

Chapter 3 Status of Implementation of Measures for Persons with Disabilities

Part 2 Building the Foundation for Autonomy in Social Participation

1. Measures Concerning Education and Fostering of Children with Disabilities

To maximize the ability and potential of children with disabilities and to foster their strength to be autonomous and participative in the society, careful education is needed according to their individual needs. Therefore, in the schools for special needs education and classes for special needs education of primary schools and junior high schools, guidance is given under a special curriculum or small-group classes, by faculties with expert knowledge and experience; they use special textbooks prepared with special considerations, utilizing facilities and equipment that consider disabilities. In regular classes, in addition to special support service in resource rooms, education is tailored to individual educational needs such as utilization of special needs education assistant, achievement-based teaching and small-group teaching that take the disability into consideration, etc.

As of May 1, 2016, the total number of children in schools for special needs education and classes for special needs education and children who receive special support service in resource room is 450,000 persons; among them, about 387,000 students are in the compulsory education stage which is about 3.9% of the total number of children of the same age and stage.

[Main Measures]

<Promotion of special needs education>

(1) To disseminate special textbooks that can be used by students with disabilities, MEXT encourages publishers to issue enlarged textbooks by setting standard specifications so that as many students with low vision as possible can use the textbooks. In FY 2016, enlarged versions of the standard specification, corresponding to MEXT authorized textbooks based on the National Curriculum Standard of primary and middle schools used, have been published for almost all the textbooks.

Furthermore, MEXT supplies digital data of textbooks to volunteer groups that prepare enlarged textbooks according to individual needs for students who find it difficult to use the enlarged textbooks issued by textbook publishers. Besides, for students with developmental disabilities who have difficulty in recognizing characters, graphic forms, etc. in ordinary textbooks, volunteer groups are creating voice-based learning materials such as Multimedia DAISY that read aloud the characters of textbooks while highlighting the characters

that are being read. MEXT is promoting these learning materials by conducting the necessary survey and research.

(2) It is important to nurture the information utilization ability of students with disabilities, as well as promote the use of Information and Communication Technology (ICT), etc. as a supplementary means for compensating for disabilities and providing support in learning. Therefore, MEXT is including special needs education schools in conducting an experimental study through the “Project for Developing Innovative Education System” that started in FY2014, for building an innovative educational system of school-to-school, school-to-home collaboration, utilizing the cutting-edge ICT such as cloud services

(3) The National Institute of Special needs Education (NISE) has been conducting practical, comprehensive research into education of children with disabilities, and with that as the core, it conducts a wide range of businesses and activities such as integral implementation of training programs, information gathering and dispatch, understanding and awareness raising activities, etc.

<Improvement of support system at communities and schools>

(4) Partial Amendment of the Act on Support for Persons with Developmental Disabilities was promulgated in June 2016 (enforced in August in the same year) and the following were stipulated: ensuring to the maximum extent possible that developmentally disabled children undergo education along with children without developmental disabilities, progressing with the preparation of individual support plan and individual guidance plan for improving the support system, progressing with measures to prevent bullying, etc., so that children with developmental disabilities can receive proper education based on their characteristics as well as according to their age and abilities.

(5) Considering the need for collaboration among the related organizations of education, medical care, welfare, health care and labor, MEXT and MHLW jointly hold a “Developmental disabilities Support Debrief Meeting” every year to support children with developmental disabilities.

(6) To promote the development of special needs education system for improving the support system at schools from kindergarten to high school,

MEXT has been working to enhance special needs support education, by assisting with some of the expenses such as maintenance and implementation of the training system, assisting in the activities of the school and getting the support of the experts team and collaborating with related organizations. Further, local financing measures are taken for each municipality regarding the expenses incurred in the placement of “Special Needs Education Assistants” who support children with disabilities enrolled in public kindergartens and elementary/middle/high schools.

- (7) To promote special needs education for children with disabilities including those with developmental disabilities, MEXT is engaged in the work related to enhancement of career education and employment support, support for students with potential developmental disabilities, improvement of the expertise of faculties, development and dissemination of teaching materials such as educational aid equipment, etc.

<Promotion of childcare for children with disabilities>

- (8) The children and childrearing support system that came into effect from FY2015 does the following : 1) arranges supporters, who assist in the medical treatment of a region, in day care centers, kindergartens and certified child centers, when accepting children with disabilities in need of special support, collaborating with related organizations and offering consultation and support, etc. and 2) arranges one child care worker per two children who need special support when accepting children with disabilities, in the newly established regional-type daycare business.

<Promotion of accepting children with disabilities in after-school children clubs>

- (9) The after-school day care program (clubs for after school care) providing a suitable playing and living place for children of dual career families, accepts as many children as possible, including those with a physical disability certificate and other children with equivalent disabilities.

The number of after-school care clubs accepting children with disabilities is increasing every year and as of May 2016, 33,058 persons have been accepted in 12,926 clubs which is about 55% of the total 23,619 clubs.

MHLW grants necessary expenses for such clubs to arrange staff with special knowledge of support when a club accepts at least one child with disabilities care.

In addition, since FY 2015, MHLW has been granting extra expenses for such clubs by using financial resources of the consumption tax to arrange

additional one staff member with special knowledge of care when the club accepts five or more children with disabilities, so that the clubs can be utilized properly by children with disabilities.

<Improvement of educational support system at schools for special needs education >

(10) With regard to the curriculum of schools for special needs education, various considerations have been stipulated to prepare a flexible curriculum according to the severity of a disability or multiple disabilities. These considerations include those such as facilitating guidance mainly with activities to promote autonomy, not dealing with some objectives and contents of each subject in case there is a particular need due to a disability condition, etc. To enhance the guidance according to each person's actual disability condition, understand each student's condition should be precisely understood and individualized teaching plans and individualized education support plans should be prepared.

Education is provided to children who find it difficult to attend schools, by dispatching teachers to homes, child welfare facilities and medical institutions, etc. As of May 1, 2016, the number of students benefited by home-bound education is 1,294 primary school students, 742 junior high school students and 841 high school students.

(11) Students of schools for special needs education require textbooks prepared with special considerations. So far, MEXT has been preparing its textbooks such as Braille version textbooks for visually impaired persons, textbooks in the national language (language guidance for primary school and language for middle school) and music textbooks for hearing impaired persons, textbooks in national language, arithmetic (mathematics) and music textbooks for intellectually disabled persons. It should also be noted that schools for special needs education and classes for special needs education can use textbooks (called "general books") other than authorized textbooks and MEXT-authorized textbooks.

<Class formation and fixed number of school personnel>

(12) In public special needs schools and special needs classes of primary and middle schools, there are children with various types of disorders, abilities and aptitude who particularly need individual guidance and consideration, therefore special consideration is given to class formation and fixed number of personnel under the "Act on Standards for Class Formation and Fixed Number

of School Personnel of Public Compulsory Education Schools” (1958, Act No.116) (hereinafter referred to as “Act on Standards for Public Compulsory Education Schools”).

①Class formation

The standard for number of students in 1 class has undergone a number of improvements and currently, it is 6 primary and middle school students and 8 high school students for public special needs schools (3 students in multiple disorder classes) and 8 students in the special needs classes of public primary and middle schools.

②Fixed number of personnel

In view of the fact that the number of students in public special needs schools are increasing and disabilities are becoming severe/multiple, possible permanent measures are being taken for arrangement of multiple vice principals or school nurses in large schools, placement of education counselors, student guidance personnel, career guidance personnel and personnel in charge of independent activities, etc. Further, due to partial amendment of the Act on Standards for Public Compulsory Education Schools in March 2017, it has been decided that measures shall be taken in a period of 10 years for a fixed number (making a baseline constant) according to the targeted number of students. This is to deal with special guidance such as special-class guidance in public primary and middle schools from 2017.

<Securing the expertise of teachers>

(13) Currently, the special needs education teachers’ training is mainly being offered in the special needs education curriculum at universities. Even in the teachers’ training in kindergartens, primary, middle and high schools, subjects related to the teaching deal with “mental and physical development of infants, children and students with disabilities and the learning process”; in addition, some universities have introduced a learning curriculum for special needs education.

Also it is decided that the training for teacher’s license renewal shall include “knowledge of neuroscience and psychology about children’s development (including that for special needs education)” as one of the mandated matters.

<Related organizations for special needs education>

(14) The National Institute of Special Needs Education delivers training lectures through the Internet to assist in the efforts for improving the quality of

a wide range of faculties including regular school teachers who are involved in teaching children and students with disabilities; The NISE also conducts correspondence education for licensing accreditation that contributes to improving the license retention rate of special needs education teachers.

In addition, the NISE provides necessary and useful information to related entities starting from all schools, by means of the following avenues using the Internet: “Developmental disability education information center” that provides information, etc. regarding developmental disabilities, “Inclusive educational system construction support database” that publishes practical case examples of reasonable accommodation and “Special needs education materials portal site” that collects various information about utilization of teaching materials such as educational aid equipments, etc.

<Support for employment through collaboration and cooperation of related organizations and special needs schools>

(15) To promote employment of persons with disabilities, the related organizations of education, welfare, medical care, labor, etc. should cooperate to take proper measures. Therefore, MEXT, together with MHLW, encourages each Prefectural Board of Education to enhance efforts to support the employment of disabled students; these efforts include active utilization of various measures in labor-related organizations such as promotion of on-the-job training and employment support seminars, working for a smooth transition to employment in collaboration with welfare-related organizations, etc. Also, in high schools and special needs high schools, research is underway for improving career education and employment support in collaboration with welfare and labor related organizations such as arrangement of employment support coordinator to support the employment of disabled students, in collaboration with labor-related organizations.

<Support for higher education>

(16) It is important to ensure learning opportunities for persons with disabilities so that they do not give up their hope for higher education due to their disabilities. Therefore, accommodations like the following are provided at the National Center Test for University Admissions and individual entrance examinations at each University: setting questions in Braille and enlarged characters, answering by Raise-Writer (figures and letters drawn with ball point pens on the surface of a vinyl drawing sheet that stand out just the way they were written, therefore this aid allows the answerer to touch and understand the hand written text while writing), character answering, check

answering (an answering method in which one can fill in the choice value and check the same in an exclusive answer sheet), extending examination time, allowing the use of a scribe, etc. Furthermore, question sheets of enlarged characters of font-size 22 pt. were added to the current font-size of 14 pt. from the FY2016 National Center Test for University Admissions (implemented in January 2016), in careful consideration of applicants with disabilities.

<Promotion of Barrier-free facilities>

(17) The MEXT guidelines indicate that careful consideration should be paid in planning and designing for school facilities according to the degree of disabilities of school children, so that they can enjoy school life without difficulty. Also MEXT prepared “the guidelines for making school facilities barrier-free,” which show fundamental planning and designing ideas and summarize case examples.

Furthermore, as one of the efforts for barrier-free facilities in public schools, national subsidies are provided to install elevators or slopes for making the facilities barrier-free.

National subsidies are also provided in private special needs schools and special needs classes of primary and middle schools, when the school corporations do the necessary improvement of facilities to provide proper disability-oriented education. Aiding facilities include three-dimensional copy facility, FM and such hearing aid equipment, VOCA (Voice Output Communication Aid equipment), portable alarm, school bus, etc.

2. Measures to Promote Employment of Persons with Disabilities

Since the work motivation of persons with disabilities has been rising, it is necessary to further improve employment measures so that they can participate in society through work and live vividly and independently. Social participation through employment is important to realize an inclusive society where all citizens respect each other’s individuality and personality without being discriminated due to disabilities, as stated in the basic principle of the Policy for Persons with Disabilities. Various employment measures for persons with disabilities are being promoted under this concept.

[Main measures]

<Current status of employment of persons with disabilities>

(1) Currently, private companies (50 or more general employees) that are obliged to employ 1 or more persons with physical or intellectual disabilities should report the employment status of persons with disabilities as of June 1 every year. The results of the report of FY2016 are as follows.

The employment status of persons with disabilities as of June 1, 2016 has recorded the highest in the last consecutive 13 years, with the number of employed persons with disabilities as 474,374.0 persons (453,133.5 persons on the same day last year) and it is still progressing. The actual number of workers with disabilities is 386,606 persons (366,353 persons on the same day last year).

The percentage of persons with disabilities employed at private companies was 1.92% (1.88% on the same day last year). The percentage of companies that met the legal employment rate was 48.8% which is still less than half. The number of employed persons with disabilities has increased compared with that reported in the previous year for all sizes of companies.

Regarding the status at national and local public entities, the percentage of employees with disabilities and the number of employees with disabilities are as follows: 2.45% and 7,436.0 persons respectively at national agencies (legal employment rate 2.3%); 2.61% and 8,474.0 persons in Prefectural organizations (legal employment rate 2.3%), 2.43% and 26,139.5 persons in Municipal organizations (legal employment rate 2.3%). The number of employees with disabilities working in national and local public entities has increased compared to last year's report on the same day.

<Employment measures for persons with disabilities>

(2) Regarding national and local public entity organizations, the MHLW has been appealing to the authorities of each national and local public entity organization to work for a planned recruitment, based on the fact that they are in a position to take initiatives for private companies to hire persons with disabilities. All public organizations should announce their employment situation on the 1st of June every year and those organizations that have not met the expectations should work on a plan for hiring persons with disabilities. If the plan is not properly implemented, the MHLW advises the appointing authority of each national and local public entity organization to implement the plan properly.

Regarding the employment situation of persons with disabilities as on June 1, 2016, there has been an increase in the number of persons with disabilities working in national and local public entities compared to last year, however, there are many institutions especially in the Prefectural Board of Education that have not met the expectations (12 institutions out of 47 in the Prefectural Board of Education that have not met the legal employment rate), therefore the MHLW offers guidance to those institutions that have not met the expectations.

(3) In addition to the employment rate system for persons with disabilities, the Act for Promotion of Employment of Persons with Disabilities has established a payment system for employing persons with disabilities. This is to raise the employment standard of persons with disabilities across the society as a whole, adjusting the economic burden of the employer when employing persons with disabilities while also simplifying the employment of persons with disabilities. Under this system, payment is collected from private companies (more than 100 general employees) that have not met the legal employment rate and compensatory amounts and bonuses are given to companies that employ persons with disabilities beyond the fixed standard. In addition to this, subsidies are paid to employers who improve the facilities and equipment for employing persons with disabilities and fees such as special compensatory payment for employing disabled persons working from home is paid to those employers who offer work to disabled persons working from home.

(4) The Government offers the following subsidies/incentives to private companies to enable them to employ persons with disabilities comfortably and actively: private companies are assisted with “Subsidy for developing employment of specific job seekers” for continuous recruitment of persons with physical disabilities, persons with intellectual disabilities and persons with mental disabilities; private companies that recruit workplace support staff for providing the necessary support and guidance at workplace are assisted with “Incentive for supporting workplace establishment for persons with disabilities” (integrated into “Subsidy for employment stability of persons with disabilities (workplace establishment support course)” from FY2017); the Government offers subsidies, etc. based on the payment system for employing persons with disabilities, to assist with some expenses incurred when employing persons with disabilities and do the necessary improvements to workplace environment for continuous recruiting.

(5) In September which is “The Month of Employment Support for Persons with Disabilities”, the MHLW commends the companies that actively employ many persons with disabilities, organizations that have remarkably contributed to promoting employment of persons with disabilities and stability in employment and persons with disabilities who have shown exemplary performance as professionals. (In 2016, 24 companies, 1 individual who had contributed to the employment of persons with disabilities and 15 persons with

disabilities who are employed were honored).

(6) Special taxation measures have been taken for private companies that employ persons with disabilities. To further promote the employment of persons with disabilities, the FY2017 tax reform has extended the applicable deadline by 2 years for special measures of standard taxation of property tax and reduction measures for real estate acquisition tax when an employer who employs a large number of persons with physical and mental disabilities purchases business facilities, etc.

(7) The “Act to Partially Amend the Act for Employment Promotion of Persons with Disabilities” was established in June 2013 and from April 2016, it was mandated to prohibit discrimination of persons with disabilities in the field of employment and provide reasonable accommodation. The MHLW took efforts to make leaflets, posters, etc. and publicize them and published a collection of examples cases of reasonable accommodation in February 2017 (third version).

<Regional work support for persons with disabilities>

(8) To promote and encourage employment support for persons with disabilities, the government decided to strengthen the link among the organizations of employment, welfare, education and medicine, and has been promoting the team support along with the Hello Work and related organizations, increase of understanding of general employment and employment support, employment/livelihood support center program, trial employment, support by job-coaching, etc.

(9) The Employment and Life Support Center for Persons with Disabilities offers employment and life supports for persons with disabilities in their surrounding areas (332 places as of April 2017) to promote their independence in working life, in cooperation with the welfare- and education-related organizations. To strengthen workplace establishment support, steps were taken in FY2016 for strengthening the stability support function of the center, by supporting many persons with disabilities through job-coaching and increasing the number of “Chief personnel for supporting employment stability” who have rich knowledge and experience of employment stability support for persons with disability.

<Support for shifting from welfare work to general employment>

(10) The following efforts are taken to support the employment of persons with

disabilities so that they can lead their daily and social lives independently in a community.

① Employment transition support

For persons with disabilities under 65 years of age who prefer general employment, the employment transition support office provides the necessary support such as production opportunities, workplace experience and opportunities for other activities, to facilitate general employment to the maximum possible extent.

② Employment Continuation Support Type A

Based on employment opportunities, persons with disabilities who are less than 65 years of age who can work continuously are provided opportunities for production activities and other activities. They are also given training required for improvement of knowledge and ability which is essential for other work, support aimed at general employment and support for workplace establishment, etc.

③ Employment Continuation Support Type B

Persons with disabilities who were employed at regular workplaces, but could not continue due to age, physical and mental conditions and other actual circumstances, persons who have not been hired by general workplaces despite employment transition support, persons who face difficulties in being hired by general workplaces, are all provided with opportunities for production activities and other activities. They are also given training required for improvement of knowledge and ability that is required for other work, support aimed at general employment and support for workplace establishment, etc.

<Employment support measures according to disability characteristics>

(11) Under the Basic Programme for Persons with Disabilities (third), the 2017 status report of employment of persons with disabilities was aimed at an employment of 30,000 persons with mental disabilities, by employers who employ at a scale of 50 persons or more; the number was 42,000 persons as on June 1, 2016. Seminars for employers on the theme of employment management of persons with mental disabilities were conducted in 10 blocks across the country in the year 2016.

(12) Persons with developmental disabilities are supported with Hello Work at 10 locations across the country from the year 2016, which conducts seminars

and individual occupation consultations, etc. for job seekers who have difficulties in communication skills due to reasons such as developmental disabilities. Moreover, persons with developmental disabilities are benefited by employment service centers such as Hello Work that offers new employment, “Employment development subsidy for persons with developmental disabilities and patients with intractable/rare diseases” (“Employment development subsidy for specific job seekers (Employment development course for persons with developmental disabilities and patients with intractable/rare diseases)” from the year 2017) that assists employers who understand employment management and do reporting. Furthermore, as “Training for employment supporters of developmentally disabled persons”, activities such as seminars were held in 8 blocks across the country in FY2016, and these were intended for those who support the employment of persons with developmental disabilities and the concerned parties.

(13) For persons with intractable/rare diseases, Hello Work places “Employment supporters for patients with intractable/rare diseases” who provide comprehensive employment support such as employment support based on the characteristics of symptoms, continuity in employment for patients who developed intractable/rare diseases when at office, etc. “Subsidy for developing employment of persons with developmental disabilities and patients with intractable/rare diseases” is also provided to assist the employers. To enhance the common awareness required for employers and related organizations working for employment support, the manual for the employment management of patients with intractable/rare diseases, namely, “For the employment support of persons with intractable/rare diseases” was revised in FY2016 and is being used for supporting the employment of patients with intractable/rare diseases.

(14) Support for work-from-home

① Support system for work-from-home

To provide support for securing employment opportunities for persons with disabilities to work from home (disabled persons working from home), the following system is operational under the payment system for employing persons with disabilities: a system for paying special compensation fee for home employment of disabled persons (special incentives for home employment of disabled persons, for employers who have 100 general employees or less) depending on the amount paid as

employment compensation to persons with disabilities. This is for the employers who give work directly to such disabled persons or through corporations registered with MHLW that provide support for persons with disabilities to work from home (home employment support organizations (22 organizations as of January 2017)).

② Dissemination of employment support equipment, etc. and awareness

Even occupations that were hitherto considered difficult for persons with disabilities to work in have now been made greatly feasible with the use of IT equipment. For this reason, with the aim of contributing to the expansion of scope of work for persons with disabilities, dissemination and awareness efforts are taken in the organizations that support the employment of elderly and disabled job seekers, through means such as loaning, provision of information of employment support equipment according to the needs of employers and persons with disabilities.

<Support for persons with disabilities in founding and entrepreneurship, etc.>

(15) To revitalize the regional economy, the Ministry of Economy, Trade and Industry assists those who wish to start business by providing subsidies for the expenses incurred for the venture and takes steps to encourage the creation of new demand and employment, in the Municipalities recognized by Industrial Competitiveness Enhancement Act (2013, Act No.98) (1,275 municipalities as of December 2016), which is a system that persons with disabilities can also apply to.

<Collaboration with the Agricultural department for supporting the employment of persons with disabilities>

(16) In addition to supporting the efforts towards opening and maintaining welfare farms for persons with disabilities, the Ministry of Agriculture, Forestry and Fisheries (MAFF) has established a “Network (Council) to promote employment of persons with disabilities”; this network comprises of parties involved in administration, welfare, agriculture, etc. in Regional Agricultural Administration Offices across the nation, etc. Good practices and measures are introduced through seminars.

The MHLW dispatches experts in the field of agriculture to businesses associated with Employment Continuation Support Type B that are engaged in the field of agriculture, for providing advice and guidance towards the promotion of the Sixth Industrialization and for acquiring the knowledge and skills related to agriculture; support is also given to the launch of Marche of Agriculture-Welfare Collaboration (market) that is attended by businesses

associated with Employment Continuation Support Type B engaged in the field of agriculture in the Prefectures.

The MAFF and MHLW have jointly been promoting the “Agriculture-Welfare Collaboration Project”, by conducting agriculture-welfare collaboration seminars and forums for promoting agriculture-welfare collaboration (held on March 24, 2017). This is for deepening the cooperation and understanding between the parties related to agriculture and the parties related to welfare. Marche of Agriculture-Welfare Collaboration was inaugurated at the Yurakucho Station.

<Enhancement of vocations skills development>

(17) For persons with disabilities who have difficulties in receiving vocational training, human resources development schools for persons with disabilities provide vocational training. As of April 1, 2017, there are 19 schools, including 13 national and 6 local governmental schools.

(18) 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, helping them to participate in the society with confidence and pride as skilled workers, as well as deepen the public understanding and awareness of persons with disabilities and promote the employment of persons with disabilities. The 36th tournament was held at the Yamagata Prefecture in 2016 (October 28~30).