

Chapter 5 Building Foundations of Independence toward Social Participation

1 Measures concerning Education and Fostering of Children with Disabilities

In order for children with disabilities to fully develop their abilities and potential and to acquire the necessary skills to be self-standing and to participate in society, appropriate education should be provided for the degree of each disability. For this reason, teaching appropriate to their individual educational needs has been provided at schools for special needs education, in classes for special needs education, in special support service in resource rooms at elementary and junior high schools.

In particular, there are some changes in the situation. Recent years, the number of young students with severe or multiple disabilities has been increasing in schools for special needs education, and educational needs for students with developmental disabilities including LD (learning disability), ADHD (attention-deficit/hyperactivity disorder) and high-functioning autism has been increasing in regular classes. Schools for special needs education are to endeavor to fulfill their role as centers for special needs education in local communities, utilizing the expert knowledge and skills that they have accumulated, and providing advice and assistance on the basis of requests from kindergartens, elementary/junior high schools and high schools.

[Main Measures]

- (1) The Ministry of Education, Culture, Sports, Science and Technology encourages the publication of larger print textbooks by setting standard specifications so that as many students with low vision as possible can use the textbooks. Larger print versions that correspond to the standard specifications have been published for all the textbooks of FY2014 that were approved by the Ministry as suitable to the Revised Course of Study for elementary and junior high schools. Furthermore, the digital data of textbooks is supplied to the volunteer groups that make a larger print textbook for each of the students who cannot use even the large print textbooks published by textbook publishers according to his/her respective needs. For students with developmental disabilities who have difficulty recognizing characters, graphic forms, etc. commonly used in ordinary Ministry-approved textbooks, volunteer groups are creating voice-based materials such as Multimedia DAISY that read aloud the characters on textbooks while highlighting the characters that are being read. The Ministry of Education, Culture, Sports, Science and Technology is also conducting necessary survey and research in dissemination and promotion of these materials.
- (2) Since it is important to nurture the ability of students with disabilities to utilize information and to promote the use of information and communication technology (ICT), etc. as a supplementary means for compensating for disabilities and providing support in learning, the “Project for Developing Innovative Education System” that started in FY2014 is conducting experimental study utilizing the cutting-edge ICT such as cloud services through school-to-school and school-to-home collaboration including schools for special needs education.

- (3) The National Institute of Special Needs Education (NISE) is performing research on the utilization of ICT. Also, NISE is improving contents relating to educational support by using information technology to train for teachers and school staff members with leadership positions in each prefecture. In addition to this, NISE provides comprehensive information by distributing various lecture materials for training support at Board of Education and by providing variety of educational information on the website of the Educational Information Center for Developmental Disability.
- (4) The Central Council for Education's "Special Committee of the Future Directions of Special Needs Education" deliberated the way to revise previous special needs education to suit ideas of inclusive education system in the Convention on the Rights of Persons with Disabilities, and published "Promotion of Special Needs Education to Build an Inclusive Education System Directed at Forming a Cohesive Society" (Report by Subdivision on Primary and Secondary Education) in July 2012. In August 2013, the Order for Enforcement of the School Education Act was revised based on the report. One of the details of the revision was to change the past scheme where all children and students with disabilities had to attend schools for special needs education into a new scheme where Boards of Education in municipalities determine what schools students should attend from a comprehensive viewpoint; the relevant circumstances including the degree of their disability, necessary educational support and the preparation of the educational systems in their regions.
- (5) As for support for children with developmental disabilities, cooperation among relevant organizations on education, medical treatment, welfare, health care and labor is important. Therefore, the Ministry of Education, Culture, Sports, Science and Technology holds a meeting for the "Committee on Promotion of Special Needs Education Networks" once a year to build networks to exchange information and opinions on various issues.
- (6) In tandem with measures and projects for children with disabilities and for job assistance implemented by the Ministry of Health, Labour and Welfare, the Ministry of Education, Culture, Sports, Science and Technology takes measures including financial assistance, cooperation with related organizations, peripatetic consultation for schools by expert teams, and the improvement and implementation of training of teachers, in order to develop support systems for young students with disabilities including developmental disabilities enrolled in all types of schools such as kindergartens, elementary schools, junior high schools, high schools and schools for special needs education. Also, as for the expenses incurred in the placement of "Special Needs Education Assistant" who support children with disabilities enrolled in public kindergartens and elementary/junior high/high schools, financial support for these expenses are provided for local government.
- (7) In order to foster special needs education for young students with disabilities

including developmental disabilities, the Ministry of Education, Culture, Sports, Science and Technology is working on building educational counseling and support systems from the earliest phases of education, enhancing career education and employment support, providing support to students with possible developmental disabilities at an early timing, improving the expertise of teachers and school staff, and utilizing of educational materials such as study support equipment.

- (8) In order to promote the acceptance of children with disabilities into nurseries, the Ministry of Health, Labour and Welfare is working on allocation of more nurses to nurseries in the project for nursing of children with disabilities since FY1974, incorporated the expense for it into the general budget in FY2007, and expanded the project in FY2008 by expanding the targets in the calculation of local allocation tax from children who received the Special Child Rearing Allowance to children with minor disabilities. In the new support program for children and child rearing implemented in FY2015, two measures were introduced: (1) Allocating persons who assist in the therapeutic care and education in the region to nurseries, kindergartens, and authorized child centers when accepting children who need special support due to disabilities, etc. and collaborating with relevant organizations in the region and providing consultation, etc. and (2) Allocating one nurse per two children who need special support when accepting children with disabilities.
- (9) In order to promote the acceptance of children with disabilities into After-school Services for Sound Upbringing of Children (Children's After-school Clubs), the Ministry of Health, Labour and Welfare is changing the previous management style into new management style, where municipalities can allocate instructors who possess professional knowledge to ensure appropriate instruction to the type and degree of disabilities which are becoming more diverse, and to enhance the quality of the instructors.
- (10) Because students with various degree of disabilities are enrolled in public schools for special needs education and classes for special needs education at elementary and junior high schools, each student needs different guidance and accommodation. Therefore, special consideration is given to adjustment for class organization and a quota of teachers or school staff. In response to the enhancement of special needs education, the quota of teachers and school staff was increased through measures for the allocation of more teachers and school staff. 100 persons were added to the quota, resulting in the inclusion of 6,276 persons in the budget in FY2015.
- (11) In order to improve the quality of teachers and school staff engaged in special needs education, the National Institute of Special Needs Education (NISE) is providing training. In addition to this, the National Center for Teachers' Development is also incorporating program relating to special needs education in school management training to foster managerial staff members who will play an active role as core groups in each region. Furthermore, Prefectural Boards of Education is also

incorporating program relating to special needs education in training for newly hired workers and training for those with 10 years of experience. Also, the Open University of Japan provides program to acquire certificate for teachers of schools for special needs education, mainly for those who are currently teachers.

- (12) In order to promote employment for persons with disabilities, agencies relevant to education, welfare, medical care and labor must band together to formulate and implement measures. Therefore, the Ministry of Education, Culture, Sports, Science and Technology, cooperate with the Ministry of Health, Labour and Welfare, encourages entities including each Prefectural Board of Education to enhance efforts to support employment for students with disabilities by proactively utilize various measures through entities including agencies relevant to labor, such as job support seminars and projects to promote on-the-job training for persons with disabilities and by cooperate with welfare agencies for provision of a smooth transition into work. In addition to these measures, the Ministry of Education, Culture, Sports, Science and Technology is working on research relating to the improvement of vocational education in cooperation with schools for special needs education and agencies concerned.
- (13) To avoid giving up their opportunity for higher education due to their disabilities it is important to ensure opportunities for persons with disabilities to study. Therefore, accommodation (*i.e.* printing examination papers using braille or enlarged characters, extending examination time or allowing the use of a scribe) is provided at the National Center Test for University Admissions and individual entrance examinations for each university. Also, since the FY2013 National Center Test for University Admissions (performed in January 2013), information on the details of accommodations for the test has been notified for persons who expect accommodations, before they apply. Also, the development of school facilities and accommodation in education including learning support is provided at each university so that students can have their lives at school without any hindrances.
- (14) As for the development of school facilities, the “Guidelines for Designing Educational Facilities” for each type of school presents points to keep in mind in planning and designing school facilities so that appropriate accommodation to different types and degree of disabilities is provided for young students to have their lives at school without any hindrances. In addition to this, the “Guidelines on Promotion of Accessible School Facilities,” which presents basic concepts relating to making school facilities accessible and points to keep in mind in planning and designing the facilities, was formulated and specific efforts have been summarized as case examples. Also, “Ideal State of Disaster-Resilient School Facilities –Tsunami protection measures and enhancement of disaster prevention function as evacuation shelter” shows the necessity of making school facilities accessible to utilize them as shelters at the time of disasters. These guidelines and case examples are distributed to local governments and awareness-raising are carried out through training

opportunities. Furthermore, national subsidies are provided for the development of accessibility of public school through local governments. Also, national subsidies are directly provided to the development of accessibility of private school.

2 Measures to Promote Employment of Persons with Disabilities

In order to realize the basic idea of measures for persons with disabilities, as a society where no citizens are treated differently and all citizens can coexist with mutual respect for one another's personalities and individuality, social participation through work is important. In accordance with this concept, each measure on strategies for the employment of persons with disabilities is being promoted.

The willingness of persons with disabilities to work is increasing and in this situation, it is necessary to further enhance measures for the employment of persons with disabilities in order to realize the social participation of persons with disabilities through work and in order for persons with disabilities to live independent active living.

[Main measures]

(1) The employment situation for persons with disabilities as of June 1, 2014 made further progress; for example, the number of employees with disabilities has been at 431,225.5, an all-time high for 11 years. The actual number of employees reached 344,852. The percentage of employees with disabilities at private companies was 1.82%. Meanwhile, the percentage of companies that met the legal employment rate was 44.7%, still less than half. The number of employees with disabilities increased compared with that reported in the previous year for all sizes of companies.

The percentage of employees with disabilities (legal employment rate 2.3%) and the number of employees with disabilities at national agencies were 2.44% and 7,326 persons respectively.

(2) Based on the fact that the legal employment rate had been raised in April 2013, “Meetings of Personnel Management Section Chiefs by Regions on the Promotion of Employment of Persons with Disabilities in Public Service Departments” were held in FY2014 in four regional groups, with a view to promoting the employment of persons with disabilities by national governmental agencies.

(3) For the purpose of adjusting the financial burden to employers caused by the employment of persons with disabilities, facilitating the employment of persons with disabilities and increasing the employment level of persons with disabilities in society as a whole, the Levy and Grant System for Employing Persons with Disabilities was set up to collect levies from private companies that fail to meet the legal employment rate as well as to pay an adjustment for the employment of persons with disabilities, and grant to private companies that employ a number of persons with disabilities that exceeds a certain level.

(4) “Trial Employment” is program for persons with intellectual disabilities. After working at each government office, ministry, or in local governments for 1 to 3 years

as part-time personnel and gained work experience, they try to find jobs at ordinary companies through entities including Public Employment Security Offices.

- (5) As for responses to the Convention on the Rights of Persons with Disabilities, the “Act on Partial Revision of the Act for Employment Promotion etc. of Persons with Disabilities” was established in June 2013 to implement measures to prohibit discrimination of persons with disabilities in the field of employment and add the number of persons with mental disabilities to the basis of calculation of statutory employment rates. Based on this Act, the “Study Group on How Guidelines for Discrimination Prohibition and Reasonable Accommodation Should Be Based on the Revised Act for Employment Promotion etc. of Persons with Disabilities” discussed the matter from September 2013 and put together a report in June 2014. Later, the Labor Policy Council’s Subcommittee on Employment of Persons with Disabilities had discussion based on this report and replied to the consultation in March 2015 in the form of the “Draft Guidelines for employers to treat properly, on matters set forth in the provisions relating to the prohibition of discrimination against people with disabilities” and the “Draft Guidelines for employers on measures to ensure equal opportunities or treatment for people with disabilities on employment, and eliminate the barriers so that people with disabilities can use their abilities effectively” These Guidelines were issued on the 25th of the same month.
- (6) The Ministry of Agriculture, Forestry and Fisheries collaborates with the Ministry of Health, Labour and Welfare to promote the “Project for Collaboration between Agriculture and Welfare” and provides support to the efforts on opening and improving the welfare farms for persons with disabilities and others. Furthermore, nationwide and block-by-block liaison councils were established with participation of agriculture-related and welfare-related organizations in addition to the two ministries. Opinion exchange meetings were also held to deepen mutual understanding between agriculture-related and welfare-related persons. Furthermore, the Ministry of Health, Labour and Welfare is implementing the “Support Project for the Plan to Raise Wages” that dispatches experts and supports the improvement of technical capabilities of business facilities to back up the business facilities that are pursuing raising of wages. Since this project has the examples in the agricultural field, the two ministries shall collaborate with each other through these efforts, actively disseminate information through publicizing of good examples and support measures, and work on collaboration between agriculture and welfare and consequent promotion of salary and wage raising for persons with disabilities.
- (7) In April 2013, the “Act on Promotion of Procurement of Goods Supplied by Facilities Where Persons with Disabilities Work by the National Government” became effective. In order to contribute to the promotion of the independence of persons with disabilities who work at sheltered workshop for persons with disabilities and persons with disabilities who work from home. This act expects

public agencies including the national government and local governments to preferentially make purchases from work facilities for persons with disabilities when goods and services are procured.

- (8) For persons with disabilities whose disabilities are too severe to receive vocational training at regular public human resources development facilities, human resources development school for persons with disabilities are being established, and these schools are providing vocational training. Based on the fact that the disabilities of persons who enter these schools are becoming more severe and diverse, the schools are providing various support while adequately taking into consideration the status of the disabilities of the individual trainees. Also, the schools are implementing vocational training in order to contribute to the promotion of employment of persons with disabilities by enhancing contents of training programs.
- (9) The National Skills Competition for Persons with Disabilities (the Abilympics) has been held since 1972. The aim of Abilympics is to promote the development of the vocational abilities of persons with disabilities, for persons with disabilities to confidently and proudly participate in society as skilled workers, and widen and deepen public understanding and awareness of persons with disabilities to promote the employment of persons with disabilities. In FY2014, the 35th National Abilympics was held in Aichi Prefecture.