



Workshop 5 Education

Perspectives of inclusive education from the global and local levels

Current status and issues

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The education for children with disabilities in Japan has been based on exclusive education system for long time. Children with disabilities have been basically separated from regular schools and they learned in the special schools for the physically and mentally disabled as well as in the school for the visually impaired and in the school for the hearing impaired. Those schools are renamed as Special Education School and what they call “Special Needs Education System” has started. However, exclusive education system definitely remains as ever.

In Japan, regular classroom, special units in regular schools, and special schools are interpreted as equivalent choice within the inclusive education system. Basic Act for Persons with Disabilities Article 16(2) stipulates that governments respect the wishes and wills of children with disabilities and their parents as much as possible. Contrary to this regulation, children with disabilities have no choice but to be enrolled in special schools or special classes. The decision of governments takes priority over children and their parents’ will because of the inability of those children without providing reasonable accommodation.

Under the CRPD inclusive community and society will be realized by inclusive education. Although many countries in Europe and North America launched into inclusive education in the 1980s and 1990s, Japanese government has strongly persisted to exclusive education. However, Japanese government ratified the CRPD in 2014 and is going to submit the national report to the UN CRPD committee this year, the contradiction or the violation of the CRPD will be revealed sooner or later. Receiving world-wide criticism against the current exclusive education system in Japan, the time will come for Japanese government to shift gears to full inclusive education system as the CRPD stipulates