

Fundamental research on school facilities for building an inclusive education system (Summary) March 2016

This report contains a summary of points of caution related to the provision of reasonable accommodation for school facilities/equipment based on a questionnaire conducted on methods of reasonable accommodation in school facilities depending on the type of disability pupils/students with disability and an analysis of case studies undertaken as part of a National Institute for Educational Policy Research project, in line with the Central Council for Education's report* and the Act on the Elimination of Disability Discrimination.

*Promotion of Special Needs Education in Building Inclusive Education System for Formation of a Convivial Society (July 2012)

Chapter 1 – Background and Objective

July 2012 – Central Council for Education's report – Need to conduct research on reasonable accommodation and create a database
 August 2013 – Revision of Ordinance for the Enforcement of the School Education Act – Revised methods for selecting a school of enrollment
 April 2016 – Enforcement of Act on the Elimination of Disability Discrimination – Obligation to provide reasonable accommodation

● Pupils/students with disabilities are able to use general school facilities, including regular classrooms at public elementary and junior high schools

Need to provide reasonable accommodation in school facilities based on the type of disability of the pupil/student

● Research conducted to contribute to reviews of reasonable accommodation concerning school facilities/equipment by local governments and the formulation of response guidelines

Chapter 2 – Status of Efforts concerning Facilities/Equipment

2-1 Questionnaire

(1) Objective

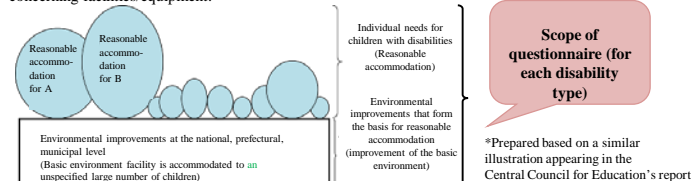
Obtain basic knowledge about the types of facilities/equipment, installation location, costs, and other factors regarding methods of reasonable accommodation and improvement of the basic environment at school facilities based on each type of disability, with the goal of creating a database of this information (109 case studies).

(2) Subjects

Designated areas and schools adopted in MEXT's FY2013 Model Project for Inclusive Education System Development.

(3) Details

Understand efforts with regard to reasonable accommodation and improvement of the basic environment concerning facilities/equipment.



(4) Results: Details of reasonable accommodation concerning facilities/equipment first conducted at schools subject to this study were organized and analyzed according to each type of disability of pupils/students with disabilities (10 types).

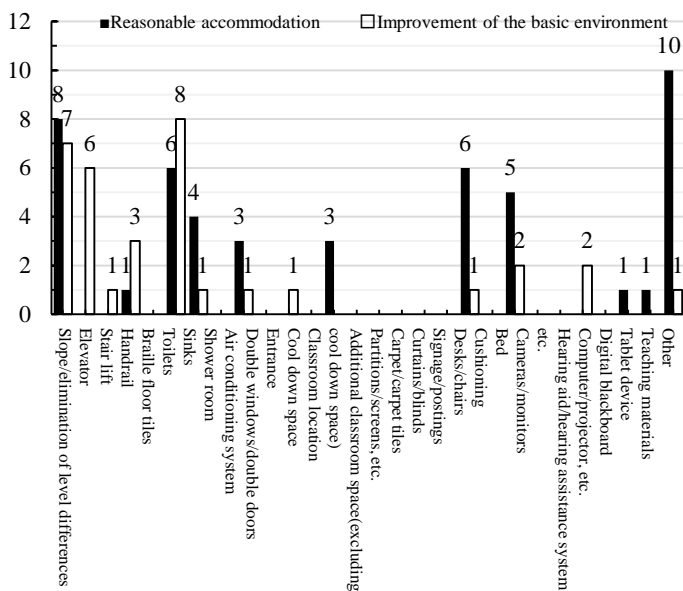
*The 10 disabilities are: visual impairment, hearing impairment, intellectual impairment, orthopedic impairment, frailty/physical weakness, speech impairment, autism, emotional impairment, learning disability, and attention-deficit hyperactivity disorder

The study found that in the case of each disability type that reasonable accommodation was being provided in terms of the installation of facilities/equipment mainly for accessibility inside the school, learning, living and safety. The following represents the analysis details of orthopedic impairments as one example.

Content analysis of Orthopedic impairments (8cases)

Orthopedic impairment (single)

(Cases)



a. Cases of reasonable accommodation

• Slopes (including portable slopes) are installed in places with level differences in high traffic areas or level differences are eliminated at entrances in consideration of various modes of transport used, such as wheelchairs or support apparatuses (walkers or canes).

• An air conditioning system is installed to ensure good classroom environment conditions ideal for regulating body temperature for pupils/students who have difficulty maintaining their body temperature.

• Installation of multifunction toilets, beds for resting or changing clothes, and furniture such as desks and chairs with adjustable heights.

• Special needs education classes and ordinary classes are located in close proximity on the same floor for the same grade in order to provide an environment that is easy to learn in and promotes mutual aid among pupils/students regardless of disability. In addition, the classroom location plan was created in a flexible manner with interaction in terms of interaction between learning and living in mind.

• Necessary facilities/equipment are installed systematically in conjunction with changes in the restroom used or new traffic areas created from changes in classroom location.

• Creativity is used in classroom location to ensure that evacuation routes can be followed in the shortest time possible in order to alleviate difficulty in mobility during a disaster/emergency.

Necessary facilities/equipment are installed, such as handrails, and necessary supplies for after a disaster/emergency occurs are also on hand and available, including wheelchairs and stretchers.

b. Cases of improvement of the basic environment

Basic school facilities have been made accessible/barrier free, such as the availability of slopes, elevators, handrails, accessible bathrooms, and floors remain the same height throughout.

2-2 Facilities Plan for Combined Public Elementary Schools and Special Needs Education Schools (Contribution by an Expert)

(1) Tokamachi Municipal Tokamachi Elementary School / Fureai no Oka Special Needs Education School / Tokamachi City Developmental Assistance Center (Jun Ueno, President, Tokyo Metropolitan University)

(2) Itoigawa Municipal Itoigawa Elementary School / Hisui no Sato Integrated School (Satoru Nagasawa, Professor Emeritus, Toyo University)







2-3 Current Situation of Building an Inclusive Education System in Finland (Contribution by Expert)

(1) The current situation in Finland is analyzed and introduced because the country shares many similarities with Japan, including approaches to education of children with disabilities. Finland is also among the top countries in Europe on the PISA. (Aya Watanabe, Associate Professor, Tsuda College)

1	Development of a Plan/Design Process for the Provision of Reasonable Accommodation	⇒ Importance of consensus building among stakeholders ⇒ Comprehensive/objective judgment based on system and fiscal considerations ⇒ Revising facilities plans based on the developmental stage and growth
2	Examination of Reasonable Accommodation and Improvement of the Basic Environment	⇒ Provide necessary accommodations that include both reasonable accommodation and improvement of the basic environment ⇒ The same accommodations for facilities may provide different benefits based on the type of disability ⇒ Accommodate all pupils/students by improving the qualitative standards of facilities
3	Provision of an Accessible Environment Inside Schools	⇒ Accommodation incorporating the concept of universal design for various users
4	Accommodation of Development/Disability Condition and Characteristics	⇒ Utilize space, such as existing classrooms, to provide accommodations ⇒ Design plan that is easy to understand (intuitive) in terms accessibility and living
5	Disaster and Emergency Response	⇒ Ensure shortest evacuation route by locating the classroom on the first floor ⇒ Use postings/signage to indicate evacuation route in easy-to-understand manner ⇒ Have on hand necessary evacuation equipment, such as stretchers and wheelchairs ⇒ Respond in terms of both hard and soft aspects to increase effectiveness
6	Accommodation for Supporting Interaction and Cooperative Learning	⇒ Use creative classroom locations to promote daily interaction between pupils/students ⇒ Safety considerations should be given when flexibly changing the location of classrooms ⇒ Enhancements in accessibility and spaces for interaction that promote learning and playing together
7	Responses using Ingenuity/Innovation Unrelated to Facilities	⇒ Effectively utilize existing facilities, by using screens or other existing classrooms ⇒ Achieve creative zoning by reviewing classroom location

Establish database on school facilities supporting the building of an inclusive education system (inclusive school facility database)

● The 109 case studies subject to analysis can be searched by disability type, enrollment status, reasonable accommodation, and installation status of facilities/equipment. The following presents one example.

Reasonable accommodation	Barrier free/ accessibility of indoor environment	Urinals at two restroom locations used by Student A were set at a lower height and a toilet with a bidet was also installed as an accommodation for the bathroom environment. Also, a sliding door was installed by the toilet, creating an individual room where Student A could change their clothes if they happened to soil their clothes while using the bathroom. The sink area featured an elongated lever and also a stool to make it more accessible and easier to use. Handrails were set at a lower level for the indoor stairway leading to special classrooms, such as the library, while the handrails were made thinner so that the palm of the hand could grasp them easier.				
	Costs and source of funds					
		Urinal set at a lower height bathroom	Toilet with bidet	Creation of private		
						
Elongated faucet lever		Stool				
		Facility/equipment	Cost	Source of funds	Score	Disability Type
		Infant urinal	104,000yen/2 locations	Budget of school establisher	5	
		Western style toilet	148,000yen	Budget of school establisher	5	d
		Faucet lever	20,000yen	Budget of school establisher	5	d
		Stool	10,000yen	Budget of school establisher	5	d
Examples of creative solutions not involving facility installation	Injury-prevention covers were installed by teachers to protect against falls or collisions.					
		Preventive cover				

Details about facilities/equipment installed based on the condition of pupils/students with disabilities

Costs and source of funds

Creative solutions excluding facility installation

The full version of this report and the database can be accessed from the website of the National Institute for Educational Policy Research (NIER).

(http://www.nier.go.jp/04_kenkyu_annai/div11-shisetsu.html)