

### III Building the Foundations for Independence and Participation in Society

#### 1 Education and Nurture of Children with disabilities

Special Needs Education is education for children with disabilities, in consideration of their individual educational needs, which aims at full development of their capabilities and at their independence and social participation. Special Needs Education is carried out in various forms, including in resource rooms, in special classes (both are in regular schools), and in special schools named “Schools for Special Needs Education” .

The School Education Law was partially amended (enforced in April 2007). Main points of this amendment are following:

- restructuring of conventional school system separated by types of disabilities, such as schools for the blind, for the deaf and for the other disabled into the system of schools for special needs education that can accommodate several types of disabilities in one school
  - legal obligation of the implementation of special needs education in regular schools
- Thus fiscal year 2007 is considered as the first year of the implementation of special needs education system.

[Main measures taken]

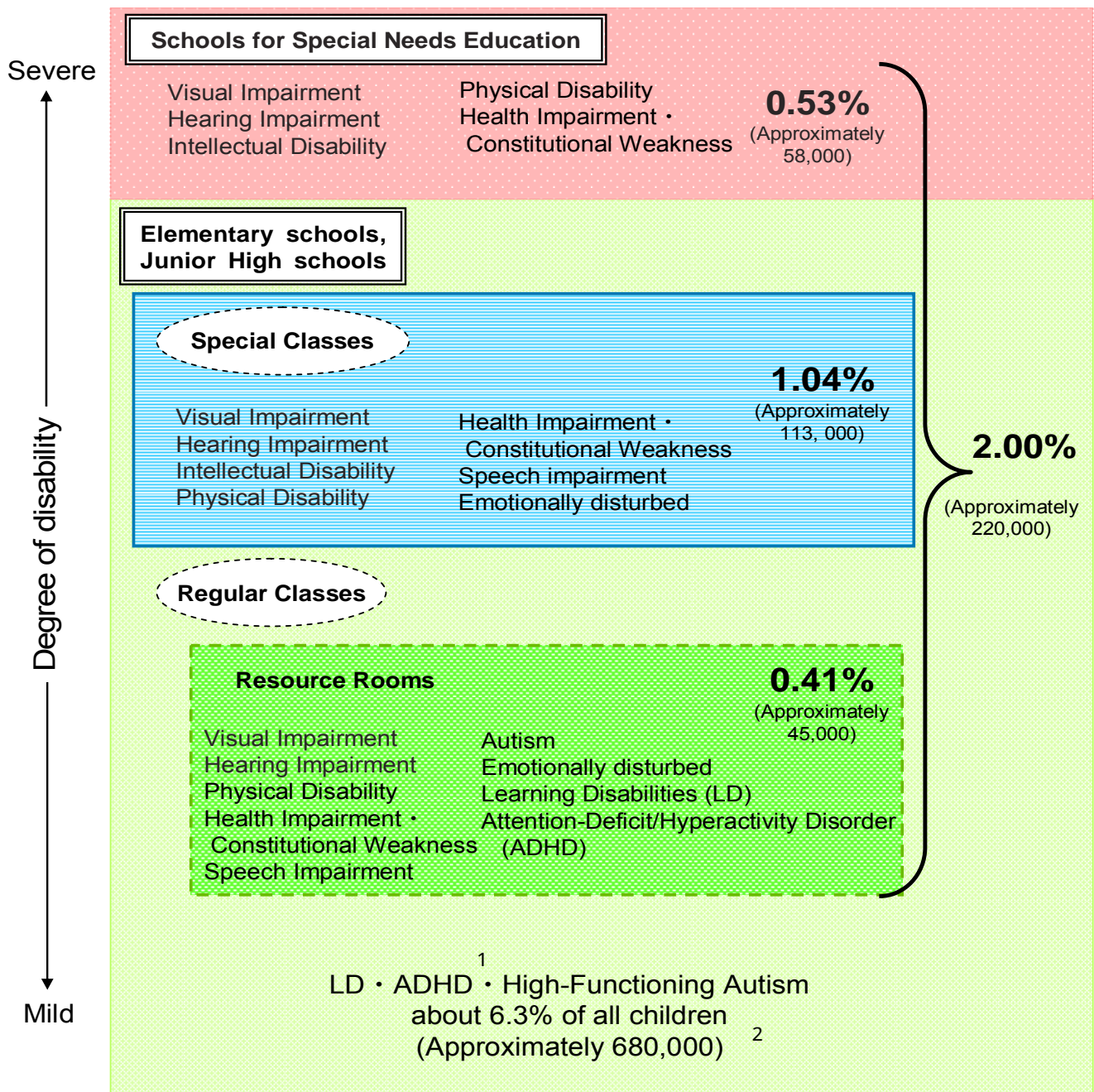
- It is important for the Education, Medical, Welfare, Health and Labour organizations to work together to support children with developmental disabilities. For this reason, MEXT holds “Special Needs Education Network Committee” with a view to building a network system within related-persons, information sharing and opinion exchange.
- In co-ordination with projects implemented by Ministry of Health, Labour and Welfare, MEXT is striving to implement the project for the promotion of special needs education for children with disabilities including developmental disabilities. This program is designed to develop comprehensive support system from infancy to employment.  
This project includes;
  - improving special needs education system in school by setting up a committee within the school, allocating special needs education coordinator etc.
  - periodic consultations
  - professional experts visits to the school
  - making “individualized teaching plans” and “individualized education support plans”
  - developing training programs for instructors and teaching staff
- In order to support children with disabilities studying at elementary and junior high schools, the government added the expenses needed to allocate external human resources as “special needs education support assistant” into the grants for local government since fiscal year 2007.
- For early identification and appropriate support for children with developmental disabilities,

MEXT implements research projects named "Comprehensive support model for early developmental disabilities" and "Developmental disabilities support model for high schools" These projects are designed to develop appropriate support methods; the first is performed in model communities, the second is performed in model high schools in cooperation with relevant organizations.

■ Chart7 Concept chart of targets of special needs education (compulsory education stage)

## Concept chart of targets of special needs education [ compulsory education stage ]

Number of entire student at compulsory education stage : 10.82 million

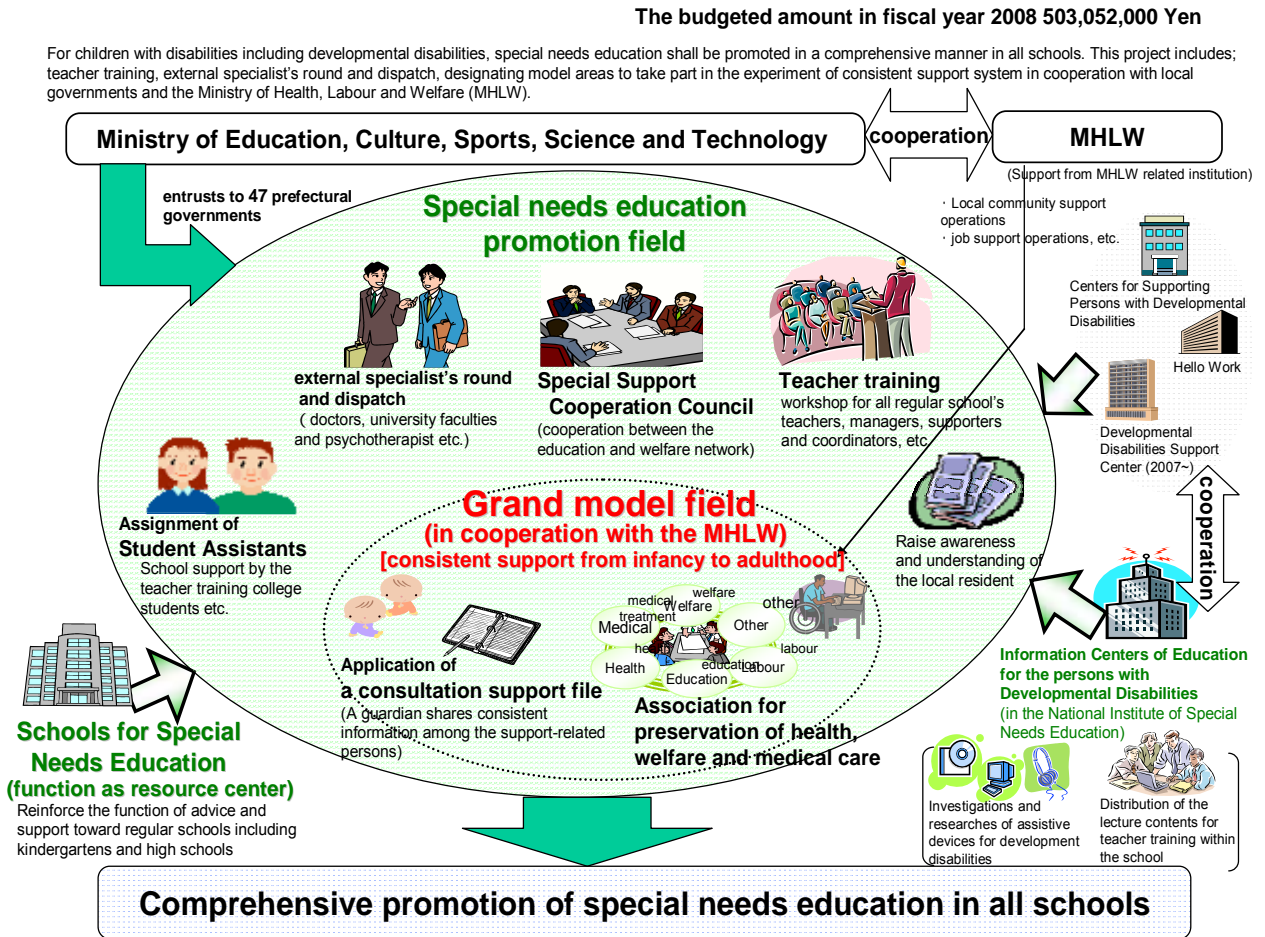


1 L D : Learning Disabilities  
A D H D : Attention-Deficit / Hyperactivity Disorder

2 These statistics are derived from the survey executed by the Ministry of Education, Culture, Sports, Science and Technology in 2002 based upon the responses by class teachers and other subject instructors and not according to medical results.

Source: Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Chart 8 Comprehensive project for promoting special need education for children with disabilities including developmental disabilities



Source: Ministry of Education, Culture, Sports, Science and Technology

- Regarding public elementary and junior high schools, MEXT assigns teachers in charge of special support services in resource rooms which is intended for students with comparatively mild disabilities and enrolled in regular classes. In fiscal year 2007, MEXT increased teaching staff allocations for resource rooms to enhance the support for students with LD (Learning Disabilities) and ADHD (Attention-Deficit/Hyper activity Disorder).
- To create a fully equipped medical structure for early diagnosis and treatment of the disabilities, the “Center for total care of children with mental or physical disabilities” was set up in various regions. Based on the “The Law for Supporting Independence of Persons with Disabilities”, home helper, Child care day service, short stay etc. are executed.
- The National Institute of Special Needs Education(NISE) held ”Workshop for special needs education coordinator” and “Leader training for teachers in education of LD, ADHD and High-Functioning Autism” in fiscal year 2007. In addition, NISE has launched a new homepage “Information Center of Education for the persons with Developmental Disabilities”, which is aim

to support teachers' appropriate instruction to children with developmental disabilities in fiscal year 2008. NISE provides latest information related to education for children with developmental disabilities within and outside the country through this website.

- To promote the employment of persons with disabilities, it is essential for the government to take measures in partnership with education, medical and welfare organizations. Thus from fiscal year 2007, MEXT implements "Practical Research Projects to Promote Vocational Independence".
- Regarding the after school day care for children, Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare together set up "After School Plan for Children" in fiscal year 2007 to create a safe and appropriate place to be after school for children. Acceptance of children with disabilities is encouraged in this plan.
- In July 2007, the prior "Guidelines for Designing schools for the blind, for the deaf and for the disabled" was totally amended to "Guidelines for Designing schools for Special Needs Education". Also, for a barrier-free environment within the school, "Barrier-free School Facility Promotion Guidelines" was prepared and distributed which included the basic idea and points to be considered when designing the plan and building structures. Furthermore "Exemplar models of barrier-free school facilities" was produced and distributed.

## 2 Measures for promoting employment and work

In order to realize normalization, employment is the basis for social participation. Finding a right place to work for persons with disabilities where they can apply their knowledge and skills to the maximum is very important. Thus, measures centering to the quota employment system for persons with disabilities based upon the “Law for Employment Promotion etc for persons with Disabilities” are being implemented.

The measures to be taken should be a close one largely depend upon the type and degree of disabilities. Health welfare centers, and education authorities together are promoting the occupational rehabilitation, supporting measures for recruitment, exploring occupational capabilities are being implemented.

### ( Main measures taken )

- In August 2007, reports were published regarding “Study regarding a quota employment rate system for persons with disabilities that allows for various employment styles”, “Study regarding promotion of employment of the persons with disabilities in small and middle sized companies”, and “Study regarding employment promotional activities for the persons with disabilities coordinated with welfare and education authorities”. The reports were reviewed in the Labour Policy Council Committee and in December 2007, a report was published by the committee. Based on the published report, “Bill of the partial Amended Law for Employment Promotion, etc ,of persons with disabilities” that include [1] Extending the contribution system for the employment of persons with disabilities for small and middle sized companies [2] Applying employment regulation to the Part time employees was presented in the Diet of 169<sup>th</sup> Session.
- Persons with intellectual disabilities are employed in various public offices and departments as adjunct employees. After gaining experience for one to three years, they can be recruited in the private companies through government employment offices like “Hello Work” and this was known as “Challenge Employment” program. The new five year plan was designed to implement “Challenge employment” program throughout all the ministries and agencies by fiscal year 2008. In fiscal year 2007, the Ministry of Health, Labour and Welfare took the lead and started the activity of challenge employment and successfully recruited 100 persons with intellectual disabilities. As of April 2008, the Cabinet Office employed persons with intellectual disabilities under the Challenge Employment program.
- To reduce the economic burden of the companies, and also to promote the employment of persons with disabilities, subsidies are given based on the contribution system for the employment of persons with disabilities. Since fiscal year 2007, regarding the commission grant for doctors, the grant was extended to cover the consultation of people with glaucoma and other visual disabilities.
- The detailed consultations regarding employment executed at “Hello Work” government employment agencies, introducing job posts, executing vocational rehabilitation by employment centers for the persons with disabilities, and setting up of “Employment and living support center for persons with disabilities” to provide concerted support in their employment and daily life.

- The measures to approve additional depreciation of acquired fixed asset, when the order placed for special Subsidiary Company is increased from the previous fiscal year, was put in place from April 2008.
- For effective transfer from “employment as a welfare activity” to “normal employment”, Hello Work, in co-ordination with various related organizations, formed a “Support Team for employment of the persons with disabilities”, giving a full-fledged support for employment, starting from preparation for getting a placement up to settling in the job, which is been implemented throughout the country since fiscal year 2007.
- Implementation of appropriate employment support for the persons with visual disabilities was informed to all the Hello Work agencies in April 2008. In coordination with ophthalmologist and other support organizations for persons with visual disabilities, various support activities are executed for supporting persons with visual disabilities who are searching for employment and also the persons with visual disabilities who are already recruited, for retaining their employment.
- Since April 2008, given the characteristics of mental disorders, increasing the working hours gradually starting from 10 hours per week, and aiming at regular employment, “Financial grants for step up employment of mentally disabled persons”, is being implemented.
- Hello Work has built “Young people requiring support in communication ability employment program” since fiscal year 2007, to introduce employees, facing problems of communication capability due to developmental disabilities, to specialized support organizations according to their wishes and characteristics, and for those who do not wish to have the special support for the persons with disabilities, to provide detailed employment support.
- Promotion of activities assuring the employment from welfare organizations and other government and public agencies.
- Since fiscal year 2007, special training courses are being held at the general public occupational skills development centers for persons with developmental disabilities in various regions of the country. Hereafter more opportunities to participate will be given for enrolling in an employment training program.
- To cope up with the increasing number of persons with disabilities applying for employment, commissioned training activities for persons with disabilities are carried out utilizing the private sector to implement the employment training sessions in various regions of the country. In fiscal year 2007, a significant rise was seen in the number of people accepted in the training activities for the disabled, and various employment training activities to meet the needs of specific disabilities and the employee needs were promoted.

chart– 9 Legal Employment Rate and Actual Employment Rate for Persons with Disabilities (As of June 1<sup>st</sup>, 2007)

		Mandatory Employment quota	Actual Employment rate
Private-Sector Companies	Ordinary Private-Sector Companies	1.8%	1.55% (1.52%)
	Special Public Corporations, etc	2.1%	1.97% (1.56%)
Central and Local Governments	Central Government Agency	2.1%	2.17% (2.17%)
	Prefectural Government Agency		2.42% (2.37%)
	Municipal Government Agency		2.28% (2.23%)
	Educational Institutions in Prefectures, etc	2.0%	1.55% (1.46%)

Note 1: Figures in parenthesis are as of June 1, 2006

Source: Ministry of Health, Labour and Welfare

Note 2: “Ordinary Private-Sector Companies” defines, company having regular employees 56 people or more.

Note 3: “Special Public Corporations, etc” are special corporations and independent public corporations having employees 48 people or more.

○International Abilympic is held once in four years since 1981 which was celebrated as “International Year of Disabled Persons”, to motivate the persons with disabilities to be employed and self independent and also to improve their occupational skill, to increase awareness by business operators and the society in general and also to extend international friendship. In November 2007, the competitions were held in Japan (Shizuoka Prefecture) and, “International Skills Festival for All, Japan 2007” and the 39<sup>th</sup> International Skills Festival were held at the same time for the first time in history. There were 80 participants from Japan in the competitions.