabilities in practice. A survey was administered in Malaysia over a period of six months during 2002. Deficits and inconsistencies were indicated in both content and experience of developmental disabilities during training. Uncertainty regarding their role in the identification and management of developmental disabilities was evident.
<b>Context and notes</b>	This source was introduced by one of the contacts we approached- Judith L. Moyle from Australia. The settings where Developmental Disabilities (DD) are routinely treated in Malaysia is psychiatric and paediatric departments. Without sufficient knowledge and information about appropriate care, people with DD will continue to experience poorer health status and quality of life compared with people who do not have disabilities.

<b>Country</b>	Malaysia
<b>IASSIDD classification</b>	ID
<b>Author</b>	Tan, L. E.
<b>Year</b>	2006
<b>Title</b>	Exploring the Issues of PwIDs in Adulthood: A Report on the Situation of People with Intellectual Disabilities in Penang.
<b>Publication</b>	<a href="http://www.asiacommunityservice.org/Publications/Executive_Summary___english.pdf">http://www.asiacommunityservice.org/Publications/Executive_Summary___english.pdf</a>
<b>Link</b>	"ISBN-13: 978-983-42989-06 ISBN-10: 983-42989-0-0"
<b>Themes</b>	Policy, legislation and implementation related to PwID
<b>Summary</b>	This is an executive summary of governmental efforts to accommodate people with disabilities (physical and increasingly more intellectual) in the fields of vocational and life-skill education, healthcare, welfare, societal inclusion and awareness and rehabilitation. It overviews the disabled population's situation (2006) through response-based and family-based surveys to better understand and outline the needs of the different kinds of disabled populations and make these needs a priority in all governmental sectors that are involved.
<b>Context and notes</b>	This article was delivered to us by the author, at a conference in Malaysia. However, we were given only the executive summary and could not find the whole article

## Myanmar

<b>Country</b>	Myanmar
<b>IASSIDD classification</b>	General PwD
<b>Author</b>	Union of Myanmar, MoE.
<b>Year</b>	2008
<b>Title</b>	Country Report: Myanmar Education Development Strategy Focusing on Inclusive Education
<b>Publication</b>	UNESCO
<b>Link</b>	<a href="http://www.ibe.unesco.org/National_Reports/ICE_2008/myanmar_NR08.pdf">http://www.ibe.unesco.org/National_Reports/ICE_2008/myanmar_NR08.pdf</a>
<b>Themes</b>	Rights of PwD and policies related to inclusive education
<b>Summary</b>	Following the commitment for the UN CRPD, the general approach to IE has been adopted from The Salamanca Statement and framework for action on special needs education (1994). The document describes the EFA goals and creates targets for IE. However, it is clear that responsibilities for implementations are on the local schools. MoE has opened one centre for IE and translated the "ILFE toolkit" for creating IE environment, distributed to NGOs.
<b>Context and notes</b>	In absence of any other articles on PwD in Myanmar, this report gives some general information on the policy related to inclusive education that sheds some light on the situation of PwD in the education system of this country.

## Singapore

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with ID
<b>Author</b>	Chan, K. H. A., Lakshmi Varahan, J., Loh, P L. D., and Tan, S I.
<b>Year</b>	2011
<b>Title</b>	Demonstrations of helping adolescents with mild intellectual disability climb ladders.
<b>Publication Link</b>	Journal of Policy and Practice in Intellectual Disabilities 8 (4), 283-289.
<b>Themes Summary</b>	vocational training as intervention program; A skills training program aim to study the way to address the challenge of climbing ladder, for students ages 17-21 with mild ID, at a vocational school in Singapore. A small sample of only 4 students that were identified with the climbing problem allowed an exploratory approach rather than quantitative. The results suggested extrapolations and scalability for similar problems. Mapping the process helped enhance the understanding of the support and intervention modality needed by occupational therapists and psychologists to provide information to the staff in the vocational disciplines.
<b>Context and notes</b>	The study supports the understanding of some daily difficulties of persons with multiple disability.

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Ee, J., Soh, K C.
<b>Year</b>	2005
<b>Title</b>	Teachers' Perceptions on what a Function Curriculum Should be for Children with Special Needs.
<b>Publication Link</b>	The International Journal of Special Education 20 (2), 6-18.
<b>Themes Summary</b>	Curriculum for special education. The purpose of this study was to validate the curricular needs of the students as perceived by the Association for the Educationally Sub-Normal Children (APSN) teachers as respondents on curriculum planning. The authors recommend teacher training for better instructional skills, creative design and empowerment of students. The study discusses on the curriculum and also offers suggestions regarding setting up homes for encouraging independent living among students, to make it into a reality.
<b>Context and notes</b>	Some interesting recommendations for APSN to redesign or model some of their school settings into possible natural settings which allows the students to experience simulated facilitates that can enhance transfer of training and generalization of their skills learned with ease to real on-the-job settings when they leave school.

## Asia Pacific Database Summary

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Down Syndrome
<b>Author</b>	Joosa, E., Berthelsen, D.,
<b>Year</b>	2006
<b>Title</b>	Parenting a Child with Down Syndrome: A Phenomenographic Study.
<b>Publication Link</b>	Journal on Developmental Disabilities 12(1, Suppl 2), 45-58.
<b>Themes</b>	cultural attitude and families raising a child with DS
<b>Summary</b>	This study explores experiences of five mothers' of child with Down syndrome, age 3-8. phenomenographic methodology employed. Six qualitatively different aspects of the parenting experience are identified. The findings show that despite an immense impact on family life, the mothers did not view their situation in a negative way. Resilience as well as significant adjustments were evident. As a case study, the sample size in this exploratory study is small however, the findings provide a new understanding about parenting a child with Down syndrome within a particular cultural context.
<b>Context and notes</b>	Phenomenographic methodology seeks to identify the key aspects in how individuals perceive, conceptualize and understand a particular experience. It is used in this study to identify the qualitatively different ways in which mothers experienced the phenomenon of parenting a child with Down syndrome.

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Lian, W.B., Ying, S. H. K., Tean, S.C. H., Lin, D. C. K., Lian, Y. C., et al.
<b>Year</b>	2007
<b>Title</b>	Pre-school teachers' knowledge, attitudes and practices on childhood developmental and behavioral disorders in Singapore.
<b>Publication Link</b>	Journal of Pediatrics and Child Health 44. (4) p. 187-194.
<b>Themes</b>	special needs education
<b>Summary</b>	The article describes the Voluntary Welfare Organizations that provide services to more than 4000 children with disabilities in Singapore. The study investigates the educational deficits in childhood developmental and behavioral disorders (CDABD) among pre-school teachers in Singapore. The attitudes and practices were evaluated among 503 pre-school teachers aged 30-44 years, with a median pre-school experience; most had received formal training in early childhood but not special-needs (SN) education. The study recommends better professional training for educators, to help detect children with potential difficulties and refer them for early diagnosis and intervention.
<b>Context and notes</b>	A questionnaire survey was conducted over a period of 8 weeks (September–November 2002), administered weekly to a different cohort of childcare teachers and returned prior to the delivery of a lecture on normal growth and development as well as CDABD. The teachers were appointed to attend a lecture, which was a collaborative effort between the authors' departments within the two hospitals and the Ministry of Community Development, Youth and Sports. The phrase 'special-needs' (SN) was defined as 'any disability or developmental/ behavioral disorder'.

## Asia Pacific Database Summary

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with learning disabilities
<b>Author</b>	Lim, L., Gird, T A., & Quah, M. M.
<b>Year</b>	2000
<b>Title</b>	Singaporean parents' curriculum priorities for their children with disabilities.
<b>Publication Link</b>	International Journal of Disability, Development and Education 47 (1) p. 77-87.
<b>Themes</b>	special needs education
<b>Summary</b>	The study presents Singaporean parents' perspectives on the value of major curriculum skill areas for their children with disabilities. Sample size of 77 parents interviewed. The results show that parents' relative rating was connected to level of disability: the milder the disability, the higher ratings and expectations for independent performance of social skills, functional academics, and community-based life skills. It also describes parents' priorities of the skill items within the curriculum areas in relation to the way it will be performed with assistance or independently.
<b>Context and notes</b>	Although the study does not focus specifically on persons with ID, it sheds light on the parents' perspectives on the education of children with disabilities in Singapore.

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Lim, L., Nam, S. S.
<b>Year</b>	2000
<b>Title</b>	Special Education in Singapore
<b>Publication Link</b>	The Journal of Special Education 34 (2), 104-109.
<b>Themes</b>	special education, social identity and function
<b>Summary</b>	The article discusses the developments of special education in Singapore from the 1980's till year 2000. Children with moderate, severe, and profound disabilities are taught in special schools, while children with milder learning, emotional, behavioral, sensory, and physical disorders are found in all levels of the regular education system. The brief overview on services followed by a description of the nature and organization of service delivery, which are managed by Voluntary Welfare Organizations (VWOs). The authors suggest focusing on inclusion of PWD and improved teacher training.
<b>Context and notes</b>	Although the study does not focus specifically on persons with ID, it sheds light on the predominant interest in education issues related to children with special needs. The author argues that higher level of teachers' training is essential in order to allow inclusive education. Although the study does not focus specifically on persons with ID, it sheds light on the parents' perspectives on the education of children with disabilities in Singapore.

## Asia Pacific Database Summary

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Lim, L.
<b>Year</b>	2006
<b>Title</b>	Transition from school to adult life for youth with disabilities.
<b>Publication</b>	Center for Research in Pedagogies and Practice (CRPP) National Institute of Education, Singapore
<b>Link</b>	<a href="http://repository.nie.edu.sg/jspui/bitstream/10497/246/1/CRP16_04RR_Summary.pdf">http://repository.nie.edu.sg/jspui/bitstream/10497/246/1/CRP16_04RR_Summary.pdf</a>
<b>Themes</b>	Transition to adult hood. Developmental disabilities,
<b>Summary</b>	The report discuss the transition program for students in the senior years at a particular local organization (for persons with intellectual disabilities) inevitably entailed the re-alignment of curricula at the lower grade levels with the aims of the transition program (i.e., to prepare students for adult/work life). The research project explored major curriculum reform across all the special schools of the organization.
<b>Context and notes</b>	This paper makes use of data from the research project "Transition from School to Adult Life Model for Singapore Youth with Disabilities: Supplement to CRPP Life Pathways Study" (CRP 16/04 RR), funded by the Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Lim, L.
<b>Year</b>	2009
<b>Title</b>	Possibilities for an inclusive society in Singapore: Becoming inclusive within
<b>Publication</b>	Journal of Policy and Practice in Intellectual Disabilities 6 (2), 83-85
<b>Link</b>	
<b>Themes</b>	inclusive society
<b>Summary</b>	Two years after the new Singapore Enabling Master plan 2007-2011, this article aim to meet the challenge delivered by IASSID conference in Singapore on June 2009. The main theme was the possibilities of change in society toward inclusivity of diverse others (e.g., persons with intellectual disabilities). The author argue that sustainable and successful transformation of Singapore to become an inclusive society, depend on the social and educational changes as well as on individuals who are willing to embrace interior change and personal transformation to become more inclusive of themselves and others.
<b>Context and notes</b>	Although the study does not focus specifically on persons with ID, it sheds light on the social and cultural aspects which affect the life of PwD in Singapore.

## Asia Pacific Database Summary

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Children with ID
<b>Author</b>	Ow, R., Tan, N.T, Goh, S.
<b>Year</b>	2004
<b>Title</b>	Diverse Perceptions of Social Support: Asian Mothers of Children with Intellectual Disability.
<b>Publication Link</b>	Families in Society 85. (2) p. 214-220.
<b>Themes</b>	social support and parenting a child with disability
<b>Summary</b>	This study uses a multivariable analysis of needs (informational, emotional, social, financial, childcare and practical needs) of Chinese and Muslim Malay mothers rearing children with intellectual disabilities. Using the qualitative information, the study constructed a social map of each case study and, through comparison, it observed that Chinese mothers have a stronger support network than the Muslim Malay. It evaluates cultural and socioeconomic factors that may bring about this difference.
<b>Context and notes</b>	The study expands the understanding of relationship based perceptions of social support in these two population groups (Chinese and Malay).

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Aging
<b>Author</b>	Yadav, S. S.
<b>Year</b>	2001
<b>Title</b>	Disability and Handicap among Elderly Singaporeans
<b>Publication Link</b>	Singapore Med Journal, 42(8), 360-367.
<b>Themes</b>	Ageing and Disability
<b>Summary</b>	The study explores the impact of aging on disabilities. Based on a sample survey of 1209 elderly Singaporeans the results revealed that more than half of them had a disability and the rate of disability was significantly higher among the women as compared to the men.
<b>Context and notes</b>	The definitions of a disability and a handicap in this study is based on the Australian Bureau of Statistics (ABS) for the '1993 Survey of Disability, Ageing and Carers (22), which is based on the definitions proposed by the World Health Organization (WHO) in the International Classification of Impairments, Disabilities and Handicaps (ICIDH).

## Asia Pacific Database Summary

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Developmental disabilities
<b>Author</b>	Yeo, L. S., Neihart, M., Tang, H. N., Chong, W. H., Huan, V. S.
<b>Year</b>	2011
<b>Title</b>	An Inclusion initiative in Singapore for Preschool Children with Special Needs.
<b>Publication Link</b>	Asia Pacific Journal of Education, 31 (2), 143-158
<b>Themes</b>	inclusive education's policy and the gaps in reality
<b>Summary</b>	Qualitative study involving Children with mild learning disabilities in program at local children's hospital. The study aim to explore the supports and challenges of this experience based on interviews with therapists, teachers, principals, and parents. Facilitators/ barriers to inclusion are discussed.
<b>Context and notes</b>	The study sheds light on the policy and implementation of Inclusive Education in Singapore.

<b>Country</b>	Singapore
<b>IASSIDD classification</b>	Mental health
<b>Author</b>	Yow, T.S., Mehta, K.,
<b>Year</b>	2010
<b>Title</b>	Perceived stigma and coping strategies among Asians with Schizophrenia: the Singapore Case.
<b>Publication Link</b>	International Social Work 53 (3), 379-392.
<b>Themes</b>	inclusion, stigma and mental health
<b>Summary</b>	The study aims to gain an understanding of culturally- based issue of stigma in Singapore. The results show that persons with schizophrenia in Singapore prefer to hide their illness and their lack of self- advocacy. Secrecy was the highest and education others was the lowest endorsed strategy adopted by the patients. The study calls social workers to be sensitive to the needs of this population (p. 388) but does not call educators, employers or policy makers. The study reflects the need to raise the voice of the persons with mental disability as a weak social group.
<b>Context and notes</b>	A sample of 84 (out of 90) respondents from Medical Social Work (MSW) department. First author conducted all the face- to- face interviews with structured questionnaire, based on modified labeling theory (Link & Phelan, 2001). The study explores the extend of perceived stigma and looks at different coping strategies (secrecy; withdrawal; educating others; challenging; and distancing) adopted by patients in view of the stigma

## Thailand

<b>Country</b>	Thailand
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Carter, S. L.
<b>Year</b>	2006
<b>Title</b>	The development of special education services in Thailand.
<b>Publication Link</b>	International Journal of Special Education, 21 (2), 32-36
<b>Themes Summary</b>	Inclusive education policy and legislation The paper examines the development of the education system in Thailand with an emphasis on the development of special education programs. The author reflects on the opportunities for children with disabilities that have improved substantially over the past 20 years. She argues that the level and quality of special education services in Thailand have been well addressed in government policy and seem to be progressing toward the actualization of these policies.
<b>Context and notes</b>	While students with intellectual disabilities were not specifically identified, the study offers some insight in the education of children with disabilities in Thailand.

<b>Country</b>	Thailand
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Cheausuwantavee, T.
<b>Year</b>	2005
<b>Title</b>	Community based rehabilitation in Thailand: Current situation and development.
<b>Publication Link</b>	Asia Pacific Disability Rehabilitation Journal, 16(1), 51-67
<b>Themes Summary</b>	CBR services for PwD The study provides information on CBRs activities for PwD in Thailand, where most of the rehabilitation projects in the Thai community were outreach services. Most PwD participated as members and consumers rather than planners and managers of projects. Lack of budgets and external sources of donors were still critical issues for CBR continuation. There was a diversity of rehabilitation services particularly medical, educational, vocational and social rehabilitation.
<b>Context and notes</b>	The study provide information on the available services in the community to support the needs of various PwD

## Asia Pacific Database Summary

<b>Country</b>	Thailand
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Naemiratch, B., Manderson, L.
<b>Year</b>	2009
<b>Title</b>	Pity and pragmatism: understandings of disability in northeast Thailand,
<b>Publication</b>	Disability & Society, 24(4), 475-488
<b>Link</b>	<a href="http://dx.doi.org/10.1080/09687590902879106">http://dx.doi.org/10.1080/09687590902879106</a>
<b>Themes</b>	cultural values and disability
<b>Summary</b>	The study discuss local understandings of causality , and compassion as shaped by Buddhist beliefs and its influences on attitudes towards illness, adversity and bodily states as well as the appropriate responses to people living with disabilities, with implications for the social participation of people with a disability.
<b>Context and notes</b>	Data collected as part of a multicounty study, conducted in 2002–2007. The perspective of Social model of disability is explored in its local cultural aspects.

## Vietnam

<b>Country</b>	Cambodia; Laos; Vietnam
<b>IASSIDD classification</b>	General PWD
<b>Author</b>	Grimes, P., Stevens, M., Sayarath, K., Thi Minh Hien, N., Ramsey, C.
<b>Year</b>	2011
<b>Title</b>	Developing Sustainable Inclusive Education in South East Asia through School and Community Development: Critical Challenges in Vietnam, Lao PDR, Cambodia
<b>Publication</b>	N/A (individual article from the International Congress for School Effectiveness and Improvement conference [ICSEI])
<b>Link</b>	<a href="http://www.icsei.net/icsei2011/Full%20Papers/0123.pdf">http://www.icsei.net/icsei2011/Full%20Papers/0123.pdf</a>
<b>Themes</b>	Inclusive education implementation
<b>Summary</b>	This is an individual article that summarizes the ICSEI conference of 2010 after its 5 year plan to help achieve mainstream, public inclusive education in Cambodia, Vietnam and Laos. The article notes down what obstacles were found on the community and public school level, as well as on each governmental level; however, on the smaller scale it makes only superficial comparisons between the countries and does not focus on the individual struggles each country faces on the community level. The article reflects upon the current strengths of the effort and describes future steps (including policy changes, new programs and funding) of the effort in the coming future.
<b>Context and notes</b>	The article sheds light on the gaps between policy and implementation of Inclusive education in those countries. The article was presented at the symposium ICSEI 2010 in Malaysia, 'Developing Inclusive Schools in South East Asia'. Conference Theme: Professional development and professionalization in education: Using different approaches to improve teacher effectiveness.

<b>Country</b>	Vietnam
<b>IASSIDD classification</b>	Down Syndrome
<b>Author</b>	Hodes, M.
<b>Year</b>	2007
<b>Title</b>	Early Intervention in Vietnam
<b>Publication</b>	Down Syndrome Research and Practice, 12(1), 38-41.
<b>Link</b>	DOI: 10.3104/essays.2021
<b>Themes</b>	Mainstreaming disabilities in Education and Gov cooperation with NGOs
<b>Summary</b>	This is an essay presented by a pioneer of early intervention services in Vietnam, working in the fields of training teachers, educating communities and helping Children with Down Syndrome to benefit from accommodations and inclusion in the public school system. The work presented in the article calls for the government to follow the plan presented by this NGO; indeed, the aftermath of this project, according to the essay, resulted in the adapting of some of the techniques and policies of the NGO in the mainstream school system.
<b>Context and notes</b>	Reflections by the author, a Dutch educational psychologist in the field of intellectual disabilities. She had the opportunity to live in Vietnam for a few years and develop Early Intervention Centre for Children with an intellectual disability to guide local professionals and families (Integrated Kindergartens in Hoan Kiem District – Ha Noi and in – RECDC – Ho Chi Minh City).

## Asia Pacific Database Summary

<b>Country</b>	Vietnam
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Park, S.-Y., Glidden, L. M., Shin, J. Y.
<b>Year</b>	2010
<b>Title</b>	Structural and Functional Aspects of Social Support of Mothers of Children with and without Cognitive Delays in Vietnam
<b>Publication</b>	Journal of Applied Research in Intellectual Disabilities, 23(1), 38-51
<b>Link</b>	DOI: 10.1111/j.1468-3148.2009.00550.x
<b>Themes</b>	families of children with developmental disabilities and access to services
<b>Summary</b>	The focus of this article is specifically on the access to services of the mothers. The participants in the study were 225 Vietnamese mothers with children with and without CD. Based on the data, it concludes that social support were adequate and functional in comparison to those found in Western societies, both in material and family-direct aspects. These allow mothers to experience a reduced effect on maternal stress (quantitatively); however, the stress suffered by raising a child with ID was not diminished when variables were compared.
<b>Context and notes</b>	This study is part of the Family Needs Assessment Project conducted in Hue, Vietnam from September 2003 to April 2005. This study has some recurring authors, deals with the same topics as, and uses the same information as "Predictors of Parenting Stress among Vietnamese Mothers of Young Children with and without Cognitive Delay";

<b>Country</b>	Vietnam
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Shin, J.Y., Viet Nhan, N., Crittenden, K., Valenti, S.S., Hong, H. T. D.
<b>Year</b>	2008
<b>Title</b>	Agreement on Childhood Disability between Parents and Teachers in Vietnam
<b>Publication</b>	International Journal of Disability, Development and Education, Vol. 55, No. 3, pp. 239-249
<b>Link</b>	Parental and family; children; training and employment; education;
<b>Themes</b>	inclusion in education and culture attitude
<b>Summary</b>	The article quantitatively examines parental and teacher perception of students with intellectual disabilities, based on surveys filled by both groups. It found that there is a more severe attitude towards the disabled children from the teachers in comparison to parents, and that there is more agreement as to the behaviour and treatment required for the disability if it is of genetic, rather than physical, origin.
<b>Context and notes</b>	"No support in funding for this research. Authors suggest that the consistently low agreement between professionals and parents regarding the child's intellectual disability in both developed and developing countries suggests that there are socio-cultural factors that play important roles in the judgment of children's intellectual disabilities."

## Asia Pacific Database Summary

<b>Country</b>	Vietnam
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Shin, J.Y., Nhan, N. V.
<b>Year</b>	2009
<b>Title</b>	Predictors of Parenting Stress among Vietnamese Mothers of Young Children with and without Cognitive Delay
<b>Publication</b>	International Journal of Disability, Development and Education, Vol. 55, No. 3, pp. 239-249
<b>Link</b>	"ISSN: 1366-8250 print/ISSN 1469-9532 online DOI: 10.1080/13668250802690914"
<b>Themes</b>	stress and social support in relation to poverty and health of mothers
<b>Summary</b>	The study examines stresses faced by mothers of Children with Cognitive Delay (CD) through surveying stress levels, as well as their perceived social support. This study is part of the Family Needs Assessment Project conducted in Hue, Vietnam from September 2003 to April 2005. The participants in the study were 225 Vietnamese mothers with children with and without CD. Results show that the stress imposed on the mothers prevented them from gaining access to education and led them to social marginalization. As such, the mothers were generally poorer, less educated, and had less access to social support. Early intervention and special education services for the children are suggested by the study, as well as effective and accessible poverty and health care for the mothers.
<b>Context and notes</b>	This project was partially supported by funding from the Asian Studies Program of Hofstra University and a travel grant by the Centre for International Rehabilitation and Research Information Exchange. Based on sample of 120 children, identified by their classroom teachers for cognitive delay by ratings on the ABILITIES Index (Simeonsson & Bailey, 1988). From 20 kindergarten programs in Hue city.

<b>Country</b>	Vietnam
<b>IASSIDD classification</b>	Children with IDD
<b>Author</b>	Shin, J.Y., Nhan, N.V., Lee, S.-B., Crittenden, K. S., Flory, M., Hong, H. T. D.
<b>Year</b>	2009
<b>Title</b>	The effects of a home-based intervention for young children with intellectual disabilities in Vietnam.
<b>Publication</b>	Journal of Intellectual Disability Research, 53(4), 339–352.
<b>Link</b>	
<b>Themes</b>	early intervention for children with IDD
<b>Summary</b>	This study examines the impact of a 1-year intervention for children with ID in Vietnam. Comparison of pre-, mid- and post-intervention assessments of the 30 children (16 with ID and 14 control group) based on the Vineland Adaptive Behaviour Scales.
<b>Context and notes</b>	"This project was partially supported by funding from KFR-2005-J01702 in Korea and a travel grant by the Center for International Rehabilitation and Research Information Exchange in the U.S. "

## Asia-Pacific

<b>Country</b>	Asia Pacific
<b>IASSIDD classification</b>	Aging
<b>Author</b>	Janicki, M. P.
<b>Year</b>	2009
<b>Title</b>	The Aging Dilemma: Is Increasing Longevity Among People With Intellectual Disabilities Creating a New Population Challenge in the Asia-Pacific Region?
<b>Publication</b>	Journal of Policy and Practice in Intellectual Disabilities, 6 (2), 73–76.
<b>Link</b>	
<b>Themes</b>	aging and intellectual disability
<b>Summary</b>	This is an encompassing study of intellectual disability in aging populations in Asia Pacific, noting the prevalence of, as well as the current dominant government attitudes towards the growing aging population with intellectual disabilities. It notes that this growing population has needs that are largely not met and that the rapid growth of the Asia Pacific should be balanced with the development of services for this substantially sized sector.
<b>Context and notes</b>	The research initiative was influenced by reports issued by the WHO on improving longevity and promoting healthy aging among people with ID and the Tampa Scientific Conference on Aging and ID. Interesting perspective on the benefits of improved policies for the general elderly population on the longer living PWD that can be included.

<b>Country</b>	Asia Pacific
<b>IASSIDD classification</b>	Mental health
<b>Author</b>	Kwok, H.W. M., Chui, E. M. C.
<b>Year</b>	2008
<b>Title</b>	A survey on mental health care for adults with intellectual disabilities in Asia
<b>Publication</b>	Journal of Intellectual Disability Research, volume 52 part 11 pp 996–1002 November 2008
<b>Link</b>	doi: 10.1111/j.1365-2788.2008.01054.x
<b>Themes</b>	mental health situation and available services
<b>Summary</b>	A cross sectional, structured questionnaire was sent to 14 Asian countries/territories in 2005/2006; 9 of 14 countries returned survey. Results analyzed in light of demographics and health statistics. Even though awareness to the needs of this population is growing, mental health services are still very limited
<b>Context and notes</b>	very limited information is available not only about the demographics but also regarding criteria for assessment and available services

## Asia Pacific Database Summary

<b>Country</b>	Low and Middle Income countries
<b>IASSIDD classification</b>	Children with ID
<b>Author</b>	Robertson, J., Emerson, E., Hatton, C.
<b>Year</b>	2009
<b>Title</b>	The Efficacy of Community-Based Rehabilitation for Children with or at Significant Risk of Intellectual Disabilities in Low and Middle Income Countries: A Review
<b>Publication</b>	CeDR Research Report 2009:4; (August 2004); Center for Disability Research (CeDR) Lancaster University, UK
<b>Link</b>	DOI: 10.1111/j.1468-3148.2011.00679.x
<b>Themes</b>	Children with ID in LAMI countries
<b>Summary</b>	The aim of the review is to summarize evidence regarding the efficacy of CBR in relation to one particular 'high risk' group of disabled children; children with intellectual disabilities. The review provides information on studies of CBR after it has been re-conceptualized as a strategy for (re)habilitation, equalization of opportunity, poverty reduction and the social inclusion of people with disabilities.
<b>Context and notes</b>	This literature review includes some information relevant for Asia Pacific region. The article published by CeDR Research Report 2009:4; (August 2004); Center for Disability Research (CeDR) Lancaster University, UK; At the time of the data collection it was the version found. However, currently a new publication in its latest version can be found in the Journal of Applied Research in Intellectual Disabilities 2012, 25, 143–154;

<b>Country</b>	Asia Pacific
<b>IASSIDD classification</b>	PwD
<b>Author</b>	Thomas, P.
<b>Year</b>	2011
<b>Title</b>	Implementing disability-inclusive development in the Pacific and Asia: Aspects of human resource development
<b>Publication</b>	"Development Bulletin, Issue 74 June 2011; The Development Studies Network, Australian National University."
<b>Link</b>	ISSN 1035-1132; Available for free download <a href="http://www.developmentbulletin.anu.edu.au">www.developmentbulletin.anu.edu.au</a>
<b>Themes</b>	Inclusive society
<b>Summary</b>	This issue of the Development Bulletin considers progress in the Asia and Pacific Regions in incorporating disability within development-related legislation, strategies, planning and practice. It reviews how, and the extent to which, the UN Convention on the Rights of Persons with Disabilities (CRPD) has been implemented to advance the human rights of those with disability and considers, from a variety of different perspectives, the experience and achievements in disability-inclusive practice. The Viewpoint paper in this issue considers the relationship between urbanisation and development and its trends and impact on Pacific Island communities.
<b>Context and notes</b>	The journal was supported by AusAID; This journal is based largely on the papers and discussion from the second ADDC/ANU international disability conference 'Implementing disability-inclusive development in the Pacific and Asia' held in Darwin, September 15–17, 2010.

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