

# Education for Disability Awareness

Okayama Prefectural Okayama Daianji Secondary School

## Background

- **89% of disabled people** believe the discrimination and prejudice against disabled people **has not improved**. (General Partners, 2017)
- **59%** of disabled people **still feel discriminated against** in their daily lives. (General Partners, 2017)
- The Act for Eliminating Discrimination against Persons with Disabilities does not require disability awareness education to be done in schools.
- Although **nearly all teachers** in junior high school and elementary schools believe **disability awareness education is necessary, less than half reported having experience doing so**. (Sano and Sekihara, 2022)
- Disability awareness education has **a positive impact** on those who undergo it - improving how they feel about those with disabilities. (Hayashi and Okada, 2020)



## Research Question

What kind of disability education is the most effective and leaves the strongest impression on elementary school students?

## Methods & Results

### Survey

- Purpose
  1. Understand what **kind of disability education** students experienced as elementary school students.
  2. Understand what **kind of exposure** students had to disability as elementary school students.
  3. Understand what might be **an effective and memorable type of disability education**.
- Subjects: Second grade high school students at Okayama Daianji Secondary School
- Respondents: 133

Fig. 1: Google Form

### Implementation

Fig. 2: Presence of Disability Awareness Education in Schools with a Special Needs Class

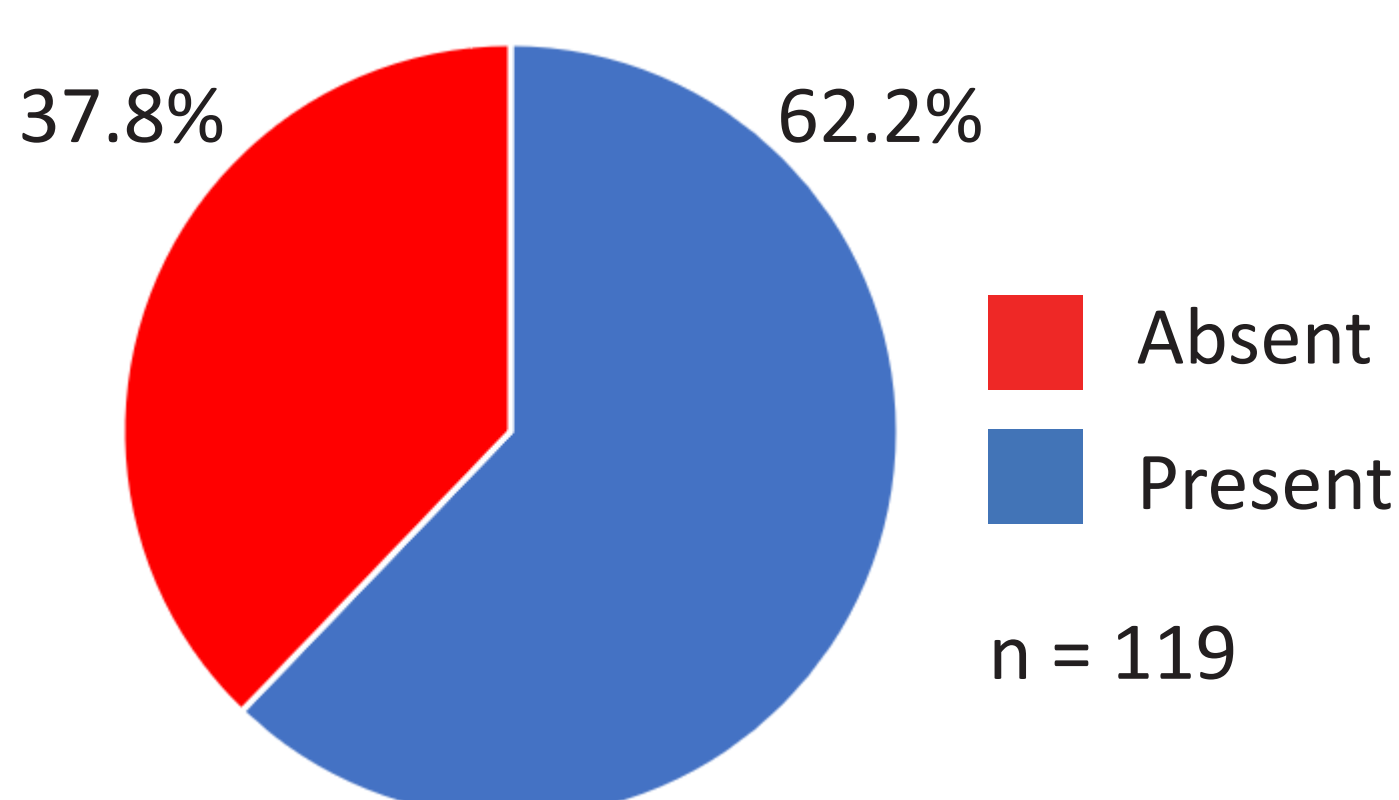
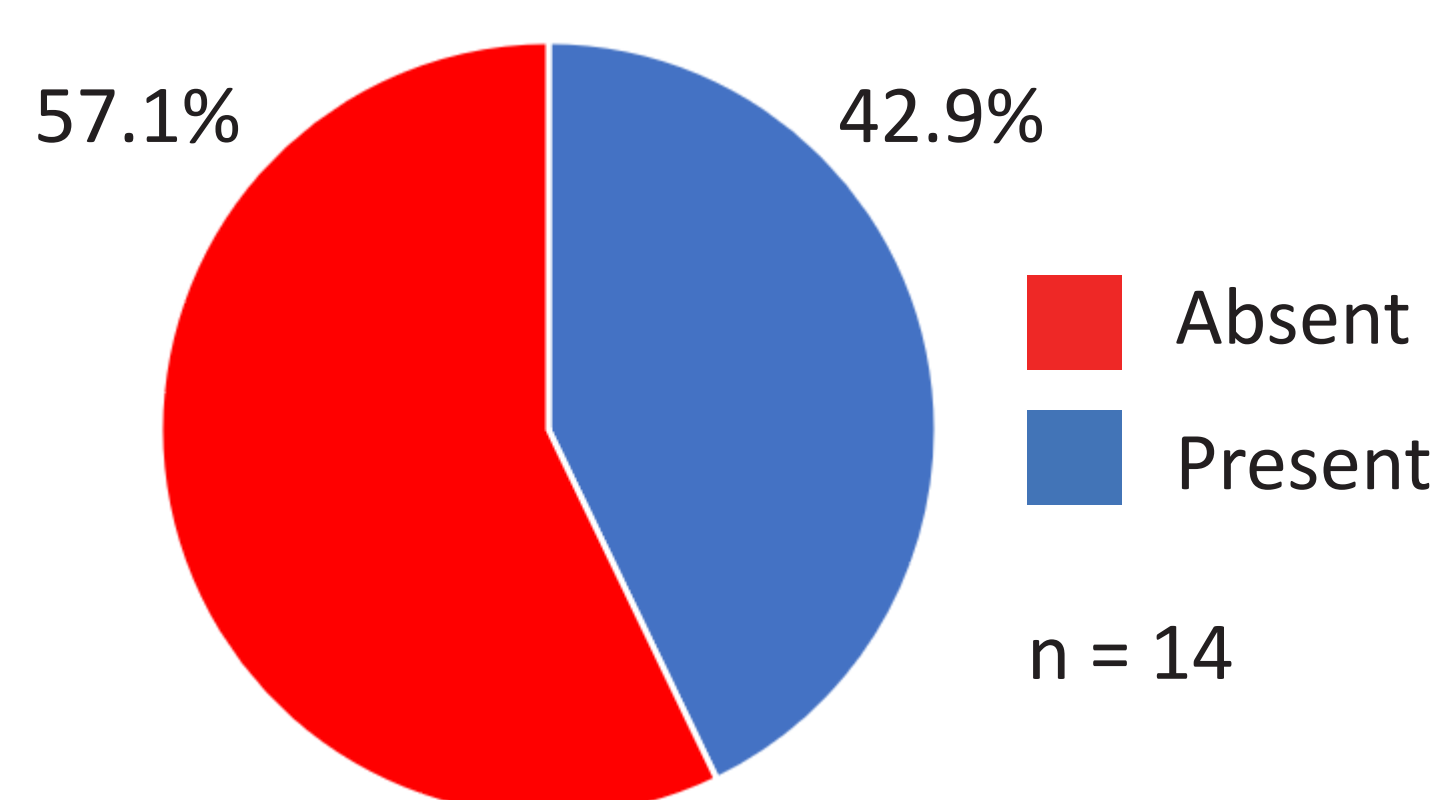


Fig. 3: Presence of Disability Awareness Education in Schools without a Special Needs Class



It appears that disability education is **easier to implement in schools with a special needs class** compared to schools without a special needs class.

## Types of Educational Activity and Impression

1. The free responses of students were classified based on the content of their response into four categories.
2. Respondents ranked the activity according to how impactful it was using a five-tiered scale.
3. The four categories were evaluated based on this five-tiered scale.

Impression Ranking	Type of Activity			
	Experiential	Interaction	Lecture	Reading
1	1	0	1	1
2	6	2	2	2
3	2	0	2	0
4	17	1	7	0
5	4	2	1	0
Total	30	5	13	3
Average	<b>3.58</b>	<b>3.6</b>	<b>3.38</b>	1.3

Fig. 4: Type of disability awareness education ranked by impression (n=52).

Level of Interest	Type of Activity			
	Experiential	Interaction	Lecture	Reading
1	11	17	22	24
2	26	30	43	50
3	13	24	26	23
4	52	44	37	30
5	31	18	5	6
Average	<b>3.5</b>	<b>3.12</b>	<b>2.7</b>	2.58

Fig. 5: Type of disability awareness education ranked by interest and averaged. (n=133)

➡ **Experiential & Interaction: Strong Impression and Interest**

## Education Adequacy

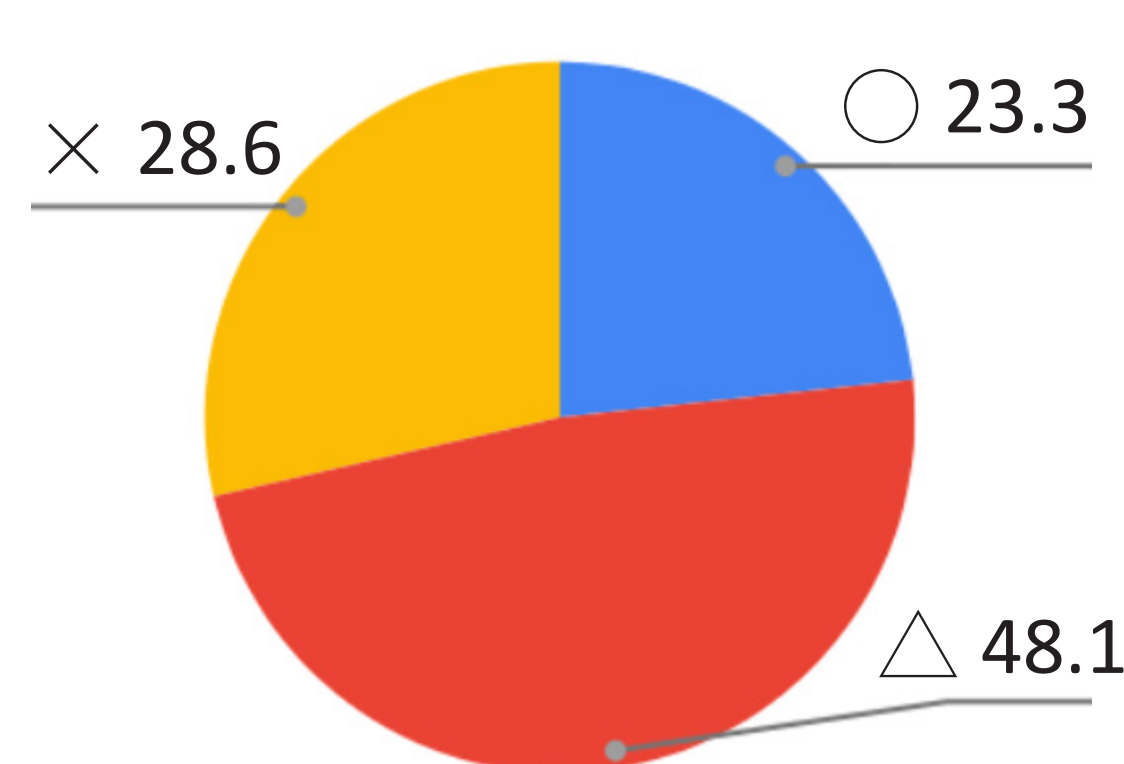


Fig. 6: Type of disability awareness education ranked by interest.

$$\triangle + \times = 76.7\%$$

The implementation of disability awareness education is seen as inadequate by a clear majority of respondents.

## Conclusion & Discussion

### Conclusion

- **Experiential learning and interaction with disabled people** seem like promising methods of education.
- More needs to be done at schools without special needs classes.
- More needs to be done **to change the attitudes of people**, not just protect disabled people from discrimination.

### Future Research

- What specific activities are effective and memorable?
- How can they be carried out more easily?

## References

General Partners (2017) "Shintoshinai Shogaisha Sabetsukaishohou Yaku-Kyu Wari ga Sabetsu Henken ha Kaizenshiteinai," <http://tinyurl.com/3npddk9s>

Hayashi Shingo and Okada Yuji (2020) "Hattatsushogai Rikai Kyoiku wo tsujita Daigakusei no Hattatsushougai ni taisuru Taido Henyo," Shogai Rikai Kenkyu vol. 20.1-13.

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