"Kindness is the language which the deaf can hear and the blind can see."

- Mark Twain
CHAPTER - III

BACKGROUND OF THE STUDY
3.0 Introduction

Education of the disabled population has received a lot of attention in both India and Japan. Various Acts and laws have been put into practice to ensure education and independence of the disabled people. However, in both these countries development of Special Education had to pass through phases of exclusion, institutionalization and segregation.

3.1 Development of Special Education in India

Glimpses of prevalence of Special Education in India can be found right from the Vedic Era. The glaring example being ‘Ashtavakara’ becoming a great scholar despite his chronic and severe orthopaedic impairment by virtue of the educational facilities available to all irrespective of their abilities or disabilities. The great ‘Rishis’ as ‘Gurus’ were known to believe in Karma and provide equal treatment to pupils irrespective of their social status and exceptional or non–exceptional abilities. However, this spirit of acceptance which prevailed in the ancient ashrams quickly vanished in the later periods of Indian history. As a result, the treatment, care and education of the disabled children in India passed through the phases of exclusion, extermination, ridicule, witchcraft, sympathy and asylum. In the later parts of Indian history, there prevailed the practice of treating any deviation from normality as a sign of an evil spirit. For example: Mental Retardation was taken as some evil spirit which has entered the body of the affected person and consequently was treated by coercive methods of torturing in the name of making the evil spirit leave the body.
However, under the rule of Asoka the great and Harsha Vardana, asylums and hospitals were established for the disabled and the destitute and they were shown pity and sympathy. But, no significant measures were taken to educate them. Even during the rule of the Muslim rulers steps were taken to ensure their protection and care. Their contemporary Maratha rulers and Peshwas like Shivaji and Ahalya Bai were also well known for their charitable acts towards the poor and the disabled. But, there is hardly any evidence of any type of special measures taken for educating the disabled children during this period.

The pattern of special school education that is followed in India today owes its origin to the work done by the Christian Missionaries. The first attempts at educating handicapped children were made in the last two decades of the nineteenth century with the establishment of the first school for the Hearing Impaired in Bombay in 1883. Education of the Blind in pre–independent India began mainly with the efforts of foreign missionaries who introduced services for the Blind. Miss Annie Sharp founded the first school for the visually impaired at Amritsar in 1887. It was shifted to Dehradun during 1903, now called the Sharp Memorial School for the Blind after its founder. In 1889, the Canadian Presbyterian Mission established an institution for the visually impaired at Indore. At Ranchi, a class for the visually impaired was founded by Ms. O’Connor in 1893. Ms. Askwith started services for the Blind in the campus of The Sarah Tucker College for Women. Along with the missionaries, Bihari Shah started Calcutta School for the Blind in 1897. Ms. Millard founded the American Mission School for the Blind in 1900. The first school for the Blind and Deaf was started at Mysore in 1901. “The Emerson Institute for
the Blind”, the first Government school was started at Lahore in 1906. Although facilities in the form of psycho–medical treatment were available at Ranchi from 1934, yet the first school for the Mentally Retarded came up at Bombay in 1941. However, the growth of Special Schools in India was quite slow until independence. At the time of independence in 1947, there were 34 institutions for the Deaf and 3 for the Mentally Retarded in India. There were just four schools for the Blind at the turn of the century. However, around that time Blindness attracted a lot of attention. In 1942, the Central Government appointed a Joint Committee of the Central Advisory Board of Education and Health to investigate into the causes of Blindness and to recommend measures for the welfare of the Blind. The Report of the Committee was submitted in 1944 and one of its major recommendations was to establish a unit of Blindness in the Ministry of Education. It was subsequently established in 1947. Residential institutions for the Blind were established at various places and by the year 2000 there were 300 schools for the Blind across the country.

From the year 1950, India switched over to democracy. Its main tenets are equality, liberty, fraternity and justice. Equality implies equality of opportunity. In her constitution, India laid down special provisions through the Article 45 stating that free, compulsory and universal primary education shall be provided to all children up to 14 years of age within a period of ten years from the commencement of the constitution. In order to pay attention to the prevention of disabilities, education and rehabilitation of the disabled, specific budgetary amounts were laid in the Five–Year plans. The Social
Welfare Ministry of the government of India is in-charge of the education and rehabilitation of the disabled. The Indian Education Commission (1964-66) observed that the coveted goal of Universalisation of Elementary Education depends upon the extent of success in bringing special groups of children within the education network. Most of the special groups of children were either not enrolled at all or were drop outs due to one reason or the other after stagnation. The Commission also felt that the existing facilities were quite in shortage and therefore suggested experimenting with integration and mainstreaming of disabled children with non-disabled students in ordinary schools.

With a view to implement the recommendations made in the Commission, the Government came out with the first National Policy on Education in 1968 which recommended expansion of educational facilities for the physically and mentally handicapped. It also recommended development of integrated programmes enabling the handicapped children to study in regular schools.

In an attempt to implement the recommendations of the above mentioned policy the Integrated Education for Disabled Children (IEDC) scheme was launched in December, 1974 and revised in 1992. This scheme made provisions for educational opportunities to the disabled children in the general school system. The scope of the scheme included pre-school training, counseling for parents and community involvement. It also provided allowances for books and stationary, uniform, transportation, readers’ allowance for Visually Handicapped, hostel allowance, removal and modification of architectural barrier, financial assistance for purchasing or production of instructional material, etc.
The District Primary Education Project (DPEP) was launched in 1985 with the assumption that universalization of education is possible only by including children with disabilities. The emphasis on Integrated Education and Segregated Education in the form of Special Education was working side by side. Encouraged by the incentives given by the government, voluntary agencies played an important role in setting up special schools. As a result, the number of schools for the Deaf, Blind and the Mentally Retarded rose to 180, 170 and 200 respectively.

The National Policy on Education (NPE) 1986, laid much emphasis on the issue of equality of educational opportunity for all children not only in access but also in the condition for success. It stipulated that

i. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence;

ii. Wherever possible education of children with locomotor handicaps and other mild handicaps will be common with that of others;

iii. Children with severe handicaps are proposed to be enrolled in special schools with hostels at district headquarters;

iv. Adequate arrangements will be made to give vocational hands to the disabled;

v. Teaching programmes will be reoriented in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and

vi. Voluntary efforts for the education of the disabled will be encouraged in every possible manner.
The Government of India launched the Project Integrated Education for the Disabled (PIED) in 1987 for encouraging all schools in a neighbourhood to enroll children with disabilities. In this approach, a cluster, usually a block of population (instead of the individual school) is taken as a project area. All the schools in the area are expected to enroll children with disabilities and training programmes are also arranged for the teachers.

National Institute of Open Schooling (NIOS) formerly known as National Open School was established in 1989 in pursuance of the NPE, 1986. NIOS follows a learner centered approach best suited to the purpose of the children with specific needs through open and distance mode. This Open Schooling system offers unique educational opportunities to the children with special needs free from the constraints of time, space, rigidity of curricula, etc. To enhance access, and retain them in the learning process and to achieve development of children with disabilities, NIOS established a Cell for the Education of the Disabled (CED) in 2000.

In 1986, the Government of India established the Rehabilitation Council of India (RCI) as a follow–up of the recommendation of the NPE, 1986. The major responsibilities of the Council are:

- To regulate the training policies and programmes in the field of rehabilitation of people with disabilities.
- To bring about standardization of training courses for rehabilitation of professionals/personnel dealing with people with disabilities.
- To prescribe minimum standards of education and training institutions in the field of rehabilitation uniformly throughout the country.
• To regulate these standards in all training institutions uniformly throughout the country.

• To recognize institutions/universities running degree/diploma/certificate courses in the field of rehabilitation of the disabled and to withdraw recognition, wherever facilities are not satisfactory.

• To recognize foreign degree/diploma/certificate in the field of rehabilitation awarded by the universities/institutions on reciprocal basis.

• To maintain Central Rehabilitation Register to register persons possessing the recognized rehabilitation qualifications.

• To collect information on regular basis on education and training in the field of rehabilitation of people with disabilities from institutions in India and abroad.

• To encourage continuing rehabilitation education by way of collaboration with organizations working in the field of rehabilitation of persons with disabilities.

For equipping this body with some legal authority, the Parliament of India enacted the Rehabilitation Council of India Act in 1992. The major purpose of this Act was to mandate minimum standards of education for the professionals working with individuals with disabilities including special teachers and educators. This Act made it mandatory for every special teacher to be registered by the Council and laid down that every child with disability has the right to be taught by a qualified teacher. It also stated a provision of punishment
for those teachers who engaged in teaching children with special needs without a license.

The Plan of Action (POA) 1992, as a follow up to and implementation of the NPE 1986, suggested pragmatic placement principles. It postulated that a child with disability who can be educated in a general school should be educated in general school only and not in a special school. For achieving equalisation of educational opportunities, POA (1992) also envisaged that children with disability should have access to quality education comparable to other children. It also stated that since education of the disabled is quite costly, it should be ensured that only those children whose need cannot be met in general schools are admitted in special schools. Once they acquire communication skills and study skills they should be integrated in general schools.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and full participation) Act, 1995 strives to define the responsibilities of the Central Government and the State Government with regard to the services for disabled population. The Act enumerates that:

I. The appropriate Governments and the local authorities shall

   a. ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;

   b. endeavour to promote the integration of students with disabilities in the normal schools;
Background of the Study

40

c. promote setting up of special schools in government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such school;

d. endeavour to equip the special schools for children with disabilities with vocational training facilities.

II. The appropriate Governments and the local authorities shall, by notification, make schemes for –

a. conducting part–time classes in respect of children with disabilities who after completing education up to class fifth could not continue their studies on a whole time basis;

b. conducting special part–time classes for providing functional literacy for children in the age–group of sixteen and above;

c. imparting non–formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;

d. imparting education through open schools or open universities;

e. conducting class and discussions through interactive electronic or other media;

f. providing the required special books and equipments for free of cost to every child with disability for his/her education.
III. The appropriate Governments shall initiate research by official and non–governmental agencies for the purpose of designing and developing new assistive devices, teaching aids, special teaching materials or such other items as are necessary to give a child with disability equal opportunities in education.

IV. The appropriate Governments shall set up adequate number of teachers’ training institutions and assist the national institutes and other voluntary organizations to develop teachers’ training programmes specializing in disabilities so that requisite trained manpower is available for special schools and integrated schools for children with disabilities.

V. Without prejudice to the foregoing provisions, the appropriate Governments shall by notification prepare a comprehensive education scheme making provisions for handicapped.

   a. transport facilities to the children with disabilities or make alternative provisions which would enable them to attend schools;
   b. the removal of architectural barriers from these schools, colleges or other institutions which impart vocational and professional training;
   c. supply of books, uniforms and other materials to children with disabilities who attend school;
   d. the grant of scholarship to students with disabilities;
   e. setting up appropriate forum for the redressal of grievances of parents regarding the placement of their children with disabilities;
Background of the Study

f. suitable modification in the examination system to eliminate purely mathematical questions for the benefit of Blind students and students with low vision;
g. restructuring the curriculum for the benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

VI. All educational institutions shall provide or cause to be provided amanuensis to Blind students and students with low vision.

Inclusive Education was formally added in DPEP in 1997. It was initially introduced in the states on a small scale by taking one block/cluster as a pilot project in each DPEP district. Inclusive Education is currently being implemented in more than 2000 blocks of 18 DPEP states. Ten states namely Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa (presently Odisha), Tamil Nadu and Uttaranchal have up–scaled the inclusive programme to all the blocks.

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was implemented by the Government of India in 1999. This Act guarantees the promotion and protection of rights of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities at a national level.

The National Curriculum Framework for School Education (NCF, 2000) has recommended Inclusive Schools for learners with special educational needs by making appropriate modifications in the content,
presentation and transaction strategies, preparing teachers and developing learner friendly evaluation procedures.

To uphold its commitments for achieving Education For All (EFA), the Government of India launched Sarva Shiksha Abhiyan (SSA) in 2000-01. SSA (now Sarva Shiksha Mission) gives prime importance to good quality education to all children including those with disabilities. It has a special mandate to serve children with disabilities at the district level. It has a target of eight years of elementary schooling for all children including children with disabilities in the age group of 6 – 14 years.

Through its 86th Amendment of the Constitution in 2002, the Government of India introduced a new Article 21A: Right to Education. This right ensures free and compulsory education to all children including children with special needs and other disadvantaged children in the age group of 6 – 14 years. There is also a provision in the law which requires the Government to make efforts to provide early childhood care and education for all children until they complete the age of 6 years.

Through “The National Policy for Persons with Disabilities”, 2006, the Government of India recognized that persons with disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. It has also laid down a time limit for ensuring every child with disability access to appropriate pre-school, primary and secondary level education by 2020. It emphasized:
Background of the Study

i. The development of training modules for teachers for inclusive education;

ii. Making schools barrier–free and accessible to all types of disability;

iii. Establishing model schools of inclusive education in each state/Union Territory;

iv. Identifying children with disabilities up to the age of 6 years and providing necessary instructions for making them join inclusive education;

v. Taking steps for the schools not discouraging enrollment of students on account of their disability.

The policy also states that there is a need for mainstreaming of the persons with disabilities in the general education system through inclusive education.

Regarding Education of the Disabled, The Draft Rights of Persons with Disabilities Bill, 2012 states that:

I. Appropriate governments and local authorities shall ensure that all educational institutions funded or recognized by them, provide inclusive education, and towards that end, *inter alia*:-

- admit students with disabilities without discrimination and provide them education as also opportunities for sports, recreation and leisure activities on an equal basis with others,
- make their building, campus and various facilities accessible to students with disabilities,
- provide reasonable accommodation according to individual requirements,
• provide necessary support – individualised and otherwise - in environments that maximize academic and social development, consistent with the goal of full inclusion,

• ensure that education to persons who are Blind, Deaf or Deaf–Blind is delivered in the most appropriate languages and modes and means of communication for the individual,

• specific learning disabilities in children are detected at the earliest, and suitable pedagogical and other measures are taken to enable the children to overcome them, and

• monitor participation, progress in terms of attainment levels, and completion of education, in respect of every student with disability.

II. In order to ensure inclusive education of students with disabilities, and to enable educational institutions funded or recognized by them to comply with the provisions of Section 21, appropriate governments and local authorities shall, *inter alia*, take the following measures:-

• in surveys of children of school-going age, provide especially for identifying children with disabilities, and ascertaining their special needs and the extent to which these are being met,

• establish an adequate number of teacher training institutions, so that teachers equipped to teach
Background of the Study

students with various kinds of disabilities are available in adequate number,

- train and employ teachers, including teachers with disabilities, who are qualified in sign language and Braille,

- train professionals and staff to support education of persons with disabilities at all levels,

- establish an adequate no. of resource centres at appropriate locations to support educational institutions in their vicinity, by way of special teachers, teacher trainers, educational aids, equipment and material etc.

- promote the use of appropriate augmentative and alternative modes, means and formats of communication, including Braille and Sign Language,

- promote the use of educational techniques and materials to support the education of persons with disabilities,

- provide books, other learning material and appropriate assistive devices, free of cost to students with benchmark disabilities, , upto the age of 18 years, and thereafter, either free or at affordable cost,

- provide transport facilities or transport allowance, and scholarships, in appropriate cases to students with benchmark disabilities,
• make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities, for example, extra time for completion of examination paper, facility of scribe/amanuensis, exemption from second and third language courses, etc., and
• promote research aimed at improvement of learning by students with disabilities and equalising educational opportunities for them.

III. Appropriate governments and local authorities shall ensure participation of persons with disabilities in adult education and continuing education programmes on an equal basis with others.

The Government of India has established several special institutes for the handicapped:

a) National Institute for Physically Handicapped at New Delhi;

b) National Institute for the Visually Handicapped at Dehradun;

c) National Institute for the Hearing Handicapped at Mumbai;

d) National Institute for the Orthopaedically Handicapped at Kolkata;

e) National Institute for the Mentally Handicapped at Hyderabad;
f) National Institute of Rehabilitation, Training and Research at Cuttack; and

g) National Institute for Empowerment of Persons with Multiple Disabilities at Chennai.

All of these seven National Institutes are working for the development of manpower in different disability areas and setting directions for providing needed education and rehabilitation services to the persons with disabilities.

India is a signatory to the “Declaration on the Full Participation and Equality of Persons with Disabilities in the Asia Pacific Region”. It is also a signatory to the “Biwako Millenium Framework” for action towards an inclusive, barrier free and rights–based society.

Therefore, in India attempts have been made over the years to ensure education of children with special needs.

3.2 Development of Special Education in Japan

The history of disability in Japan has evolved from stages of discrimination and bias, and now recognition of equality for every human being irrespective of the presence of any kind of disability is the basis of the modern Japanese society.

Japan is one of the oldest homogeneous nations in the world with little influence from other ethnicities owing to its geographical isolation from other nations. Also, Japan closed its doors to the Western world for a long period during the Edo Era under the Tokugawa administration from 1639 to 1853. The past 400 years of Japanese history can be roughly classified into three periods – Pre-
Modern Era (1600 to 1860s), Modern Era (1860 to 1945), and the Present Era (1945 onwards). The developments during these periods were to a great extent influenced by the extent and nature of Japan’s contact with other countries. Similarly, the development of Special Education has also been directly affected by Japan’s contact with other countries.

The Pre–Modern Era witnessed a strict ranking system. The lowest rank was called ‘Eta/Hinin’ meaning ‘not human’. Those with physical disabilities were linked to being Hinin primarily because of their difficulty with physical labour. Hinins were not allowed to have social contact with those of the upper ranks, and consequently people with disabilities became objects of neglect, hate, and/or condescending pity. This social attitude of indifference made the parents of the disabled children send their wards to private schools called ‘Terakoya’ hoping for their children’s future independence. Teachers admitted students with disabilities on the basis of their parent’s requests. These students were educated in inclusive classrooms, and the teachers modified the traditional instruction and materials according to their needs.

With the onset of the Modern Era during the 1860s, Japan opened its door to the world and development of Special Education to a great extent was influenced by its contact with the Western countries mainly the United States, England and France. A European style asylum for Deaf, Blind and Mentally Retarded was introduced in Japan by Yukich Fukuzawa, an educator and a member of the first Japanese delegation to the United States in 1866. In 1871, through his statement emphasizing the importance of education for those who
were Blind and/or Deaf and those with speech impairments, Yozo Yamao recommended the establishment of schools for these students. In 1872, the first regulation of modern education, a law called Educational System was established which recognized and recommended establishment of schools which would provide education for those with disabilities. Several private educational institutions for those who were Blind and/or Deaf were established during the 1870s and 1880s. A private school for the Blind was opened in Tokyo in 1876. Henry Falls, a Scottish missionary doctor and the director of Tsukiji Hospital, founded an organization called Rakuzenkai which played an important role in the establishment of Rakuzenkai Institution for the Blind followed by separate institutions that focused on education for those with disabilities in 1880. Around 1875, Tashiro Furukawa initiated education for the Deaf. A training institution for Blind and dumb was established in Kyoto in 1878 which became a public educational institution in 1879. He argued that those with disabilities will be able to perform if they are provided with appropriate education. A Special class for under achievers was established at Nagano Prefectural Matsumoto Elementary School in 1890. Similar Special classes were established in 1896 and 1897. A school for girls with Mental Retardation was started in 1891. Other institutions for those with Mental Retardation were started in 1909, 1916 and 1919.

Inspite of all the efforts of different educators, the Japanese government retained a passive attitude towards the education of the disabled. It issued the Legislation of Primary Schools in 1886 which along with establishing Japanese compulsory education also made specifications regarding exemption of students from compulsory
education. Even though this law did not state that students with disabilities were not allowed to attend school, yet if the child had a disability, parents interpreted the legislation as an authority powered recommendation. Also, due to the lack of active financial federal support, the institutions and educational facilities had to be managed by the pioneers’ own efforts.

Schools for children with Deafness and/or Blindness gradually increased to 38 in 1907. In order to keep pace with the increasing number of Special Schools, a training course for special education teachers was established at the Tokyo School for the Deaf and Blind. Therefore, there was an increase in the number of educators with knowledge of Special Education. This led to the division of Special Education and awareness about the different needs of different disabilities. The Tokyo School for the Blind was established in 1909 followed by the Tokyo School for the Deaf and Mute in 1910. Since then there has been a complete segregation and distinction of schools for those who are Deaf and those who are Blind. Education for those with Physical Disabilities began in 1918. During the Taisho Democracy, following the First World War there was an increased number of Special Education classrooms in the major cities of Tokyo, Osaka, Kyoto, Kobe and Nagoya. Financial and philosophical support to the education of those who were Deaf and/or Blind was offered by The Ministry of Education in 1924, and a Regulation for Encouragement of Education of School Aged Children, which included remarks about the importance of special education, was enacted in 1928. The need for more detailed and reliable data, such as the overall incidence of disabilities, was felt by the educators and authorities with the gradual progress and spread of special education.
Thus, in 1930 the Tokyo City Education Bureau conducted an Investigation of Students with Certain Levels of Bone, Joint and Muscle Disorders that allowed exemption from Gymnastics. An Investigation of Blind and Deaf School Aged Students was conducted by The Ministry of Education in 1936.

The first school for students with physical disabilities, called Tokyo City Municipal Kohmei School was established in 1932, which was the only school for those with Physical Disabilities in Japan until the end of World War II. Osaka City Municipal Shisei Elementary School which was the first special school for those with Mental Retardation was established in 1940, and a Special School for those with Physical Disabilities, called Seishi-Ryogoen, was opened in 1942.

After the Second World War, the major laws governing education in Japan are the Constitution of Japan, the Fundamental Law of Education, and the School Education Law. The Constitution of Japan was established in 1946. The three principles of the Constitution of Japan are popular sovereignty, pacifism, and respect for fundamental human rights. These principles relate to special education because human rights include education, and academic freedom is guaranteed under the 23rd article of constitution. The 3rd article of the Fundamental Law of Education guarantees all Japanese citizens the right to receive Inclusive Education.

In addition, the 26th article states that all people shall have the right to receive an equal education corresponding to their ability, as provided for by law. All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Such compulsory education shall be free.
The Basic Act on Education was promulgated and put into effect in March, 1947. It set forth in more details the aims and principles of education in accordance with the spirit of the Constitution of Japan. Through this law, specific national principles of education were established: Equal opportunity, Compulsory education, Co–education, School education, Social education, Prohibition of partisan political education, Prohibition of religious education for a specific religion in the national and local public schools, and Prohibition of improper control of education.


The reauthorization of The School Education Law and the Fundamental Law of Education in 1947 led to the establishment of various types of special schools for students with special needs. Each type of disability was distinguished and segregated leading to the formation of three types of special schools namely, Schools for Blind, Schools for Deaf, and Schools for other disabilities, called Yogo-Gakko. The School Education Law presented six fundamental principles:

a) the unification of school systems,
b) the extension of compulsory education,
c) the expansion of educational opportunities that includes establishment of compulsory schooling for those with disabilities,
Background of the Study

54

d) the abolition of sex discrimination,
e) the respect for educational autonomy, and
f) democratization and increased flexibility of educational contents.

There were two critical problems in the field of Special Education. One was regarding schools for the Deaf and/or Blind. The other was the significant delay of special education for those with disabilities other than Deafness or Blindness, such as mental/cognitive disabilities, physical disabilities, and invalidity or fragility. In August 1952, the Office of Special Education was established at the Elementary and Secondary Education Bureau of the Ministry of Education to solve these issues regarding special education in Japan. There was, therefore, a need to develop standards to assess students with disabilities, and to determine the exact number of these students. Thus, the Standard of Criterion for Assessment of Students who Need Special Treatment in Educational Settings was established in 1953, and an Investigation of Children with Physical Disabilities and Physically Weak Children was conducted in 1954.

The Law on the Promotion of Attendance at Schools for the Blind, Schools for the Deaf and Schools for the Handicapped (1954) provides for necessary assistance to pupils and students who attend special schools. School education was made compulsory only for Deaf and/or Blind students from 1956. Yogo-Gakko was still not placed under the compulsory education system. It was only after the partial amendment of the School Education Law in 1957 that attendance at Yogo-Gakko was considered equivalent to the attendance at mandatory school.
However, enrolment into Yogo-Gakko was not yet part of compulsory education. It was only in 1979 when Yogo-Gakko was recognized as a part of compulsory education. The total number of special schools, including schools for the Deaf, schools for the Blind, and Yogo-Gakko, was 685 in 1978, and increased to 837 in 1979. The total number of uneducated children and youths due to disability was 33,972 in 1950, but it decreased to 2,214 in 2003.

By 1960 instructions to special children were being imparted in a continuum of settings that included hospital schools for those with the most severe disabilities, specialized day schools for students with severe disabilities who were able to live at home, and special classes in regular schools for students whose disabilities could be managed in small groups. The Japanese Government launched domestic measures following the resolution of the United Nations International Year of the Disabled and of the United Nation Ten Years of Disabled Persons by setting up the Headquarters for the Promotion of Measures on Disabled Persons headed by the Prime Minister, under the Prime Minister’s Office.

The Act on the Payment of Special Child Allowance (1964) provides for the payment of a disabled welfare allowance, paid to children with severe physical and mental handicaps, and special allowances for disabled persons.

Disabled Persons’ Fundamental Law (Law Number 84 of May 21) was enacted in 1970. According to Article 1, the purpose of this law is to specify the fundamental principles regarding measures for disabled persons, designate the responsibilities of the State and local public entities and clarify matters to form the basis of the said measures, in
order to comprehensively and systematically promote measures for disabled persons and thereby to promote the independence of disabled persons and their full participation in social, economic, cultural and other areas of activities. Article 2 defines Disabled persons as those whose daily life or life in society is substantially limited over the long term due to a Physical Disability, Mental Retardation or Mental Disability (hereinafter referred to as "disability/ies"). Article 3 states that the dignity of all disabled persons shall be respected and they, as members of society, will be provided with opportunities to fully participate in social, economic, cultural and other areas of activities. According to Article 12, the State and public bodies shall take the necessary measures to improve and better the quality and methods of education in order to enable disabled persons to receive adequate education according to their age, ability, and the type and severity of their disability. The State and local public entities shall promote study and research concerning the education of disabled persons and improving their educational environment. Article 14 stipulates that the State and local public entities shall take the necessary measures to carry out such services as vocational guidance, vocational training and employment referral in order to enable disabled persons to engage in appropriate occupations according to their abilities with due consideration for the type and severity of their disability. The State and local public entities shall promote study and research concerning the types and areas of occupations which are suited for disabled persons.

In 1988, the 16th World Congress of Rehabilitation International was held in Tokyo and in 1992, the final measures for the United Nation Ten Years of Disabled Persons (1983-92) were launched.
With the idea of Inclusion gradually flowing in along with an increase in the number of students with special needs enrolled in regular schools, the Advisory Committee submitted a Final Report on Resource Rooms and Related Issues to the Ministry of Education in 1992. Then, in 1993, instruction in resource rooms began. The number of students receiving instruction in resource rooms was 12,259 in 1993, and increased to 31,767 in 2002.

The Law for Promotion of Research, Development and Distribution of Technical Aids and Equipments, 1993 aimed to improve industrial technology, thus promoting the development and distribution of various equipments, to help everyday life and social life of disabled persons and elderly persons.

Recognition about learning disabilities gradually increased during the 1990’s, because of the presence of students who demonstrated difficulties with academic achievement independent of mental retardation. Therefore, disseminating appropriate knowledge and establishing guidelines about learning disabilities became a critical issue. As a result, the Final Report on Investigation for Children with Learning Disabilities and Similar Learning Difficulties was submitted in 1999. In 2001, The Final Report on Future Direction for Special Education in the 21st Century was submitted to the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the new name of the old Ministry of Education and the Science and Technology Agency. With this report, Special Education in Japan came to be known as “Special Support Education.” Special Support Education indicated that the education is not only for those with disabilities, but also for students who are experiencing learning difficulties independent of disabilities. This report made students with
disabilities such as Learning Disabilities, Attention Deficit Hyperactive Disorder, and Autism eligible to receive special education.

The Law for Supporting Persons with Developmental Disabilities came into effect in April 2005, with a view to providing people afflicted by development disabilities integrated assistance based on the collaboration of organizations engaged in a range of areas such as health and medical care, welfare, education and employment.

The Law for Supporting Independence of Persons with Disabilities was enacted in October 2005 and fully put into effect in April 2006, with a view to establishing a system that enables municipal governments to provide welfare services in a universal manner, irrespective of the type of the recipient’s disability, whether he or she suffers from physical or intellectual disability, or mental disorder.

In December 2005, the Central Council for Education compiled a report recommending that:

- Conventional ‘special education’ for children with disabilities should be turned into “special needs education” which provides appropriate teaching and support according to the needs of each child.

- The current school system, separated by types of disabilities, such as School for the Blind, School for the Deaf, School for the Intellectually Disabled, Physically Disabled and Health Impaired, should be turned into “Special Needs Schools” that handle all types of disabilities and have the function of regional centers to provide necessary support for elementary and secondary schools, etc.
• Resource Room lessons should be made more flexible and cover children with LD (Learning Disabilities) and ADHD (Attention-Deficit/Hyperactivity Disorders).
• Different teacher licenses provided according to different types of disabilities should be integrated into the “License of the Special Schools.”
• Related issues should be widely considered to promote special needs education, including more opportunities for stepped-up exchange and joint learning between disabled and non-disabled children to improve activities.

In accordance with the report, the Bill for partial amendment of the School Education Law was submitted in order to flexibly accommodate the needs of individual children with disabilities, provide appropriate teaching and support. The Bill included the following measures:

• To convert the current school system into a Special Needs School system that enables the provision of education for children with different types of disabilities at each school.
• To promote special needs education at regular elementary and secondary schools as a way to enhance the education of children with disabilities.
• To integrate different teacher licenses provided according to different types of disabilities into the license of the “Special Needs Schools.”
The Basic Act on Education was completely revised and the revised law was established on December 15, 2006. According to Article 4(2), the national and local governments shall provide support in education to persons with disabilities, to ensure that they are given education in accordance with their condition. Article 16(2) states that the national government shall comprehensively formulate and implement educational measures in order to provide for equal opportunities in education.

Basic Plan for the Promotion of Education, 2008 aims to cultivate in all children the foundations for independence within society by the time they complete education. From early childhood education till the completion of the stage of compulsory education, the fundamental strengths of individuals need to be fostered through combined efforts of schools, family and local communities. The strengths to be fostered include the ability to observe basic lifestyles, sociability, etc that enable children to live in society independently and lead rich lives. It is also necessary to foster qualities essential for the citizens who make up the country and society. It is important to foster such strengths in all children including those in need of special assistance or those with a non-attendance at school problem, in a way suited to respective children’s situations.

It is to be noted that the theory and policies of special education in Japan as well as, welfare, employment, and other areas involving physical disability and mentally handicapped persons have been influenced, to a great extent, by various foreign examples namely the practice of normalization that stared in Scandinavia, the Education for All Handicapped Children Act (EAHCA, 1975), the Rehabilitation Act, Americans with Disabilities Act, and the Warnock Report. Yet,
Integrated Education has never been adopted as the norm in Japan’s system of Special Education.

### 3.3 Conclusion

Today, both the nations are taking all possible measures to educate their disabled population. But, while on one hand India has adopted the principle of Inclusive Education and is marching towards envisaging all schools disabled friendly by 2020; on the other hand Japan is yet to adopt the principle of Inclusive Education in its system of Special Education. Even though, the concept of integration has been positively applied under the name of cooperative education and opportunities have been made for children with and without handicaps to interact with each other, yet severely handicapped children are enrolled in special schools and special classes in Japan.

### References:


• http://www.bpaindia.org/VIB chapter-VIII.pdf
• www.dinf.ne.jp/doc/english/intl/z15/z150071e/z1500706.html
• www.dinf.ne.jp/doc/english/law/japan/30select.html#support
• www.encyclopedia.com/topic/Special_education.aspx
• www.mext.go.jp/english/introduction/1303952.htm
• www.mext.go.jp/english/lawandplan/1303472.htm
• http://www.rehabcouncil.nic.in/writereaddata/vi.pdf
• http://socialjustice.nic.in/pdf/draftpwd12.pdf
• http://www.un.org/disabilities/default.asp?id=261