



What Can Be Done to Increase Accessibility to Education in Japan

-日本におけるインクルーシブ教育の推進を目指して-

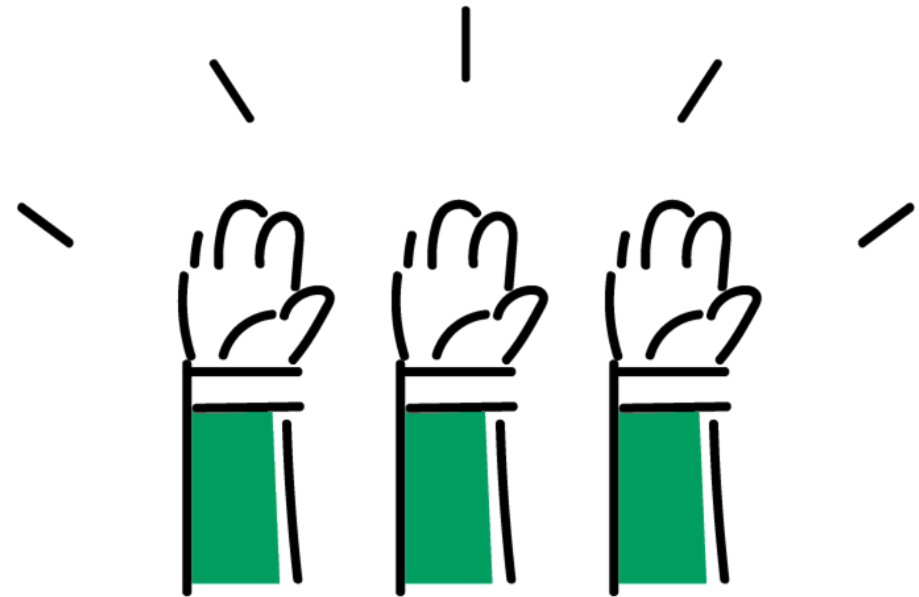


Kobe Municipal Fukiai High School
Kiyoka Ueda



Contents

- ▶ Background Information
- ▶ Research Question
- ▶ Methodology
- ▶ Data & Analysis
- ▶ Discussion
- ▶ Suggestion
- ▶ Long-term Goal
- ▶ References



► Accessibility

People with disabilities can access to the physical environment, transportation, information and communications, and other facilities and services in the same way as others.

Accessibility to education

(Convention on the Rights of Persons with Disabilities)

Why is Accessibility to Education Important?

Act for Eliminating Discrimination against Persons with Disabilities

	Unfair discriminatory treatment	Reasonable Accommodation for People with Disabilities
National institutes or agencies, local governments, etc.	NEVER DO ✖	MUST DO ○

(Cabinet Office)

► Developmental Disorders

Developmental disorders are a group of conditions due to an impairment in learning, language, emotional or behavioral areas.

Autism spectrum disorder(ASD)

Attention -deficit hyperactivity disorder (ADHD)

Learning disabilities(LD)

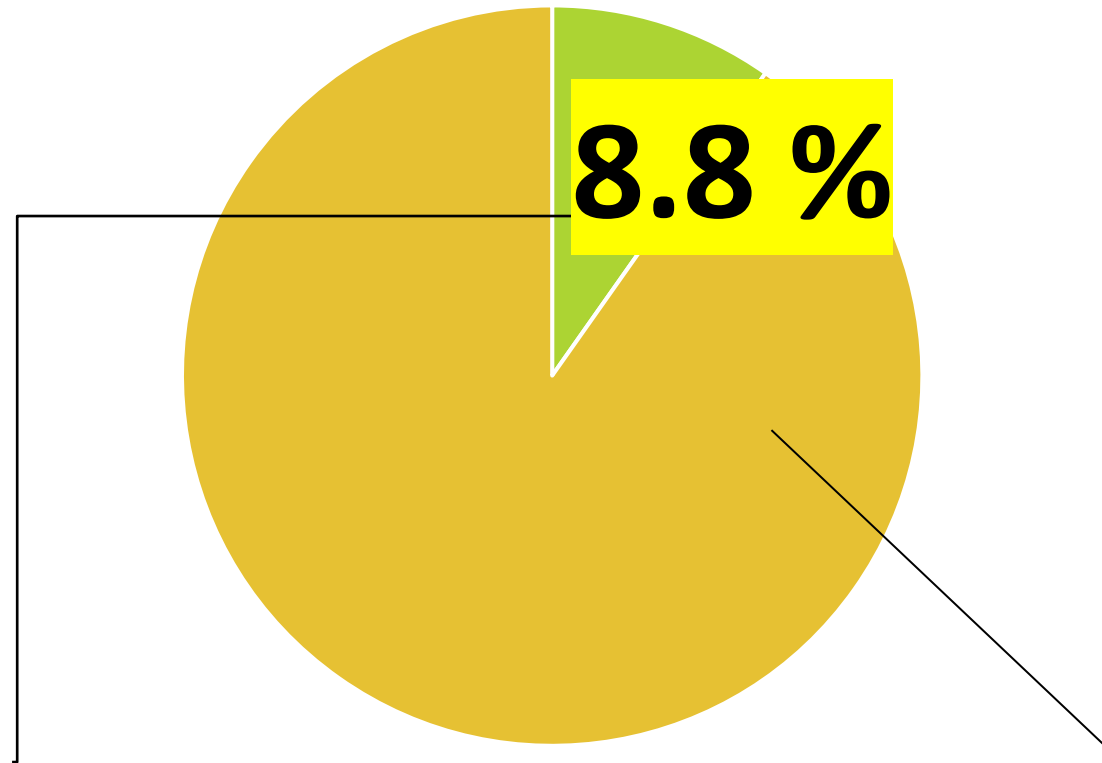
Tic disorders

Stammering symptom

Students with D.D. = students with developmental disorders

(Ministry of Health, Labor and Welfare[MHLW])

Percentage of Students with D.D. who belong to regular classes



■ Students with developmetal disorders

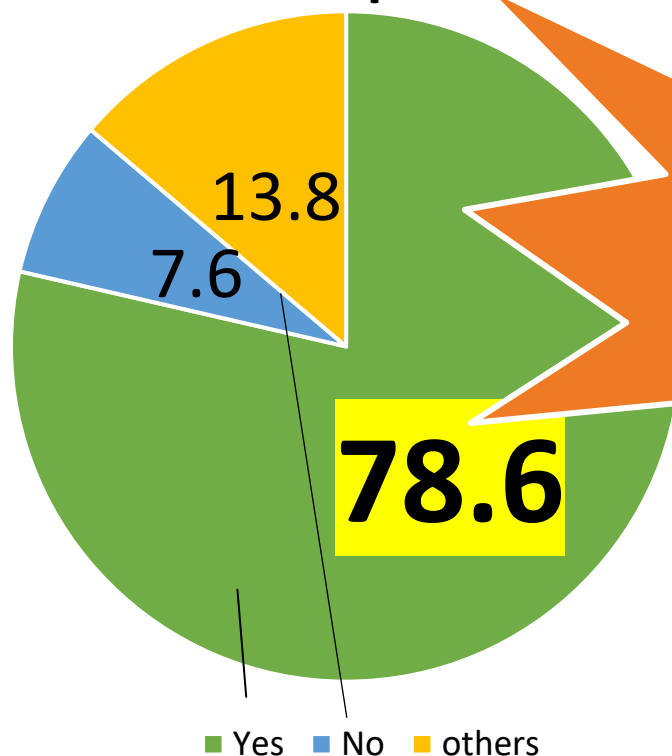
■ non-disabled students

(MEXT,2022)

Survey on Recognition and Understanding of Developmental Disorders in Society

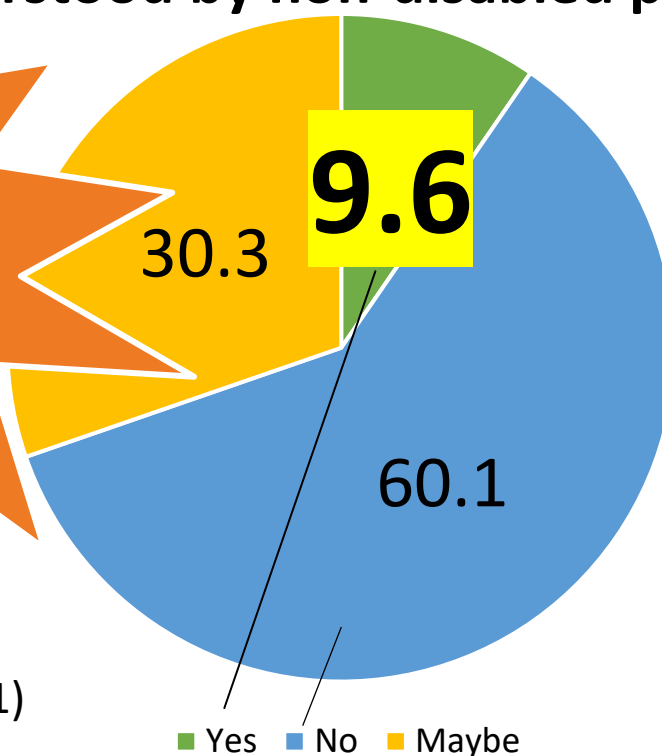
Think understand developmental disorders

Feel understood by non-disabled people



GAP!!

(The Challenged LIFE, 2021)

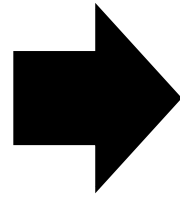


Why that matters ?



(Ueoka. Y., Ueoka. C., 2022)

GAP!!



positive mindsets



Compulsory education is critical period.

What can be done to **foster positive mindset** of students in compulsory education to **achieve accessibility** to education in Japan?

- ▶ Public Web Pages
- Online Articles (Newspapers)
- Research Papers (Previous Research)
- interview



1. Current Situation

Inclusive education

An educational system that enables students with disabilities and non-disabled students learn together as much as possible.

(MEXT)



Data &
Analysis

1. Current Situation

Time non-disabled students and students with disabilities spend together

Time Schedule	Interaction
Morning meeting	○
Homeroom	○
1~4 period	△
School lunch	○
5,6 period	△
Cleaning time	△
Homeroom	○

Music, P.E, etc. learn together

(Interview in Miki Junior High school, 2021. 8.20),
(Interview in Miki Higashi Junior High school, 2021. 8.18)

Data &
Analysis

2. Points of Inclusive Education

1

connect it to exchanges based on **the continuity of learning contents.**

2

Involvement is also important in the story, and content that is **easy to compare with oneself** is preferred.

3

In order not to become involved one-sidedly, it is necessary to **reflect on oneself.**

(Noguchi, M., Shimoda, H., 2018)

Data &
Analysis

3. Successful Example

Ozora Elementary School (Osaka)



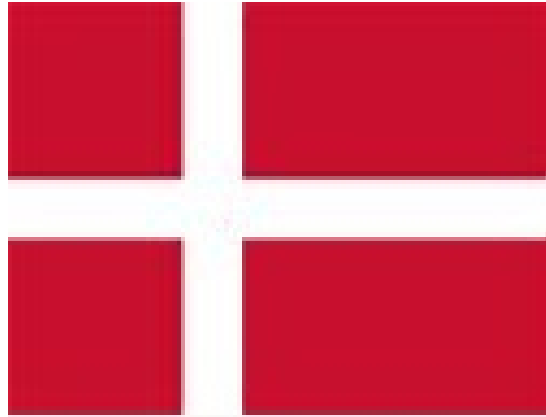
Concert



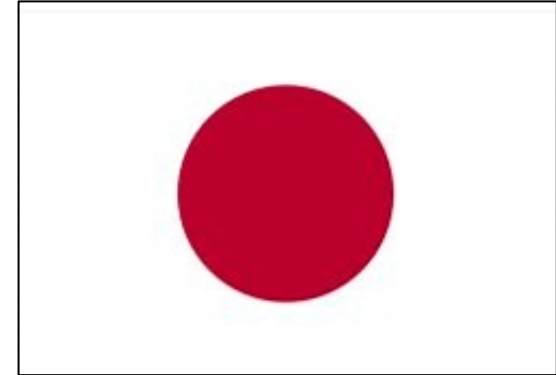
Open Lecture

(Ozora's Education, 2020)

4. Inclusive Education in Denmark



- Special Needs School
- Special Needs Class
- Inclusive Education in regular Class



Pedagog → Professionals who have the skills to discern the individuality and provide individual care to everyone

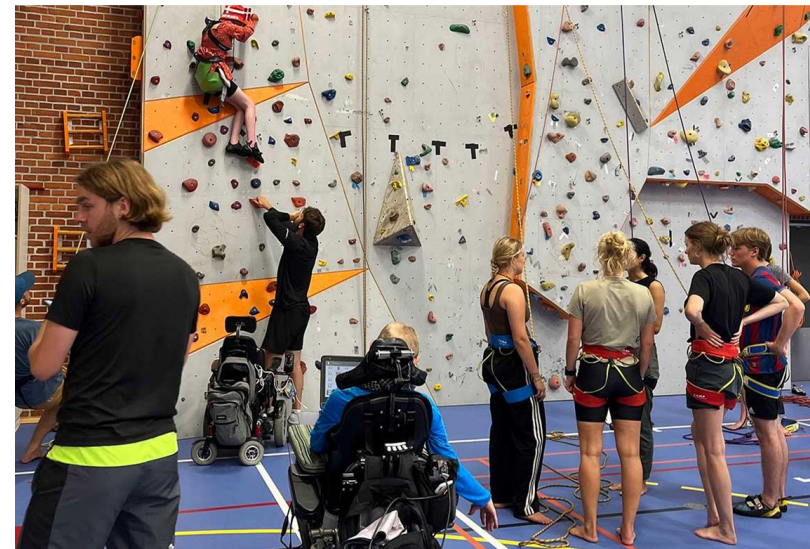
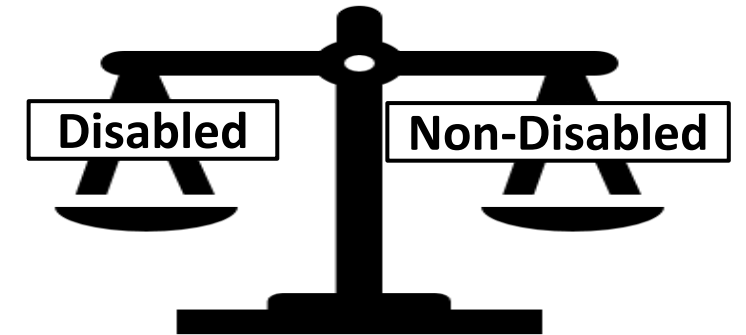
(TOYOKEIZAI Online, 2021. 11.7)

4. Inclusive Education in Denmark

Egmont Højskolen (Denmark)

Bouldering, hiking, swimming, art, yoga, etc.

→ to connect through **“fun”**



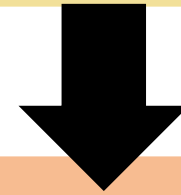
(TOYOKEIZAI Online, 2021. 11.7)

interaction which students
can feel **fun**

supports from
local community



Promote Inclusive Education



Accessibility to Education



Elementary School Students: Exciting Cleaning Project



Positive recognition and understanding of non-disabled students will be improved.



In the discussion part...



- Decide the role of cleaning
- Give some information of students with D.D.

In the cleaning time ...

1

Playful
way of
cleaning



2

Favorite
music



3

Stickers
for class
event



Suggestion

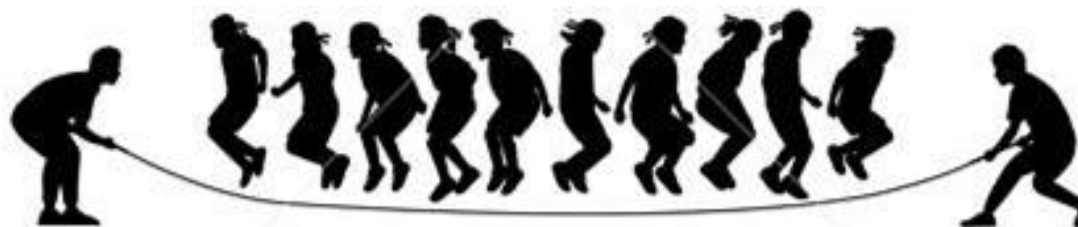
In the class event



Dodge ball



Long rope jumping



etc...

Suggestion

Junior High School Students: "Open Self Lecture"

In this subject, both non-disabled students and students with D.D. give lectures as small teachers.

Express themselves

Know each other

More come close to



I am..

LIKE!

Suggestion

1st grader

Teacher-led style



The teacher speaks and acts with a receptive attitude

2nd grader

Open self lecture in small group



Some students become leaders and give self-lectures in small groups

3rd grader

Final stage of lecture

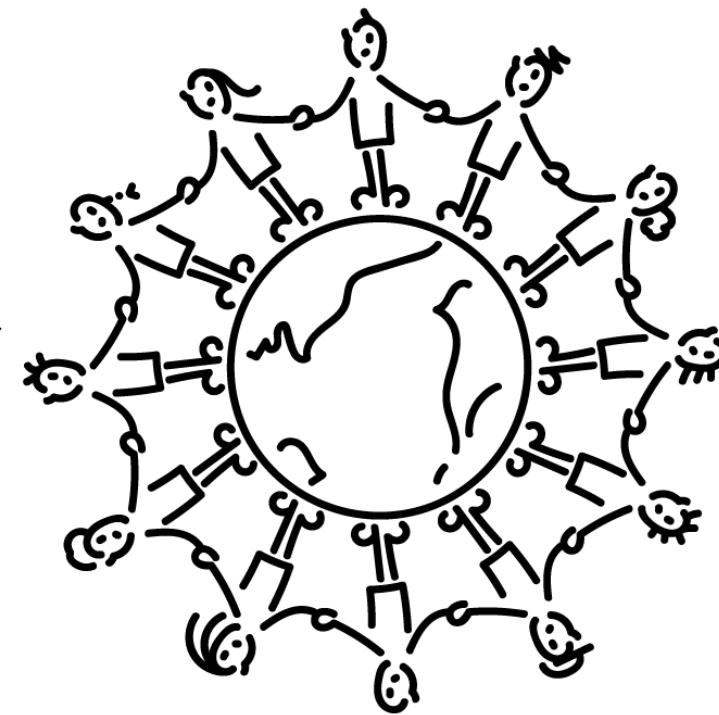


Students with D.D. also give lectures

Providing inclusive education:
Exciting Cleaning Project, Open Self Lecture



Accessibility to education
for **ALL**



Long-term
Goal

- ▶ Aoki. T., Tanaka. R., Okuzumi. H., Oi. Y. (2021). *Disability as a teaching material for "Special Subject Morality" in Elementary and Junior High Schools: Focusing on the Relationship between Disability and Content Items*
- ▶ Ueoka. Y., Ueoka. C. (2022). *Thinking about secondary disabilities of developmental disorders*
- ▶ Fujita. M., Hiura M. (1995). *School Children's Consciousness of the Disabled*
- ▶ Hosoya. K., Kihara. M. (2013). *Qualitative Research on "Learning of Elementary School Students in Exchange and Joint Learning"*
- ▶ Mori. M., Etsuno. K. (2008). *Current State and Problem of Participation in Regular Education of Student of Special Support Class and Disability Understanding Education in Junior High School*
- ▶ Ministry of Health, Labor and Welfare[MHLW]. (n.d.). *Developmental Disorders*. Developmental Disorders: Learn the Mental Illness: Ministry of Health, Labor and Welfare[MHLW]. Retrieved March 20, 2022, from https://www.mhlw.go.jp/kokoro/know/disease_develop.html
- ▶ Noguchi.M., Shimoda. H. (2017). *The Ideal Way of the Activities for Disability Education at Regular Classrooms*
- ▶ Ozora's Elementary School. (n.d.). *Ozora's Education*. Retrieved November 2, 2022, from <http://swa.city-osaka.ed.jp/swas/index.php?id=e731673&frame=frm51f5bfdb4179a>
- ▶ The Challenged LIFE. (2021, April 6). *Survey on Recognition and Understanding of Developmental Disabilities in Society*. Make Children with Developmental Disorders and Their Family Smile! The Challenged LIFE. Retrieved March 18, 2022, from <https://www.challenged-life.com/2021/03/01/coming-soon/>
- ▶ The Ministry of Education, Culture, Sports, Science and Technology [MEXT] . (2022). *About the Special Needs Education*. Survey Results on Students Who belong to Regular Classes with Special Educational Support with Possible Developmental Disorders: Ministry of Education, Culture, Sports, Science and Technology (MEXT). Retrieved August 18, 2021, from https://www.mext.go.jp/a_menu/shotou/tokubetu/material/1328729.htm
- ▶ The Ministry of Education, Culture, Sports, Science and Technology [MEXT]. (n.d.). Promotion of Special Needs Education for the Establishment of an Inclusive Education System for making of an Inclusive Society (Report) Overview: Ministry of Education, Culture, Sports, Science and Technology (MEXT). Retrieved August 18, 2021, from https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/044/attach/1321668.htm
- ▶ Tokuda. K. (2003). *How to Proceed with Welfare Education Considering the Developmental Stage of Disability Understanding*
- ▶ Toyokeizai Online. (2022, November 7). *Japan and Denmark "similar but different" inclusive education, the true value of learning together. What is the problem with "separated special needs education"?. Retrieved November 7, 2022, from <https://toyokeizai.net/articles/-/628162>*
- ▶ Watanabe, H., Uenaka. H. (2003). *The Effect of Contact on the Acceptance of the Disabled among Elementary School Children*

Thank you for listening!

