

### III Building Foundations of Independent Participation in Society

#### 1 Education and Training of Children with Disabilities

Special Needs Education is education for children with disabilities, in consideration of their individual educational needs, which aims at the 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 classes for special needs education (both are in regular schools), and in special schools named “Schools for Special Needs Education”.

The amendment of the School Education Act went into force in April 2007. The system of schools for the blind, for the deaf, and for children with intellectual disability, physical disability, and health impairment was converted to a system of schools for special needs education that can provide education to students with a diverse range of disabilities. The amendment requests schools for special needs education, by applying the specialized knowledge and skills they have accumulated, to endeavor to advise and support primary and secondary schools where students with disabilities are enrolled in response to their requests to fulfill the role and functions as local centers for special needs education (function as resource centers). Meanwhile, a new article was added that clearly requires primary and secondary schools to develop special needs education for children with disabilities, including developmental disabilities.

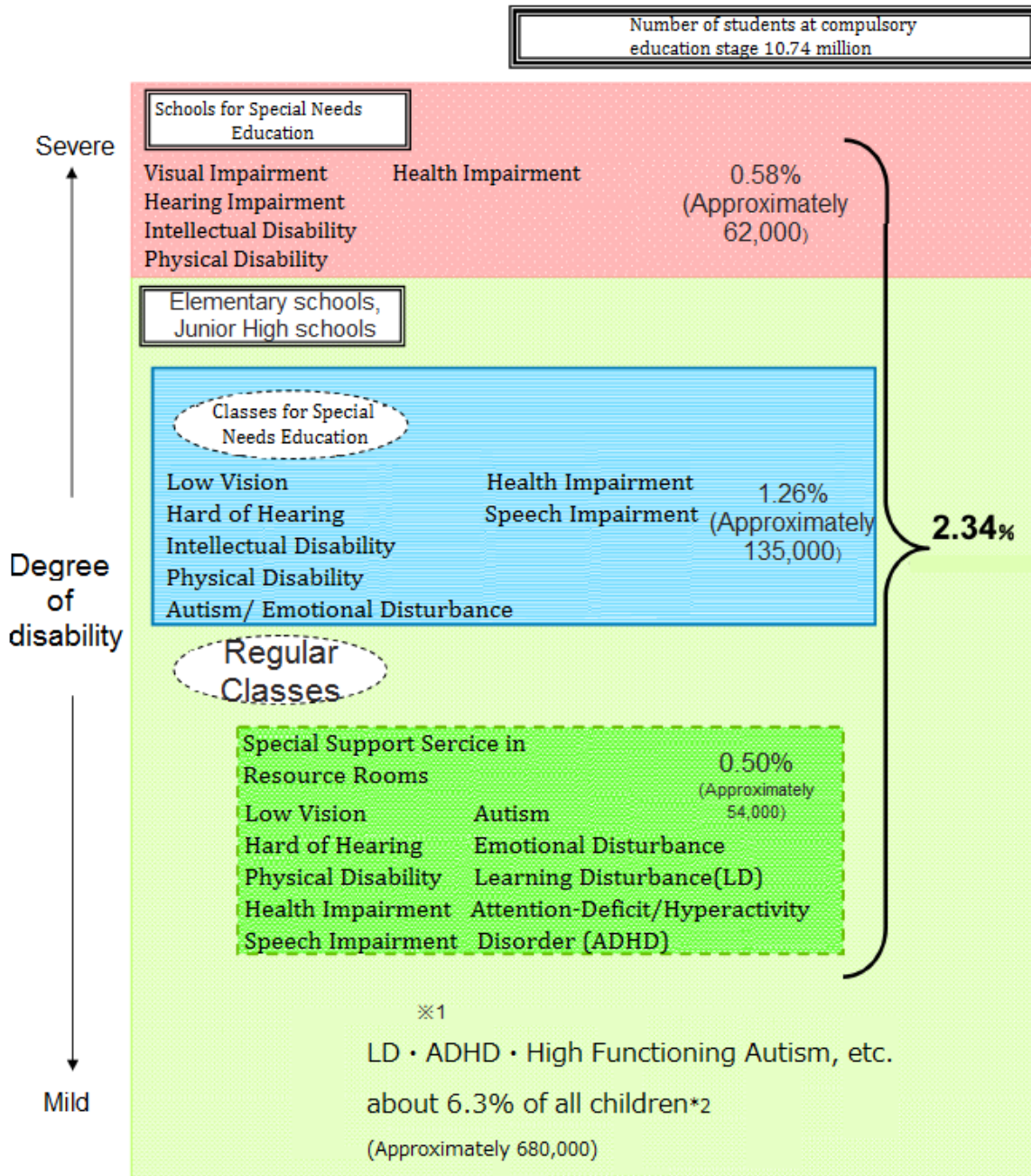
#### 【Main Measures, etc.】

- The Ministry of Education, Culture, Sports, Science and Technology formulated and proclaimed the standardization of textbooks printed in large characters to be used in primary, secondary and high schools. The Ministry accelerated the publication of textbooks printed in large characters by textbook publishers. Meanwhile, following the wishes of volunteer groups publishing textbooks printed in large characters, the Ministry offered digital data versions of textbooks, thus lightening the burden represented by publishing those books.
- We have been undertaking a “research study project on instructional materials best suited to the students with developmental disabilities or with other difficulties” since fiscal year 2009, with a view to developing textbooks and instructional materials tailored to the level of each child’s developmental disabilities and doing pragmatic research into what the appropriate instructional materials should be, how best to use them in teaching and their likely educational outcomes.

- In order to evaluate the implementation of special needs education and to consider concrete measures to promote special needs education, “The Advisory Committee for the Promotion of Special Needs Education” was held. Additionally, in order to investigate the enrichment of special needs education in senior high schools, the “Senior High School Working Group” was established. In order to promote further implementation of special needs education in senior high schools, a report was published in August 2009. The report concerned primarily the following: consideration and support at entrance examinations for students with disabilities; enhancement of special needs education systems; enhancement of instructions and support for students with disabilities, and enhancements of career education and job-finding support. Based on these deliberations, “The Advisory Committee for the Promotion of Special Needs Education” compiled a progress report in March 2010.
  
- In coordination with the Ministry of Health, Labour and Welfare, MEXT put together “the Special Needs Education General Development Task” (replacing “the Comprehensive Project for Promoting Special Needs Education for Children with Disabilities Including Developmental Disabilities” of fiscals 2008 and 2009). This program is designed to develop comprehensive support system from infancy to employment.  
This project includes:
  - making “individualized teaching plans” and “individualized education support plans”
  - developing training programs for instructors and teaching staff
  - allocations for special needs education coordinators
  
- As opposed to fiscal year 2007, the expenses related to the posting of “special needs education support assistants”—who support children with disabilities registered in public primary and secondary schools—were no longer assumed by municipal administrations but by regional funds, thus encouraging the construction of support structures. Now aiming to implement support structures from infancy, regional financing was expanded to public kindergartens in fiscal 2009.
  
- We undertook a “model comprehensive early support project for children with developmental disabilities,” in which we conducted pragmatic research on effective support for children with developmental disabilities. We are at present undertaking a “model support project for the students with developmental disabilities in high school” and undertaking research on possible concrete supports, in cooperation with relevant organizations in the community, such as the Public Employment Security Office.



■ Chart 8 Concept chart of the targets of special needs education (compulsory education stage)



※1 LD: Learning Disabilities

ADHD: 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 of class teachers and other subject instructors and not according to medical results.

Data (except for \*2) May 1st, 2009

■ Figure 9: Special Support Education General Development Tasks

## Special Needs Education General Development Tasks

Fiscal year 2010 budget in thousands of yen : 304,979 (previous year's budget : 664,371)

※The following categories are arranged and combined : the "Comprehensive project for promoting special needs education for children with disabilities including developmental disabilities" the "task force on models of developmental disabilities support in high schools," the "collaborative research group on special needs education," the "task force on investigation and research into how the educational problems of autism should be treated" and the "task force on pragmatic support in exchange and common learning regarding the school entrance guidance outline (new regulation)."

### ~ The Concept of Special Needs Education ~

From the standpoint of bringing support to independent programs related to children with disabilities independence and participation in society, in order to grasp the educational needs of each of them, adapted guidance and necessary support are utilized with the aim of maximizing children's strengths and either reducing or conquering problems they encounter in life and in learning.

#### Pragmatic research for the development of special support education and the diffusion of research results



Promotion of research concerning the organization of educational problems.

For example: how to respond to the diversification, aggravation and overlapping of disabilities, etc.

#### Research and the Diffusion of Results

Based on national curriculum guideline, pragmatic research and the diffusion of its results must be carried out comprehensively in schools for special needs education, etc., in order to promote the amelioration and comprehensiveness of guidance towards independence and participation in society

Function as a Resource Centers, etc

#### Infrastructure for the development of special needs education

In order to support all children with disabilities—including those with developmental disabilities—special needs education is promoted comprehensively thanks to the following efforts: the guidance and counsel for school attendance given by school guidance coordinators, inspection guidance given by external specialists, training of all types of teachers and activities of student support staff. The support structures for students with developmental disabilities in high-school are also reinforced.

#### Special Needs Education Development Areas (47 metropolis and prefectures)



- Regarding teaching staff, steps are being taken to enable the staffing of multiple vice principals and nursing education counselors in large schools and to post teaching staff in charge of education counseling, student guidance, academic counseling and independent activities. Steps are also being taken to increase the number of special education coordinators shouldering leading roles in central functions. In the fiscal 2010 budget, their increased number adds up to 313 people.
- Steps have been taken to post teaching staff who are able to offer guidance to pupils with mild disabilities registered in general classes and to enable the teaching staff of public schools for special needs education who have been teaching hearing-impaired pupils to use their specialized skills to help students registered in general public elementary and junior high schools. Among them, the increased number of those dedicated to the guidance of all children in general classes with LD and ADHD added up to 1418 persons in the budget of fiscal year 2010.

- In order to improve the skill of teaching staff in special needs education, the National Institute of Special needs Education (NISE)—independently administered—held training exercises. Beyond that, the National Center for Teachers’ Development (NCTD) included, in their school management training, content related to special needs education for teachers who play central roles in school education in every region. In boards of education and local governments, training in the understanding of children with disabilities was included in initial teacher training, as well as in training for teachers with ten year’s experience.
  
- The Ministry of Education, Culture, Sports, Science and Technology, in cooperation with the Ministry of Health, Labour and Welfare, promotes the amelioration of vocational education and career guidance in schools for special needs education. “The Practical Research Project to Promote Vocational Independence “ has been organized for two years since 2007, carrying out advanced research and diffusing its results on, among other things, policies that would make work environments and types of work more diverse.
  
- In order to increase opportunities to advance in higher education according to the disabled person’s skills and aptitudes, the Ministry of Education, Culture, Sports, Science and Technology has requested national, public and private universities to consider persons with disabilities during entrance exams by means of new student selection requirements and meetings of various sorts. Concerning exams held by entrance exam centers or by individual universities, special measures to have the exams printed in Braille or in large characters have been enforced.
  
- The Ministry of Education, Culture, Sports, Science and Technology promotes measures to make school facilities barrier-free, such as preparing “Guidelines for Designing Schools for Special Needs Education” and “Barrier-free School Facility Promotion guidelines”. Furthermore, “Exemplary models of barrier-free school facilities” was produced and distributed.

## 2 Measures to promote employment and work

In order to achieve "normalization," participation in society through work is fundamental. Following the belief that it is important that persons with disabilities are able to, within the limits of possibility, be part of the job market, measures were employed—with a persons with disabilities employing quota system as their pillar—based on Law for Employment Promotion, etc. of Persons with Disabilities.

As measures that pay close attention to the type and degree of disabilities are necessary, comprehensive support measures were enforced which promoted the comprehensiveness of vocational skill development; this, in turn, provides support on the path towards employment and develops "vocational rehabilitation" while putting emphasis on the collaboration of social security, welfare and education.

### 【Main Measures, etc.】

- Beginning in July of 2010, part of the Law partially Amending the Law for Employment Promotion etc. of Persons with Disabilities—created in December of 2008—was enacted, serving to enlarge the pool of entrepreneurs in the network of labor payroll and mandate the hiring of short-time workers with disabilities.
- Governmental organizations are setting the example with the "challenge hiring" system: persons with psychiatric disabilities, etc. are hired as special staff by each Government Ministry. When one of them has accumulated one to three years of work experience, they are oriented towards employment in regular companies via public employment bureaus. There are programs aimed at the adoption of this system in all Ministries.
- Regarding the development of the hiring of persons with psychiatric disabilities, starting in fiscal 2008 "work practice experience programs in official departments for persons with psychiatric disabilities" was executed. In fiscal 2009 it was executed in the five following governmental departments: the National Personnel Authority, the Financial Services Agency, the Ministry of Justice, the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare. The Ministry of Internal Affairs and Communication has held "regional explanatory meetings related to the development of disabled persons' hiring in official departments." They were held in eight regional blocks and aimed at contributing to the employment of persons with disabilities in regional organizations.

- In order to lighten the financial burden of entrepreneurs and promote the development and maintenance of the employment of persons with disabilities, various types of subsidies are offered in order to support the contribution system for the employment of persons with disabilities.
- "Livelihood and employment support centers for persons with disabilities" were founded, providing persons with disabilities with unified support in both work and life through very attentive work counseling and initiation at public employment bureaus, as well as work rehabilitation offered by vocational centers for persons with disabilities.
- Through the "five-year plan to double wages" designed to raise the wage standard of people with disabilities working in vocational aid centers, etc., the standard of government-subsidized jobs for people with disabilities was raised. During the five-year period beginning in fiscal year 2007 programs emerging from the united efforts of government and the citizenry are being developed, and the doubling of the wage standard will be attained. In addition, the transition from community jobs for persons with disabilities to regular work is being promoted.
- In order to support persons with psychiatric disabilities, starting in April of 2008 an incentive system was founded to step up the hiring of persons with psychiatric disabilities based on the particularities of their disabilities: it gradually prolongs the number of work hours over a set time period, aiming to move them towards regular, everyday employment. From fiscal year 2009 through fiscal year 2010, model tasks were established to augment both the awareness of hiring persons with psychiatric disabilities and the ability to stabilize them in the workplace. Subsidy measures aimed at entrepreneurs who worked at constructing work environments friendly to persons with psychiatric disabilities were founded in fiscal year 2010.
- In order to support persons with developmental disabilities, in fiscal year 2009, as a countermeasure to the difficult obstacles that persons with disabilities encounter while seeking employment, technology support machines were installed in local employment bureaus. In addition, subsidy measures targeting entrepreneurs who understand and publicize matters related to the workplace management of persons with developmental disabilities were founded.



- In order to support persons with intractable diseases, subsidy measures aimed at entrepreneurs who understand and publicize matters related to the workplace management of workers with intractable diseases were founded beginning in fiscal year 2009.