

Impact Of CRPD Recommendations On Segregated Special Education in Japan - Changes In Students' Attitudes in Teacher Training Programs

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Abstract

In September 2022, the Government of Japan received a concluding observations and recommendations based on the implementation inspection of the Convention on the Rights of Persons with Disabilities (CRPD). The Committee on the Rights of Persons with Disabilities expressed concern about the notification by MEXT (Ministry of Education)- i.e., that pupils enrolled in special needs classes should spend at least half of their school time not in mainstream classes but in special needs classes. The CRPD also recommended that the perpetuation of segregated special education should cease. The concluding observations generated a variety of social responses in Japan, many of which suggested that pupils with disabilities should be able to participate for longer periods in mainstream classes. The author compared attitudes towards inclusive education among university students in April 2022, before the concluding observations were issued, and in April 2024. A total of 385 students studying in teacher training courses participated. A conjoint analysis questionnaire was used for the survey. A comparison of the results for 2022 and 2024 showed a slight difference in the integration image factor. It was considered that the CRPD recommendations might have had an impact on the increased demand for integration of pupils with disability. Over the past decade, there has been a stronger tendency than before to provide specialized education for disabilities outside the mainstream classroom, as symbolized by a marked increase in the number of pupils enrolled in special needs schools and classes. The need for new school system development was discussed.

Keywords: Convention on the Rights of Persons with Disabilities (CRPD), Inclusive Education, University Students' Attitudes, Impact of Concluding Observation, Conjoint Analysis