

Definition of the Diversity Education in Japan

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ABSTRACT

Since the Salamanca statement in 1994, inclusive education became the worldwide issue in the field of educational policy. Inclusive education is defined that equality and comprehensive education in the classroom to learning together regardless of whether with disability or not (Han et al, 2013). Inclusive education is the educational system and consist of the three domains; guarantee of rights, improvement in environment and reform in curriculum (Han et al, 2015). Diversity education has been positioned as an educational method in inclusive education. Diversity in classroom is very wide ranging; nationality, gender, culture, race, ethnicity, disability, age and religion. Diversity education is the educational method to providing the appropriate education for the children's diversity on the assumption that appreciate to the diversity. In recent years, the main purpose of inclusive education is to encompass children with disabilities. However, developmental disabilities that has no intellectual delay become a new challenge in education in addition to the physical and mental disability. This study aims to definition of the diversity education as the educational method in Japan.

Keywords : diversity education, inclusive education, developmental disability

I . Introduction

Since the Salamanca statement in 1994, inclusive education became the worldwide issue in the field of educational policy. Similarly, inclusive education is most important issue in Japanese education. Inclusive education is defined that equality and comprehensive education in the classroom to learning together regardless of whether with disability or not (Han et al, 2013). However, when implement inclusive education in Japan, educational innovation is necessary. The one of them is reform of curriculum. The main purpose of inclusive education is to provide an education that is appropriate to the educational needs of all children. According to a survey conducted by Organisation for Economic Co-operation and Development (OECD), the number of students per class in Japan was much higher than the average of the other OECD countries (OECD average: 21/ Japan: 33). In such situations, the respond to all of the children's educational needs enrolled in the class is difficult.

Also, it is very diversified disabilities, cultural and ethnic characteristics of children to be enrolled in the class. In the Last decade, children of foreign nationality that requires Japanese guidance was increased to 1.65 times. Additionally, in the field of special needs education, not only children with developmental disabilities, but also children with behavioral characteristics similar to the developmental disabilities who have not been diagnosed with disabilities has increased.

The new education methodological approaches for the implementation of inclusive education and to respond the diversity of children in the field of education is required. Diversity education is the educational method to providing the appropriate education for the children's diversity on the assumption that appreciate to the diversity.

This study aims to define the diversity education as the educational method in Japan.

Table 1. Definition of the concepts related to the Diversity Education

Concept	Diversity Inclusion	Multicultural Education	Culturally Responsive Teaching
Definition	An educational philosophy that welcomes all learners by engaging them actively in educational programs regardless of their race, ethnicity, or exceptionality. LaVergne et al. (2011)	A basic purpose of multicultural education that enable students to have opportunity to touch with, comprehend and show respect for different cultures Geng (2013)	Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. Gay (2000)

II . Diversity education in preview studies

Diversity Education has a wide range of similar concept. In this study, the concepts that like diversity inclusion, multicultural education and culturally responsive teaching were included (Table 1).

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