

Chapter 3 Building the Foundations for Autonomy in Social Participation

Section 1 Measures Concerning Education and Fostering of Children with Disabilities

1. Enhancement of the special needs education

(1) Outline of the special needs education

For children with disabilities, to develop their abilities and possibilities and cultivate their power required for autonomy and social participation, it is necessary to give appropriate teaching in various learning environments as well as provide necessary support to meet the educational needs of each person. Currently in schools for special needs education or classes for special needs education in elementary and lower secondary schools, and in the special teaching according to disability (so called “special support services in resource rooms”), teaching has been being conducted by teachers and staff with special knowledge and experience using textbooks and facilities and equipment prepared with special consideration to disabilities. In recent years, severe/multiple disabilities of infants/pupils/students enrolled in schools for special needs education has been increasing, and the development of more detailed support system is required. Special needs education is to be implemented at all schools where children including with developmental disorder needing special support are enrolled in, and even for pupils/ students with disabilities enrolled in regular classes, it is necessary to provide necessary support with reasonable accommodation. Ten years have passed since full-scale implementation of the special needs education was started in 2007, and as of May 1 2017, the total number of infants/pupils/students of schools for special needs education and classes for special needs education at elementary and lower secondary schools and infants/pupils/students receiving special support services in resource rooms is about 490,000, and the number is increasing. Of these, the number of the pupils/students in the compulsory education stage are about 417,000, about 4.2% of the total.

In the Fourth Basic Programme for Persons with Disabilities started from FY2018, to realize the inclusive society, it is stated as the basic concept to promote the establishment of the system which enables both of children with disabilities and children without disabilities to receive education as much as possible, as well, to deepen the understanding of disability, etc. Concretely, enhanced is the description about enhancement of the special needs education at all schools, promotion of understanding, interaction, and collaborative learning about disability, utilization of external human resources at school, securing educational opportunities under medical care or long-term hospitalization, and enhancement of various learning activities throughout the life of persons with disabilities. Also, the following are included: Increasing every year the number of pupils/students receiving the special support services in resource rooms at elementary, lower secondary, and upper secondary schools, etc., and aiming at approximately 100% ratio of kindergartens, elementary, lower secondary, and upper secondary schools, etc., which established the system for special needs education and take

all necessary measures concerning the establishment ratio of school committees and the nomination ratio of the special needs education coordinator etc., as the numerical targets based on the current status of system development.

(2) Development of various learning environments

A Enhancement of teaching on the special needs education

① Education at schools for special needs education etc.

In April 2017, we bulleted the new National Curriculum Standards for Schools for Special Needs Education to enhance ① Continuity of learning of children with multiple disabilities and children with intellectual disabilities, ② Enhancement of consideration on teaching according to characteristics of disability etc., and ③ Education for autonomy and social participation such as enhancement of career education and improvement of motivation for lifelong learning, etc. As well, for smooth implementation of course of study for schools for special needs education etc., we conducted leading practical research on the formation of the educational curriculum based on the purpose of the course of study and on improvement and enhancement of the teaching methods appropriate for the state of disability of each person.

As to the special support services in resource rooms, since the special support services in resource rooms was not institutionalized in upper secondary schools not like in elementary and lower secondary schools etc., we decided that we will study toward the institutionalization of the special support services in resource rooms in upper secondary schools by the Research Survey Collaborators Meeting concerning the promotion of the special needs education in upper secondary schools and revise the related ministerial ordinance etc. in 2016, then we will start the system from FY2018. Also, for infants/pupils/students for whom it is difficult to receive the education by going to school due to disabilities, education (home-visiting teaching) has been being conducted by dispatching teachers to homes, child welfare institutions, and medical institutions etc. As of May 1 2017, elementary school pupils, 782 lower secondary school students, and 806 upper secondary school students are receiving this home-visiting teaching.

② Enhancement of textbooks and teaching materials for pupils/students with disabilities

For students in schools for special needs education, depending on the state of disability, generally used authorized textbooks may not be appropriate, and textbooks prepared with special considerations may be required. For this, the Ministry of Education, Culture, Sports, Science and Technology has been preparing its textbook 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, and textbooks in the national language, arithmetic (mathematics) and music textbooks for intellectually disabled persons.

In addition, in schools for special needs education and classes for special needs education, books (called “general book”) other than

authorized textbooks and textbooks written by the Ministry of Education, Culture, Sports, Science and Technology can be used as the textbooks.

Also, the Ministry of Education, Culture, Sports, Science and Technology promotes dissemination special textbooks, such as enlarged textbooks, used by students with disabilities.

Furthermore, since it is important to promote use of the information and communication technology (ICT), etc., as the auxiliary means for supplementing disabilities and supporting learning, we supported the development of support equipment and other teaching materials which are easy to use by being tailored to the state of disability of pupils/students etc. such as teaching materials using ICT to be utilized by collaboration of companies/universities etc., and schools/boards of education etc.

③ **Class organization and number of teachers and staff**

In the schools for special needs education and classes for special needs education at elementary and lower secondary schools, enrolled are diverse pupils/students of state, ability, and aptitude etc. in their disabilities, and teaching and consideration tailored to each person is particularly necessary. For this, special consideration is given to the classroom organization and the number of teachers and staff based on the “Act on Standards for Class Formation and Fixed Number of School Personnel of Public Compulsory Education Schools” (Act No. 116 of 1958) and “Act on the Appropriate Arrangement of Public High Schools and Standard on the Number of Teachers and Staff” (Act No. 188 of 1961).

④ **Ensuring the expertise of teachers and staff**

Training of teachers for special needs education is currently mainly conducted at university in the courses related to special needs education, etc. Also as to training of teachers in kindergartens, elementary, lower secondary, and upper secondary schools, the “process of development of mind and body and learning of infants/pupils/students with disabilities” is to be dealt with in the subject related to teaching jobs, and some universities hold subjects to learn about the special needs education. In addition, we revised the “Regulation for Enforcement of Educational Personnel Certification Act” in November 2017, in which “Understanding on infants/pupils/students who need special support” was newly and independently established and it was stipulated that those who enter the university after April 2019 should acquire one credit or more.

Also it is stipulated that in the certificate renewal lecture of the teacher certificate renewal system, contents on special needs education should be dealt with in the “latest knowledge on the brain science, psychology, etc. related to children's development (those related to the special needs education included),” one of the matters of compulsory area.

⑤ **Improvement of the certificate system**

Since FY2007, the teacher's certificate which had been separated for school for the Blind, the Deaf, and other schools for special needs education has been unified into one certificate for teachers of schools for special needs education. At the same time, to acquire

the certificate for schools for special needs education teachers, it has been required to have basic knowledge and understanding about various disabilities as well as to ensure the expertise on specific disabilities. Also, depending on the state of acquisition of subjects on special needs education at universities, the teacher's certificate has been to be given with the limitation in the teachable kinds of disabilities.

Note that as for the certificate for schools for special needs education teachers, it is possible for now to be a teacher of a school for special needs education only with the license for kindergartens, elementary, lower secondary, and upper secondary schools based on the Educational Personnel Certification Act (Act No. 147 of 1949). However, it is necessary to improve the holding ratio of the certificate for schools for special needs education teachers from the viewpoint of ensuring the expertise. The ratio of holding the certificate for schools for special needs education teachers among the teachers of schools for special needs education is 77.7% as a whole (as of May 1 2017), which means that the ratio increased by 1.9 points compared to the previous year. Though, since improvement of the teacher's expertise on special needs education is further demanded, it is an urgent issue to improve the holding ratio of the certificate for schools for special needs education teachers etc. For this, we made efforts to contribute to the acquisition of the certificate for schools for special needs education teachers etc. and carried out expert study on the school for special needs education teachers etc.

B Barrier-free of school facilities

The Ministry of Education, Culture, Sports, Science and Technology guidelines for school infrastructure indicate that careful consideration should be paid in planning and designing for school facilities appropriate to the type and the degree of disabilities of school children, so that they can enjoy school life without difficulty. In addition, The Ministry of Education, Culture, Sports, Science and Technology prepared “the guidelines for making school facilities barrier-free,” which show fundamental planning and designing ideas and summarize case examples. And, it is showed the necessity of barrier-free of school facilities as evacuation shelters in the report by the expert committee for school facilities.

These information is provided to school publishers through opportunities such seminars.

Furthermore, national subsidies are provided to install elevators or slopes for making the facilities barrier-free.

C Enhancement of functions of specialized agencies and its diversification

① Incorporated Administrative Agency: National Institute of Special Needs Education

Incorporated Administrative Agency: National Institute of Special Needs Education conducts the “Teacher Training Programs for Specific Disability Categories” and “Workshops for Leaders

Involved in the Enhancement of an Inclusive Education System” for teachers and staff in leading position in each prefecture etc. As well, it conducts distribution of training lectures to support the effort to enhance the quality of performance of the wide range of teachers involved in education for pupils/students with disabilities etc. including regular class teachers and the correspondence course certified by the Education Personnel Certification Act to contribute to improvement of the ratio of holding the certificate for schools for special needs education teachers via the internet.

② **Special needs education center**

The special needs education center in prefectures conducts training of staff involved in the special needs education, educational consultation on children with disabilities, and research and survey on special needs education, etc.

(3) **Development of sufficient support system**

A **Development of school support system for kindergartens through upper secondary schools**

The Ministry of Education, Culture, Sports, Science and Technology is promoting efforts by schools and boards of education etc., and supports a part of the expenses related to the promotion of support system development such as for development of support system for children with disabilities, for on-site counseling support and support by expert teams, for development and implementation of training systems, and for collaboration with relevant organizations, etc.

By the survey on the improvement status of special needs education system in FY2017, the basic support system is almost in place, which includes establishment of “school committee” and nomination of “special needs education coordinator.” Also for preparation of the “individual guidance plan” and “individual educational support plan,” steady efforts has been being advanced. The Ministry of Education, Culture, Sports, Science and Technology conducts support for promotion of collaboration among education, childcare, welfare, health care, and medical care, etc. and efforts for providing information etc. to promote early education consultation and support system for children with disabilities for strengthening support from the kindergarten stage.

As well, for collaboration between education and welfare in support for children with disabilities including developmental disorder, we established the “triangle” project involving both of the Ministry of Education, Culture, Sports, Science and Technology and Ministry of Health, Labour and Welfare in December 2017, and researched on measures to further promote cooperation among home, education, and welfare so that children and their parents who need assistance can receive support seamlessly in the society in infancy through school ages and social participation stage lead by the board of education and welfare department of local governments.

B **Support for children with developmental disorders**

By the partial revision of the School Education Act (Act No. 26 in 1952) (2006), it is clearly stipulated legally to promote special needs education for infants/pupils/students with disabilities including developmental disorder in all of the kindergartens, elementary,

lower secondary, and upper secondary schools etc.

In June 2016, a partial revision of the Act on Support for Persons with Developmental Disorders (Act No. 167 of 2004) was promulgated (enforced in August in the same year), in which the following are stipulated: Giving consideration so that children with developmental disorder can receive education with children without developmental disorder in the same place so as for children with developmental disorder to receive sufficient education appropriately by their age and ability as well as based on their characteristics, Promoting preparation of individual education support plan and individual teaching plan as part of development of the support system, and Promotion of measures to prevent bullying, etc. Also, for supporting pupils/students with potential developmental disorder in elementary, lower secondary, and upper secondary schools etc., we conducted research on the following: [1] Method of establishing school management based on the viewpoint of special needs education, [2] How the direction of teaching subject should be in the case of not going well in learning, etc., [3] How the training system for teachers in charge of special support services in resource rooms should be, and necessary teaching method, [4] Method for appropriately transferring the contents of teaching and support, etc. to schools which pupils/students will advance to, [5] Support by collaboration of schools and welfare organizations, and how to share the support contents.

C Support for children who need medical care

By the partial revision of the Social Welfare Worker and Certified Care Worker Act under the act promulgated in June 2011 for partially revising the Long-Term Care Insurance Act etc. (Act No. 72 of 2011) to strengthen the foundation of nursing-care services, nursing care staff etc. who received a certain amount of training has been able to implement medical care such as removal of phlegm by suction under certain conditions from April 2012. By this, teachers in schools for special needs education etc. also became able to do that institutionally.

As of May 1 2017, 8,218 infants/pupils/students who need medical care are enrolled in schools for special needs education and 858 pupils/students who need medical care are enrolled in elementary and lower secondary schools. The Ministry of Education, Culture, Sports, Science and Technology supports a part of the expenses necessary for arrangement of nurses to enhance education for pupils/students who need medical care in schools for special needs education and elementary/lower secondary schools. As well, to realize the advanced medical care in schools, the model project aiming to enhance the medical care implementation system including establishment of the support system within the schools in cooperation with doctors and preparation of medical care implementation manual, etc. was conducted.

D Subsidies for private schools

In consideration of importance of the role of private special-needs schools, private elementary and lower secondary schools with special-needs classes, and private kindergartens which infants with disabilities is attending, to maintain and improve the educational

conditions in these schools and to reduce the economic burdens on parents, the central government provides subsidies for some of the recurring expenditures, etc. based on the Act on Subsidies for Private Schools (Act No. 61 of 1975).

E Support for home and others

To reduce the economic burdens on guardians and to encourage school attendance, for some of expenses necessary for school attendance such as textbook purchase expense, transportation expense, expense related to dormitory residence, and school trip expense, etc., the special subsidies for the special needs education school attendance are provided to guardians to fully or partially subsidize the expenses above depending on the guardian's economic burden ability.

2. Promotion of welfare for children with disabilities

(1) Promotion of childcare for children with disabilities

The Ministry of Health, Labour and Welfare has been conducted a project to increase allocation of nursery staff in nursery schools under the project of childcare for children with disabilities from FY1974 to promote acceptance of children with disabilities to nursery schools.

As to this project, because a considerable number of years have passed since the project was started and acceptance of children with disabilities to nursery schools has been widely promoted nationwide, the budget for this project was incorporated into general revenue from FY2003, and its scope of application has been expanded. For example, the calculating quota of tax revenue allocated to local governments has been extended from children receiving the Special Child Rearing Allowances to children with mild disabilities since FY2007.

Also, under the new child/child-raising support system which took effect from FY2015, the following have been implemented: [1] Allocating persons who assist regional medical care, childcare, and educational support in nursery schools, kindergartens, and accredited children centers when the facilities above accept children who need special support such as children with disabilities etc., when collaborate with regional related organizations, and when provide advice, etc., [2] Under the newly started regional childcare project, allocating one nursery staff for two pupils who need special assistance when the facilities above accept children with disabilities. Furthermore, to develop leader staff in nursery sites, a theme of "childcare for children with disabilities" was incorporated into the training field of "career development training for nursery staff etc." which was started from FY2017. Thus, the expertise of staff in charge of childcare for children with disabilities has been tried to be enhanced.

Besides, for persons who have completed the career-up training for nursery staff etc. (in the training, areas for childcare for children with disabilities are to be included) and became leader staff, addition of personnel expenses has been implemented to reward their effort.

In addition, as to the tax revenue allocated to local governments related to childcare for children with disabilities, the amount for that has been increased from about 40 billion yen to about 80 billion yen

since FY2018. As well, it has been decided that the tax revenue allocated to local governments is to be calculated based on “actually accepted number of children with disabilities” in nursery schools etc. in each municipality so that the financial demand in municipalities concerning childcare for children with disabilities is accurately reflected.

(2) Promotion of acceptance of children with disabilities to after-school children’s clubs

After-school children’s clubs which accept children with disabilities has been increasing steadily year by year. As of May 2017, 36,493 children has been accepted by 13,648 clubs, approximately 56% of the 24,573 clubs. To accept children with disabilities, appropriate action/response/treatment is required depending on the degree of disabilities of each child, etc. For this, we are subsidizing expenses necessary to allocate staff with specialized knowledge etc. for after-school children’s clubs which have been accepted one or more children with disabilities.

In addition, since FY2017, we have been implementing subsidies for additional expense necessary for after-school children’s clubs to allocate one more staff member with specialized knowledge etc. when they accept three or more children with disabilities, and for expense necessary for after-school children’s clubs to allocate nurses etc. when they accept children for whom medical care is needed. Thus, we have been conducting support so that children who want to use after-school children’s clubs can use them appropriately.

(3) Development of medical care and educational system

A Strengthening of medical care and educational functions in welfare institutions

As to the support for children with disabilities, with regard to the classification of facilities, the facilities used to be classified by the type of disability, for example, facility for children with intellectual disability. However from April 2012, we unified the classification as follows: “commuting-type support for children with disabilities” representing support by children's going to facilities, and “stay-type support for children with disabilities” representing support by children's staying in facilities, by which we are striving for enhancing support for children with disabilities. Moreover, we established “after-school (etc.) day service” to enhance the support for school-age children, and “nursery school (etc.)-visiting support” to support adaptation to group living for children with disabilities attending nursery schools etc.

Based on the Child Welfare Act (Act No. 164 of 1947) revised in June 2016, we established “home-visiting-type support for child development” which provides support for child development by visiting home for children with disabilities for whom going out is extremely difficult due to severe disability etc. In addition, for “nursery school (etc.)-visiting support” which provides support of development for children in nursery schools etc., we added as the scope of visit the home for infants and orphanages.

B Development of medical care and educational system in the

region

The Child Welfare Act revised in June 2016 stipulated that local public entities must promote collaboration of health, medical care, and welfare, etc. as their obligation to make effort so that children with disabilities needing medical care can receive appropriate support. As well, the act above also stipulated that local public entities must prepare the “welfare plan for children with disabilities” as their obligation to promote planned development of the system to provide support for children with disabilities.

In July 2017, we issued the “guidelines for support of child development” which shows the contents of support to be provided and basic matters concerning the operation, thus enhancing the quality of support. We are proceeding smooth use of support for child development and appropriate transition.

As well, from FY2018, for cases where outside nursing staff visits facilities and provides support for children with disabilities for a longer period of time, etc., we newly evaluate that and reflect the evaluation in remuneration. Also with other means included, we are enhancing support for children for whom medical care is needed.

3. **Promotion of social and vocational independence**

(1) **Job assistance by collaboration and cooperation of special-needs school and related organizations etc.**

In cooperation with the Ministry of Health, Labour and Welfare, the Ministry of Education, Culture, Sports, Science and Technology urges boards of education of each prefecture etc. to enhance efforts to support employment of students with disabilities by actively utilizing employment support seminars and various measures in labor-related organizations etc. such as workplace practice promotion project for persons with disabilities etc. and by making efforts for smooth transition to work through cooperation with welfare related organizations, etc.

(2) **Support for studying in higher education etc.**

In the National Center Test for University Admissions and individual entrance exams for each university, we have been making consideration on entrance exams as follows: Question by braille/enlarged characters (in the National Center Test for University Admissions, in addition to the 14 point version, the 22 point version is also prepared for the enlarged test booklets), Answer by using raisewriters which enable checking by touching the handwriting (a tool that allows examinees to check the graphics and characters they wrote by touching the handwriting. This is enabled because the graphics and characters drawn on the surface of vinyl drawing paper by using a ballpoint pen are lifted as they are), Answer by entering character or by checking (an answer system where examinees enter or check their selected number etc. on the dedicated answer sheet), Extension of test time, and Writing answers by another person in place of examinees, etc.

(3) **Provision of learning opportunities in the region**

With regard to social education facilities such as community learning

centers, libraries, and museums, the Ministry of Education, Culture, Sports, Science and Technology urges that those facilities become easy to use for all people regardless of presence or absence of disabilities by establishing standards desirable for each facility and by other means.

(4) Support for learning throughout life

We established the “special support integrated project special team” within the Ministry of Education, Culture, Sports, Science and Technology, and in FY2017 newly established the “learning support promotion office for persons with disabilities” in the Lifelong Learning Policy Bureau. In FY2018, as the “practical research project on support for learning of persons with disabilities after graduation from school” we are going to newly start the empirical research etc. concerning the effective learning program and its implementation system in the stage of transition from school to society and in each stages of life and concerning the cooperation with relevant agencies and organizations etc.

Section 2 Measures to Promote Employment of Persons with Disabilities

1. Enhancement of Employment of Persons with Disabilities

(1) Current status of employment of persons with disabilities

A Report on the status of employment of persons with disabilities in 2017

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 2017 are as follows.

① Status of private companies

The employment status of persons with disabilities as of June 1, 2017 has recorded the highest in the last consecutive 14 years, with the number of employed persons with disabilities as 495,795.0 persons (474,374.0 persons on the same day last year) and it has been still progressing. The actual number of workers with disabilities is 406,981 persons (386,606 persons on the same day last year).

The percentage of persons with disabilities employed at private companies was 1.97% (1.92% on the same day last year). The percentage of companies that met the legal employment rate exceeded 50.0%. The number of employed persons with disabilities has increased compared with that reported in the previous year for all sizes of companies.

② Status at national and local public entities

Regarding the status at national entities (legal employment rate 2.3%), the percentage of employees with disabilities and the number of employees with disabilities are as follows: 2.50% and 7,593.0 persons at National agencies (legal employment rate 2.3%); 2.65% and 8,633.0 persons in Prefectural organizations (legal employment rate 2.3%), 2.44% and 26,412.0 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.

B Status of employment placement through Hello Work

The number of obtaining jobs through Hello Work was 93,229 (increased by 3.4% year-on-year) in FY2016, which exceeded the number in FY2015. The details are shown below: 26,940 for persons with physical disabilities (decreased by 3.8% year-on-year), 20,342 for persons with intellectual disabilities (increased by 1.9% year-on-year), 41,367 for persons with mental disabilities (increased by 7.7% year-on-year), and 4,580 for persons with the other disabilities (developmental disorders, persons with rare diseases, persons with higher brain dysfunction, etc.) (increased by 19.5% year-on-year). The number of obtaining jobs of persons with mental disabilities increased drastically.

(2) Employment measures for persons with disabilities

A Basic construction for employment measures for persons with disabilities

According to the Act for Employment Promotion etc. of Persons with Disabilities (Act No.123 of 1960) (hereinafter referred to as "the Act for Employment Promotion of Persons with Disabilities") and Basic policies for Employment measures of Persons with Disabilities (Notification No. 178 of Ministry of Health, Labour and Welfare in 2018), detailed measures are taken depending on the types and levels of disabilities so that each person with disability can make the best use of his/her ability.

B Employment rate system for persons with disabilities and Guidance for Reaching Legal employment rate

① Employment rate system for persons with disabilities

(a) Employment rate system for persons with disabilities

According to the Act for Employment Promotion of Persons with Disabilities, private companies are obliged to employ persons with disabilities at a certain rate (employment rate for persons with disabilities). Persons with mental disabilities were newly included in the target persons with disabilities in this act in April 2018. Employment rate for persons with disabilities for private companies was set to be 2.2%. (This rate will be further increased by 0.1% by April 2021.) The rate is set to be 2.5% for national and the other public entities (as for local board of education, 2.4%), which exceeds that of private companies, because national entities should lead this system. (This rate will be further increased by 0.1% by April 2021, which is the same as private companies.)

(b) Special measures such as the special subsidiary company system

A special measure for employment of persons with disabilities (the special subsidiary company system) is established as follows: when an employer has established a subsidiary (special subsidiary company) to take consideration into employment of persons with disabilities, the workers employed at the special subsidiary company may be regarded as those employed at the

parent company under a certain requirement, and the employment rate of persons with disabilities may be calculated including the workers with disabilities in the subsidiary company (hereinafter referred to as “actual employment rate”). 464 companies are approved as special subsidiary companies as of June 1, 2017.

② **Further promotion of guidance for reaching statutory employment rate**

Hello Work implement guidance for companies that do not reach legal employment rate to ensure implementation of Employment Rate System for Persons with Disabilities.

(a) **Guidance for private companies**

Hello Work has ordered private companies with quite low actual employment rate to prepare 2-year plans for employment of persons with disabilities since 2012, and has continued guidance to promote employment of persons with disabilities based on the plans. (Hello Work had ordered 3-year plans before 2012.)

(b) **Guidance for national and local entities**

The Ministry of Health, Labour and Welfare requests that an appointer of each national and local entity promote employment according to the plan, because national and local entities should lead employment of persons with disabilities.

C Payment system for employing persons with disabilities

The Act for Promotion of Employment of Persons with Disabilities has established a payment system for employing 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.

D Challenge employment

Persons with intellectual disabilities are employed as part-time workers at government ministries and prefectural labor offices, and then the transition to employment at general enterprises, etc. through Hello Work is promoted according to their 1 to 3 years of work experience gained there.

E Implementation of vocational rehabilitation

Hello Work, Local Vocational Rehabilitation Centers for Persons with Disabilities, and Employment and Life Support Centers for Persons with Disabilities etc. provide services for employment so that persons with disabilities may obtain appropriate jobs depending on their desire and abilities, continue the jobs, and improve themselves.

F Support to companies and activity of dissemination and enlightenment using subsidy

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 (course for specific unemployed workers having difficulty” for continuous recruitment of persons with physical disabilities, persons with intellectual disabilities and persons with mental disabilities; private

companies are assisted with “Subsidy for employment stability of persons with disabilities (workplace establishment support course for persons with disabilities)” for implementing measures to manage employment depending on the property of the disabilities and amend employment system. In addition, 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 doing necessary improvements to workplace environment for continuous recruiting.

G Special taxation measures

Special taxation measures have been taken for private companies that employ persons with disabilities. To further promote employment of persons with disabilities, the FY2018 tax reform has extended the applicable deadline by 2 years for additional depreciation for machinery, etc. (income tax and corporate tax), when an employer employs a large number of persons with disabilities, where standard number of employment of persons with disabilities is 20 or more and the rate of employee with severe disabilities is increased to 55% (the requirement rate is 50%).

H Prohibition of discriminatory treatment due to disabilities and provision of reasonable accommodation

Employers are obliged not to discriminate employees due to disabilities and to provide reasonable accommodation without overstress. The Prefectural Labor Bureau and Hello Work provides consultation to employers and persons with disabilities, give advice/instruction to employers when necessary, and support conflict resolution by Director General of the Prefectural Labor Bureau and Conciliation conference on employment of persons with disabilities.

2. Promotion of comprehensive supporting measures

(1) Local employment support for persons with disabilities

A Hello Work

When a person with disabilities seeks employment, a person in charge of the dedicated counters of Hello Work implements detailed vocational counselling depending on the property of disability based on the person’s skill, vocational aptitude, desired career, and physical ability according to casework method to support employment at a stable workplace and workplace establishment after registration for job hunting.

① “Team support” driven by Hello Work

② “Trial employment”

B Local vocational center for persons with disabilities

Experts called “vocational counselor for persons with disabilities” of the other organizations implement professional/comprehensive vocational rehabilitation from career evaluation/career guidance to care after employment in cooperation with Hello Work and local employment supporting organizations.

① Preparation of plans for career evaluation, career guidance, and career rehabilitation

② Supporting for enhancing employment possibility for persons with disabilities (Vocational preparation support)

- ③ **Supporting for adaptation to work places for persons with disabilities (Supporting business by supporters for adaptation to work places (job coaches)).**
- ④ **Comprehensive employment support for persons with mental disabilities**
- ⑤ **Advice/support to local employment supporting organizations.**

C Employment and Life Support Center for Persons with Disabilities

Employment and Life Support Center for Persons with Disabilities implement integral support in terms of both employment and life at an immediate surrounding area for persons with disabilities (334 areas as of April 2018) in cooperation with related local organizations for welfare, education, etc. so that persons with disabilities may be independent vocationally. The number of “Certifying staff for workplace establishment support” that supported a lot of persons with disabilities as job coaches and had a lot of knowledge and experiences on employment establishment support was increased in FY2017 in order to strengthen workplace establishment support. In addition, staffs in charge of supporting persons with mental disabilities that have experiences for supporting person with mental disabilities and staffs in charge of employment consultation from employers and supporting employment management that have experience of personnel management and employment of persons with disabilities were placed as a model case in order to strengthen workplace establishment supporting business at the center.

(2) Support for employment transition from welfare employment to general employment

A Employment transition support

For persons with disabilities who desire general employment, the employment transition support office provides necessary support such as production opportunities including work-from-home, workplace experience and opportunities for other activities, necessary training to improve knowledge and ability required for other work, support for job hunting, workplace development according to the aptitude for a person with disability, necessary consultation after employment to continue working, and the other necessary support to facilitate general employment to the maximum possible extent.

B Employment Continuation Support Type A

Based on employment opportunities, persons with disabilities 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.

According to Standard for designated welfare service for persons with disabilities that was revised in April 2017, the statement shown below was made known to improve quality of employment at offices of Employment Continuation Support Type A: income and

expenditure of production activity of offices should be more than the total amount of wages paid for users to restrict entering the business without consideration. The offices that do not meet the standard should be ordered to submit management improvement plan to understand the management status of the offices, and local entities should implement necessary instruction/support to increase wages paid for persons with disabilities.

C Employment Continuation Support Type B

Persons with disabilities who are employed at regular workplaces and cannot continue working due to age, physical and mental conditions and other actual circumstances, persons who have not been hired by general workplaces despite employment transition support, and 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.

Public-private joint activities such as support for strengthening management and promotion of joint order acceptance have been promoted to increase wages of persons with disabilities working at offices of Employment Continuation Support Type B.

D Employment establishment support

A new service was established to support liaison and coordination with families and related organizations to take actions to problems such as disorder of the life accompanied by starting a job and waste of wages for persons with disabilities that has transited to general employment through employment transition support business service, etc. in accordance with partial amendment of the Act for Comprehensive Support for Daily Life and Social Life of Persons with Disabilities (Act No. 123 of 2005) in FY2016.

E Welfare service for persons with disabilities in FY2018 (hereinafter referred to as “Fee revision”)

The fees were revised to construct fee system depending on actual establishment to general employment and actually paid wages, to improve wages on employment-related welfare service for persons with disabilities, and to promote transition to general employment so that persons with disabilities may make the best use of their abilities and live independent lives at communities.

(3) Employment support measures depending on the property of disabilities

A Support for persons with mental disabilities

An expert that is called “Total supporter for persons with mental disabilities” implements consultation/support for persons with mental disabilities at the dedicated counters of Hello Work.

“Subsidy for trial employment (short-term trial course for persons with disabilities)” is paid for private companies so that 10 to 20 hours per week of working hour may be extended to more than 20 hours during a certain period, and the person with mental disability may be transited to continuously employed worker.

According to the goal described in the Third Basic Programme for

Persons with Disabilities, 30 thousand persons with mental disabilities should be employed by employers with over 50 workers in Report on employment status of persons with disabilities in 2017. The number of 50 thousand workers is recorded as of June 1, 2017.

B Support for persons with developmental disorders

Hello Work implement “Employment Program for the youth that require support for communication ability” so that experts (Employment support navigator (supporter for persons with developmental disorders)) may support job seekers having difficulties in communication skills due to reasons such as developmental disorders.

Total supporters for employment of persons with developmental disorders were assigned at Hello Work to implement counselling for job seekers and private inquiries for employers to solve problems concerning employment of persons with developmental disorders, etc. in FY2018.

For persons with developmental disorders that are benefited by employment service centers such as Hello Work that offer new employment, “Employment development subsidy for specific job seekers (Employment development course for persons with developmental disorders and patients with intractable/rare diseases)” is applied to assist employers who understand employment management and do reporting.

C Support for patients with intractable/rare diseases

For persons with intractable/rare diseases, Hello Work places “Employment supporters for patients with intractable/rare diseases” to provide comprehensive employment support for them who desires being employed in cooperation with Supporting Center for Patients with Intractable/rare Diseases.

“Subsidy for developing employment of persons with developmental disorders and patients with intractable/rare diseases” is also provided to assist the employers to promote employment.

D 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 (persons with disabilities working from home), the following system is being operated under the payment system for employing persons with disabilities: a system for paying special compensation fee for home employment of persons with disabilities (special incentives for home employment of persons with disabilities, for employers who have 100 general employees or less). This is for the employers who give work through home employment support organizations (22 organizations as of June 2017).

② **Dissemination and enlightenment of employment support equipment, etc.**

Dissemination and awareness efforts are taken in the Organizations that support the employment of elderly and job seekers with disabilities, through means such as loaning, provision of information of employment support equipment according to the needs of employers and persons with disabilities.

(4) Promotion of trainings for employment

For persons with disabilities under 65 years of age who prefer general employment, the employment transition support office provides welfare services for persons with disabilities (employment transition support) to make them obtain necessary knowledge and skills for the employment.

(5) Support for persons with disabilities in founding and entrepreneurship, etc.

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 No.98 of 2013) (1,379 municipalities as of December 2017), which is a system that persons with disabilities can also apply to.

(6) Collaboration with the Agricultural department for supporting employment of persons with disabilities

In addition to supporting the efforts towards opening and maintaining welfare farms for persons with disabilities, the Ministry of Agriculture, Forestry and Fisheries 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 Ministry of Health, Labour and Welfare 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. We are going to aim to implement that in all prefectures in FY2018.

(7) Adaptation training at work places

A Work place adaptation training

Prefectural governors or Director General of the Prefectural Labor Bureau outsources work place adaptation trainings to private employers so that persons with disabilities may be adapted to work-place environment easily and be employed continuously after completing training. Training allowance and expenses for work place adaptation training (24,000 yen/month) are provided to a trainee and an employer, respectively (within 6 months of training period (in principle)). As for persons with severe disabilities, the training period is made to be longer (within one year) and expenses for work place adaptation training is increased (25,000 yen/month).

B Work place adaptation training (short term)

Prefectural governors or Director General of the Prefectural Labor

Bureau outsources short-term work place adaptation trainings to private employers so that persons with disability may have confidence in working and employers may understand the skill level of the target person and his/her adaptation.

Training allowance and expenses for work place adaptation training (960 yen/day) are provided to a trainee and an employer, respectively (within 2 weeks of training period (in principle)).

As for persons with severe disabilities, the training period is made to be longer (within 4 weeks) and expenses for work place adaptation training is increased (1,000 yen/day).

(8) Consideration on qualifying examination (on legal matters)

Several measures are taken for bar examination for persons with visual disabilities shown below: preparation of questions using electronic data for computers or Braille; using PC for preparing answers, distribution of enlarged exam papers/answer sheets, and extension of testing time. Measures for persons with physical disabilities are as follows: using PC for preparing answers, distribution of enlarged answer sheets, extension of testing time.

As for tests for judicial scriveners, land and house investigators, and representatives for the client in summary court proceedings, using a magnifying glass for persons with amblyopia, using PC for preparing essay answer sheets, and extension of testing time are allowed.

(9) Measures for securing jobs at welfare institutions

A Prior measures

Meeting on promotion of order acceptance at welfare facilities at each Ministry is held to promote public demand (contract with public offices) and to request further promotion of public demand. Order for Enforcement of Local Autonomy Act was amended in 2008, and the following measures were added: welfare facilities may make a contract with local entities for providing works such as cleaning and shipping.

Act on promotion of procuring goods from working places of persons with disabilities etc. by national entities (Act No.50 of 2012) (the Act for promotion of procuring things from persons with disability on a priority basis) became effective (April, 2013), and “Ordinance on budget/settlement/account” was revised. As a result, a measure of “the case where works are provided by relief facilities founded for charity” was added to the case of optional contracts.

B Establishment of Act for promotion of procuring things from person with disabilities on a priority basis

Act for promotion of procuring things from person with disabilities on a priority basis became effective in April 2013. Required measures have been taken to promote purchasing goods and services from working places of persons with disabilities on a priority basis by national and local entities so as to contribute to independence of persons with disabilities working at facilities where persons with disabilities work and persons working from home. All the national entities have established procuring procedures and have taken measures for procuring goods supplied by working places of persons with disabilities.

(10) Enhancement of vocations abilities development

A Promotion of vocational training at development schools for persons with disabilities

Vocational training is being implemented at public vocational, human resources development schools for persons with disabilities. As of April 1, 2018, there are 18 schools, including 13 national and 5 local governmental schools. The Organizations that support the employment of elderly and job seekers with disabilities manage 2 of the 13 national schools, and the management of the other 11 schools are outsourced to local entities. The Fourth Basic Programme for Persons with Disabilities sets the goal for employment rate to be 70% by the end of FY2022 for human resources development schools for persons with disabilities.

B Promotion of receiving students at general public vocational training, human resources development schools

New installation of training courses for persons with mental disabilities and persons with developmental disorders is promoted to extend the opportunity for taking courses at prefectural general public vocational training, human resources development schools.

C Outsourced training for responding to various needs from persons with disabilities

There are 5 types of outsourced trainings for persons with disabilities as follows: “course for mastering knowledge/skills” to master knowledge/skills through classroom lectures; “course for mastering practical skills” to improve practical vocational skills by utilizing on-site training at companies; “e-learning course” for persons having difficulty in going to school; “early training course for students at special support education schools” for students at upper secondary school department of special needs education schools; “course while in office” for working persons with disabilities. This system enables persons with disabilities to take various trainings depending on the property of disability and needs from companies. Employment rate after completing outsourced training is 46.2% in FY2016. The goal is set to be 55% by FY2022 according to the Fourth Basic Programme for Persons with Disabilities.

D Vocational training for persons with mental disabilities and persons with developmental disorders

Vocational training, human resources development schools for persons with disabilities that is managed by Organizations that support the employment of elderly and job seekers with disabilities create training plans/training skills, and implement follow-up support after placement of training course in order to place training course depending on the property of mental disabilities /developmental disorders smoothly at prefectural vocational training, human resources development schools.

E Enlightenment of vocational skills development for persons with disabilities

① The National Skills Competition for Persons with Disabilities (the Abilympics) has been held.

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 37th tournament was held at the Tochigi Prefecture in FY2017 (November 17 to 19).

② **Dispatching of Japanese team to International Abilympics**

The 1st International Abilympics was held in Tokyo in October 1981 to enhance desire for vocational independence for persons with disabilities, to improve their vocational skills, and to deepen the employer's and public understanding and awareness of persons with disabilities. The 9th International Abilympics was held in Bordeaux, France in March 2016. 31 persons with disabilities that obtained excellent scores at the 35th National Skills Competition joined it.

(11) Securing human rights of persons with disabilities at working places

Legal Affairs Bureau, District Legal Affairs Bureau, and the branch offices implement remedy and prevention for human rights violation by taking appropriate measures depending on the matters, when a victim requests a remedy on human rights violation at working places such as discriminatory treatment for persons with disabilities through human rights.

3. “Measures for persons with disabilities” on Work style reform

According to Work style reform implementation program (determined at the Council for realization of work style reform on March 28, 2016; hereinafter referred to as “The implementation program.”) that was created based on The Japan’s Plan for Dynamic Engagement of all Citizens (decided by the Cabinet on June 2, 2016), the biggest challenge for regeneration of Japan’s economy is work style reform. The program states that drastic reform of working system should be implemented based on workers’ view point.

Measures for persons with disabilities are regarded as “promotion of employment support for making the best use of desire and abilities of persons with disabilities.” It also states on the direction of further measures that “we will aim at realizing a society where persons with disabilities can make the best use of their desire/ability/aptitude and play an active part depending on the property of disabilities. We will not only reduce companies where there are no persons with disabilities employed through emphasizing long-term support with full understanding but also change welfare working facilities into the working environment where persons with disabilities may have motivation for the work. As for children required for special support, continuous supporting system from pre-education to post-graduation should be constructed in cooperation with elementary/lower secondary/upper secondary schools and welfare/medical/labor organizations.”

According to this implementation plan, a roadmap for measures consisting of total 19 items including 2 items shown above is created, which is established by thinking 10 years ahead. Measures included in this implementation plan shall be taken in accordance with the roadmap in FY2018 as well as FY2017.