The Local Conformity of Inclusive Education at Classroom Level in Asian Countries

This presentation illustrates the conceptual relationships between the internationally pursued goals of quality and inclusion in education and presents empirical evidence from the studies of the JICA Research Institute.

After the Salamanca Statement in 1994, Inclusive education has become a global trend and has been adopted in both developed and developing countries. In addition, “Inclusive” became one of key words in the Inchon Declaration in 2015 and for the Education 2030 Agenda. Influenced these international trends, many developing countries have introduced Inclusive education as a strategy to meet the needs of vulnerable children; including those from families in extreme poverty, working children, girls, rural children, ethnic minorities, and children with disabilities. Key to the success of inclusive education is the preparation on the supply side of education; teacher’s expertise, infrastructure, teaching materials and so on.

However, most developing countries are opt to promote inclusive education without adequate preparation and are simply mainstreaming students with special needs. Inclusive education should adjust to each child’s individual needs, and it is clear that children with different types of disabilities have different needs. The results of this research show clearly demonstrate the need for differentiation in the strategies and models used to meet the needs of differently abled children.
Profile

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Jun Kawaguchi is an Assistant Professor, at the University of Tsukuba in Japan. He is currently conducting his research on education for children with disabilities in developing countries, especially focusing on Africa and South-East Asia. He is also a team member of the JICA Research Project on Disability and Education. He graduated from the Waseda University (Master and Ph.D. Education Cooperation & Development). His past research areas include qualitative empirical studies on inclusive education and special education and he is strongly interested in teacher education for pupils with disability. He is also a member of the Comparative and International Education Society (CIES) and the Japan Comparative Education Society (JCES).