

Higher Education of Students with Disabilities in Japan

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1 Position at Higher Education of People with Disabilities education field

International conventions of people with disabilities are developing from "Convention on the Rights of the Children (CRC)" to "UN Standard Rules for the Equalization of Opportunities for Persons with Disabilities" and "Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action". In "Convention on the Rights of the Children" and "UN Standard Rules for the Equalization of Opportunities for Persons with Disabilities" the position of children with disabilities has been main body of the right, which is that children are essential part of all education organizations.

In Standard Rules for the Equalization of Opportunities for Persons with Disabilities proposal amendment, continuing education of people with disabilities is incorporated. In fact, many students with disabilities of each country take variety of educations for self-empowerment. The United Nations, in every social environment, the number of people with every disability is over ten percent in the number of all the people worldwide.

Based on these points, it is necessary for students with disabilities in higher education that we regard their place as their right. Instead of dividing higher education from primary and secondary one for people with disabilities, it is necessary to regard their education as serial stage in their life cycle, and to clear quality of subjective right.

Let's think about circumstances domestic in Japan. In the situation of government, professional fields of education for children with disabilities are limited to primary and secondly special needs education. At administration about higher education, it is no exist of the professional field of support for students with disabilities. According to this fact, Domestic laws in Japan are improved only in primary and secondary education field. Disqualifying condition had remained at domestic laws until 2001.

The laws was reviewed at 2001, refusal to entrance exams of each medical school for reason of Disqualifying condition of medical law lost its ground greatly. And national Diet statement is proposed "Japanese government has to take some necessary measures about which, that it advances improvement of system of entrance exams for people with disabilities and situation in school attendance. I think leading and direction to each university and college by Ministry of Education, Culture, Sports, Science, and Technology will be more responsible.

Now in Japan, conquest of their rights by people with disabilities is gathering momentum towards constitution of Antidiscrimination law of people with disabilities. We have to go hand with their action. Enhancement of their right of students with disabilities international and in each nation, we believe, makes it to expand the right of education.

2 Implementation of Students with disabilities at university and college in Japan From investigation of NSCSD

I will tell you on the research that every 2 years we carry at to all universities and colleges in Japan.

Our research to universities and colleges takes on the meaning as following: in fact, at the beginning of admission of entrance examination or not what kind of considerations in classes and personal services are necessary? It means that we provide information about these matters, not only to students with disabilities but also to universities and colleges. More advanced that universities and colleges have services accept people with disabilities as students, higher education will be more open for more people. After opening higher education to all the people, we think, will lead to which, that making preparation to accept people with disabilities.

Reply Rate

In 2007, we sent out questionnaires to all universities and colleges in Japan, 745 in total. 420 replied: the rate is 56%, 4% higher than the previous research in 2004. 267 schools replied continuous to the previous research (63.5% of valid answer). 22 out of 39 newly establish schools gave us reply.

Attitude to students with disabilities taking entrance exams (about admitting entrance exams)

For the first time, we add a matter about admitting foreign students with disabilities to take entrance exams in our research. For the first time, we add a matter about admitting foreign students with disabilities to take entrance exams in our research. We asked universities and colleges (362 in total) admitting foreign students regardless with or without disabilities, to take entrance exams, if whether they admit foreign students with disabilities to take entrance exams or not. The rate of valid answer as admitting entrance exams is 40.6%, and the rate is fourth, next to the rate of other disabilities (physical, hearing, visual).

176 schools admit entrance exams to students with visual, hearing and physical disabilities: admit all students with disabilities, included students with intellectual, learning, or internal disabilities, and foreigners.

Following figures show the number of universities and colleges, in which admit (Yes), not admit (No), and not determine (undetermined) entrance exams at present, for students with disabilities to take entrance exams.

	Yes	No	Undetermined	Total
Visual Disability	194	20	218	432
Hearing Disability	230	15	187	432
Physical Disability	244	7	181	432
Internal Disability	188	11	181	432
Mental Disability	112	36	284	432
Development Disability	85	42	305	432
Intellectual Disability	78	53	301	432
Foreign Students with Disabilities	147	12	205	362

Pre-entrance exam consultation

It means negotiation based on admitting entrance exams for students with disabilities in question, at the stage before students offer to universities and colleges to negotiate the possibility of applying. The situation means that it is immediately able to lead in negotiation of the possibility of entrance exams, at the stage of offering from students.

In pre-entrance exam consultation it is mainly negotiated about details of consideration in entrance exams, vision after admission, and etc. NSCSD calls realization of this situation as admitting entrance exams. There may be set additionally conditions by universities and colleges in accordance with details of disabilities and with or without their needs: in other word it may be necessary to go clear certain conditions.

Pre-entrance exam adaptability assessment meeting

Pre-entrance exam adaptability assessment meeting means dominant negotiation about which, if whether universities and colleges admit entrance exams or not. It's quite possible that universities and colleges accept students with disabilities, but it is consistently result of negotiation, and it seems that situation don't go far enough to admit entrance exams beforehand.

From students approach universities and colleges to negotiation of applying to they go through with Pre-entrance exam adaptability assessment meeting, we call not determining to admit entrance exams as the situation that not determine to admit entrance exams of students in question.

Towards students with visual disabilities

194 (the number of universities and colleges admitting entrance exams) are the least among visual, hearing, and physical disabilities. 67schools are sure to be able to hold entrance exams with braille, except several schools not determining braille transcribers. Entrance exams of students with visual disabilities, more than another disabilities, need maximum know-how.

	Totally blind	Weak eyesight
Number of universities applied	23	81
Number of universities enrolled	36	82
Number of students enrolled in 2007	60	162

Towards students with hearing disabilities

In case of students with hearing disabilities, if even you don't need special considerations in entrance exams, "communication guarantee" in classes is key after admission. Disadvantageous treatment by conditions* in entrance exams have decreased.

	Deaf	Weak hearing
Number of universities applied	21	170
Number of universities enrolled	28	171
Number of students enrolled in 2007	89	454

Towards students with physical disabilities

In case of students with physical disabilities, conditions except pre-entrance exam consultation have a certain weight. By nature, before taking entrance exams, students don't have to offer anything as promissory letters about matters extraneous to universities and colleges.

According to our investigation in 2004, 3 schools require students to offer promissory letters in fact. As conditions after admission, 24 schools offer that they would have any special considerations in their capacities as universities and colleges, and 20 schools offer that they would never touch with attendants necessary for students with physical disabilities.

	Electric wheelchair	Wheelchair	Upper extremities	Under extremities	Trunk extremities
Number of universities applied	66	105	42	80	54
Number of universities enrolled	81	99	58	106	85
Number of students enrolled in 2007	142	192	86	181	155

*Conditions mean such as: pre-exam consultation, submitting medical certificate, not changing exam forms comparing with other students, etc.

**Considerations mean such as: extension of exam time, using auxiliary equipments, accompanying by personal attendants, etc.

3 Towards Achievement of antidiscrimination Law of People with Disabilities in Japan

Based on implementation of the investigation, publishing universities and Colleges Guidebook for Students with Disabilities in Japan, and accumulation of daily counseling, we think as following. The right of students with disabilities at higher education is need to be located position in International Convention on Human Rights of Persons with Disabilities and Antidiscrimination law of people with disabilities. And we hope that to prohibit discrimination against students with disabilities as commencing with denial applications, entrance examinations or

admissions by universities and colleges, will be stipulated in the text. We believe that the realization necessarily leads to expand of the right of education.

In Japan, as the movement towards constitution of Antidiscrimination law, proposal of the outline is being created by Japan National Assembly of Disabled Peoples' International, Assembly of Policy Studies about Disabled People, and Japan Federation of Bar Association, NSCSD is calling for which, that Articles named of "prohibiting discrimination against admissions to students with disabilities" will be incorporated into the outline.

If possible for people with every disabilities to have an opportunities of higher education, we expect Antidiscrimination law to be constituted. In concreted, we expect following items to be incorporated as matters of prohibiting discrimination against students with disabilities.

1 To prohibit universities to deny applications, entrance examinations or admissions to students with disabilities.

2 To prohibit universities to force students with disabilities to take entrance examinations under unfavorable circumstances (environments).

3 To prohibit universities to fix grades of entrance examination of students based on disabilities.

4 To prohibit universities to enforce physical examinations or to show diagnosis before registration.

5 To prohibit universities to prevent students with disabilities to receive adequate academic contents in lectures, lab experiments, training, physical educations, tests, thesis, etc. due to not taking necessary considerations to students.

6 To prohibit universities to prevent students with disabilities to receive fair evaluations on academic contents based on disabilities.

Let's turn our eyes to global perspective. How many students with disabilities in the world? In Japan there are about two thousand students, only enrolled. In Korea, it seems that there are students as many as scale in Japan. Thinking international about problems with students with disabilities, not only we will find our common point but also their standing in each country will enhance because of streaming of their movements by joint and exchange of their own. It makes so certain that higher education of people with disabilities is located international.

Support for students with disabilities is rising as common subject over national borders. In July 2001 we held "Disabled Peoples' International 6th World Assembly pre event: Interchange Meeting of Students with Disabilities" and "Japan-Korean Students with Disabilities exchange project". At sixth consecutive year, Interchange Meeting of Students with Disabilities in Japan is taking root in the place as exchange of students each other with different disabilities: visual, hearing, physical, and intellectual.

Add to this, for the first time from Korea Mr. Bae Yoong Ho belong to Easy Access Movement for People with Disabilities in Korea with and 15 students held, exchange of students between Japan and Korea is realized. Following this, in September 2001 two students visit at Korea, and deepen exchange between them.

Through a series of projects, exchange of students between Japan and Korea made dramatic progress. We feel that makes great effect on the movement of students with disabilities

Let's take note of the movements in other country. In Canada there is National Educational Association of

Disabled Students. There are programs to support students, who themselves take leadership in their campus. In all America in over 30 universities and colleges, there are support center for students with disabilities only having web sites. There is AHEAD: Association on Higher Education And Disability. I cannot recognize concretely, how much these are making progress. But in this country independent living started in a university I imagine, today the movements of students with disabilities are improved actively.

If the principle of the Equalization of Opportunities in higher education (by Standard Rules for the Equalization of Opportunities for Persons with Disabilities) can be embodied by efforts of students with disabilities of their own around the world, it is first time that the principle establishes.

As conquest of the right, we have to make circumstances that higher education of people with disabilities will be able to be one of their choices. These movements will lead to expansion of the right of education of all the people with disabilities, and will come fruition as International Convention on Human Rights of Persons with Disabilities some day. To that end, it is high time for students with disabilities they have to bring out their "voice of our own".