

Chapter 2 Building the Foundations for Autonomy in Social Participation

Section 1 Measures Concerning Education and Fostering of Children with Disabilities

1. Enhancement of special needs education

(1) Outline of special needs education

For children with disabilities, to develop their abilities and possibilities and cultivate the power they need for autonomy and social participation, it is necessary to give appropriate teaching in various learning environments as well as to provide the 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 special teaching according to disability (so-called “special support services in resource rooms”), teaching has been conducted by teachers and staff with specialized knowledge and experience using textbooks and facilities and equipment prepared with special consideration to disabilities. Special needs education is to be implemented at all schools where children, including those with developmental disorders needing special support, are enrolled, and it is necessary to provide necessary support with reasonable accommodation even for pupils and students with disabilities enrolled in regular classes.

(2) Development of various learning environments

A Enhancement of teaching concerning special needs education

(i) Education at schools for special needs education, etc.

Children with disabilities are provided with a variety of learning environments in schools for special needs education, classes for special needs education in elementary and lower secondary schools, and special support services in resource rooms. Starting in FY2018, special support services in resource rooms have been offered at the upper secondary school level. Provision is also made for young children, pupils, and students who have difficulty commuting to school to receive their education due to disabilities by dispatching teachers to their homes, child welfare institutions, medical institutions, and so on to carry on their education (home-visiting teaching).

We gave official notice of the new National Curriculum Standards for Schools for Special Needs Education (the elementary and lower secondary departments) in April 2017, and of the new National Curriculum Standards for Schools for Special Needs Education (the upper secondary department) in February 2019, to enhance (i) Continuity of learning by children with multiple disabilities and children with intellectual disabilities, (ii) Enhancement of consideration in teaching according to characteristics of disability etc., and (iii) Education for autonomy and social participation such as enhancement of career education and improvement of motivation for lifelong learning, etc.

For the special needs education provided in kindergartens, elementary, lower secondary, and upper secondary schools, the National Curriculum Standards and other such guides call for the preparation of individual teaching plans and individual education support plans and other such measures to implement teaching content and teaching methods adapted to the state of the disabilities and related conditions of the individual children and students concerned in a systematic, organized manner.

The Regulation for Enforcement of the School Education Act was partially amended in August 2018 to provide that individual education support plans be prepared for young children, pupils, and students who are registered in schools for special needs education, classes for special needs education in elementary and lower secondary schools, classes for special needs education in elementary and lower secondary schools, and children receiving instruction through special support services in resource rooms at elementary, lower secondary, and upper secondary schools. In preparing these plans, the inclinations of the pupils and students

concerned and of their parents are to be taken into consideration, and steps must be taken to share necessary information on support for those pupils and students with medical, welfare, health, labor, and other such institutions concerned.

(ii) Enhancement of textbooks and teaching materials for pupils and students with disabilities

For pupils and 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 textbooks such as Braille version textbooks for visually impaired persons, textbooks in the national language (language guidance for the elementary department and language for the lower secondary department) and music textbooks for hearing impaired persons, and textbooks in the national language, arithmetic (mathematics) and music for persons with intellectual disabilities.

In addition, in schools for special needs education and classes for special needs education, books (called “general books”) other than authorized textbooks and textbooks written by the Ministry of Education, Culture, Sports, Science and Technology can be used as textbooks.

Also, the Ministry of Education, Culture, Sports, Science and Technology promotes the dissemination of special textbooks, such as large-print textbooks, to be used by students with disabilities.

Furthermore, it is important to promote the use of information and communication technology (ICT), etc., as an auxiliary means for supplementing disabilities and supporting learning, as well as to foster the ability to use information. Consequently, 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 in collaboration with companies/universities, etc., and schools/boards of education, etc.

Moreover, the increasing adoption of information technology in recent years has been accompanied by instructional improvements from the perspective of proactive, interactive and authentic learning, in light of the new National Curriculum Standards that are to be implemented from FY2020. To that end, as well as to support learning by pupils and students who find it difficult to learn using textbooks because of disabilities and so on, amendments and other revisions were made to the School Education Act and related legislation in 2018 that systematize the use of digital textbooks for learners. As a result, when visual impairment, developmental disorders, or other such disabilities and conditions make it difficult to study using paper textbooks so that it is necessary to reduce the difficulties in learning faced by those pupils and students, learners will now be able to use digital instead of paper textbooks throughout the curriculum.

(iii) Class organization and number of teachers and staff

In the schools for special needs education and classes for special needs education in elementary and lower secondary schools, pupils and students of diverse states of disability, capability and aptitude are enrolled and teaching and consideration tailored to each person are 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).

(iv) Ensuring the expertise of teachers and staff

Training of teachers for special needs education is currently mainly conducted at university in 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 courses for learning about special needs education. In addition, we revised the Regulation for Enforcement of Education Personnel Certification Act in November 2017, in which the understanding of infants/pupils/students who need special support was newly and independently established, and it was stipulated that those who enter university after April 2019 should acquire one credit or more.

As a step to enhance the quality of performance of teachers and staff, the National Institute of Special Needs Education has been engaged in training and distribution of lectures for teachers, staff, and others involved in special needs education. In addition, the National Institute for School Teachers and Staff Development has been incorporating content related to special needs education in training on school administration that develops teachers and staff who play key roles in every community.

It is also stipulated that the certificate renewal lectures of the teacher certificate renewal system should deal with contents on special needs education so as to present the latest knowledge on brain science, psychology, etc., related to children's development (those related to the special needs education included) as one of the compulsory areas of study.

(v) Certificate for teachers of schools for special needs education

Teacher's certificates for schools for the Blind, the Deaf, and other schools for special needs education had been separated, but since FY2007 they have been unified into one certificate for teachers of schools for special needs education. It has been required to have basic knowledge and understanding about various disabilities as well as to ensure expertise on specific disabilities. Also, depending on the state of acquisition of subjects on special needs education at universities, teacher's certificates have been awarded with limitations on the kinds of disabilities that can be taught.

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 just with the license for kindergartens, elementary, lower secondary, or upper secondary schools based on the Education 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 their expertise. Since the improvement of teacher expertise in 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. The Ministry of Education, Culture, Sports, Science and Technology, therefore, made efforts to contribute to the acquisition of the certificate for schools for special needs education teachers etc.

B Implementation of barrier-free school facilities

The Ministry of Education, Culture, Sports, Science and Technology prepared guidelines for school infrastructure by school type that called for careful consideration to be paid in planning and designing 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. The necessity for barrier-free school facilities as evacuation shelters is also shown in the report by the expert committee for school facilities. This information is provided to local public entities through seminars and other such opportunities.

Furthermore, national subsidies are provided for the installation of elevators and ramps for making the facilities barrier-free.

C Enhancement and diversification of functions of specialized agencies

(i) National Institute of Special Needs Education

The National Institute of Special Needs Education conducts Specialized Training in Special Needs Education for teachers and staff in leading positions in each prefecture, etc., and Workshops for Leaders relating to special support services in resource rooms at upper secondary schools. In addition, it engages in

distribution over the Internet of training lectures to support the effort to enhance the quality of performance of the wide range of teachers involved in education for pupils and students with disabilities, etc., including regular class teachers, and further offers teachers a correspondence course certified by the Education Personnel Certification Act to contribute to improvement of the ratio of certificate holders for schools for special needs education. Moreover, in order to provide all schools and stakeholders with essential and beneficial information, it conducts activities for understanding and education, such as the transmission of information over the Internet, and hosting of seminars and exhibitions.

(ii) Special needs education center

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

(3) Development of sufficient support systems

A Development of support systems in schools

The Ministry of Education, Culture, Sports, Science and Technology is working to enhance special needs education for children with disabilities by improving support systems in the schools and pointing out certain matters that require attention. Therefore, it is promoting efforts by schools and boards of education, etc., and it is subsidizing a part of the expenses involved in promoting support system development. This includes such activities as development of support system for children with disabilities, on-site counseling support and support by expert teams, development and implementation of training systems, and collaboration with relevant organizations, etc.

Local finance measures have also been implemented for municipalities with regard to the expense of arranging for special needs educational assistants to provide support for children with disabilities who are in public kindergartens, elementary, lower secondary, and upper secondary schools.

B Development of seamless support system (collaborations between education and welfare)

In order to develop a system to provide consistent, seamless support for children with disabilities from before they start school to when they start work, the Ministry of Education, Culture, Sports, Science and Technology is working with local governments and other such bodies (1) to develop a seamless support system for children who need special support from before they start school, during their school years, and until they become participants in society, and (2) to subsidize a portion of the expense when nurses and outside experts are to be arranged.

With regard to collaboration between education and welfare in support for children with disabilities, including developmental disorders, it is also the case that the necessity for the promotion of mutual understanding between schools and business operators of designated disability welfare services, and for sharing of information, including with parents, has been pointed out. In this light, the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare collaborated in initiating the Triangle Project for collaboration between education, welfare, and the home in December 2017 so that children who need support and the parents of those children could receive seamless local support from infancy through school ages and to the social participation stage. In March of the following year, a report was compiled regarding policy and measures to promote collaboration between education and welfare and policy as well as measures to promote support for parents. In May of that year, the two ministries issued a joint notification to local governments urging them to take positive measures to promote further collaboration between education and welfare, which they also illustrated with positive examples of local government action.

C Support for children with developmental disorders

The partial revision (2006) of the School Education Act (Act No. 26 of 1952) clearly stipulated the statutory basis for promoting special needs education for young children, pupils, and students with disabilities, including developmental disorders, 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 disorders can receive education with children without developmental disorders in the same place so that children with developmental disorders receive sufficient education appropriately by their age and ability as well as based on their characteristics; Promoting preparation of individual education support plans and individual teaching plans; and Promotion of measures to prevent bullying, etc. The Ministry of Education, Culture, Sports, Science and Technology conducted research on the following: (1) Method of establishing school management based on the viewpoint of special needs education; (2) Directions that should be taken in teaching subjects in cases when learning is not going well, etc.; (3) How the training system for teachers in charge of special support services in resource rooms should be, and their necessary teaching methods; (4) How reasonable accommodation should adapt to the diverse characteristics of pupils and students in schools; (5) Support by collaboration of schools and welfare organizations, and how to share the support content.

D Support for children who need medical care

At schools for special needs education and other such facilities, young children, pupils, and students who need medical care on an everyday basis are enrolled, and they must be accorded appropriate treatment in their learning and in their lives.

By the revision of the Certified Social Worker and Certified Care Worker Act, nursing care staff, etc., who have received a certain amount of training have been able to implement medical care such as removal of phlegm by suction under certain conditions from April 2012. By this, it also became possible institutionally for teachers in schools for special needs education etc., to give such care. In this regard, the Ministry of Education, Culture, Sports, Science and Technology organized points for attention in assuring the health and safety of children and students who need medical care at schools for special needs education and other such facilities, and the ministry notified prefectural and designated city boards of education of those points.

Five years since initiating this system, new issues have been emerging, including support for advanced medical care, such as management of respirators, and the use of visiting nurses. Therefore, steps have been taken to place the basic approach to medical care at all schools, including elementary and lower secondary schools, etc., and points for attention when implementing medical care, in an organized form, and to make this known to prefectural and designated city boards of education.

Furthermore, the Ministry of Education, Culture, Sports, Science and Technology supports a part of the expenses necessary in arranging for nurses to enhance education for pupils and students who need medical care in schools for special needs education and in elementary and lower secondary schools.

E Subsidies for private schools

In consideration of the importance of the role of private special-needs schools, private elementary and lower secondary schools with special-needs classes, and private kindergartens, etc., that infants with disabilities are attending, 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) in order to maintain and improve the educational conditions in these schools and to reduce the economic burdens on parents.

F Support for home and others

Taking into consideration the purpose of equal opportunity for education and related matters as well as the special circumstances of attendance at schools for special needs education, etc., and in order to reduce the economic burdens on guardians and to encourage school attendance, special subsidies for special needs education school attendance are provided to guardians to fully or partially subsidize textbook purchase expenses, transportation expenses, expenses related to dormitory residence, and school trip expenses, etc., 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 conducting a project from FY1974 to increase the allocation of nursery staff in nursery schools under the project of childcare for children with disabilities to promote acceptance of children with disabilities to nursery schools. 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, so 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 and child-raising support systems that 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 collaborating with regional related organizations, and when providing advice, etc.; and (2) Under the newly started regional childcare project, allocating one nursery staff member for two pupils who need special assistance when the facilities above accept children with disabilities.

Furthermore, to develop leader staff members in nursery sites, a theme of childcare for children with disabilities was incorporated into the training field of the career-up training for nursery staff, etc., which was started from FY2017. Thus, efforts have been made to enhance the expertise of staff in charge of childcare for children with disabilities. In addition for persons who have completed the career-up training for nursery staff, etc. (in training, areas of childcare for children with disabilities are included) and have become leader staff, additional personnel expenses have been implemented to reward their effort.

In addition, the amount of tax revenue allocated to local governments related to childcare for children with disabilities has been increased from about 40 billion yen to about 88 billion yen since FY2018. It has also 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 relating to 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 that accept children with disabilities have been increasing steadily year by year. Appropriate actions, responses, and treatment are required depending on the degree of disability of each child, etc. For this, we are subsidizing the expense of allocating staff with specialized knowledge, etc., for after-school children's clubs that have accepted one or more children with disabilities.

In addition, since FY2017, we have been implementing subsidies for the additional expenses necessary for after-school children's clubs in order to allocate one more staff members with specialized knowledge,

etc., when they accept three or more children with disabilities, and for the expenses necessary for after-school children's clubs in order to allocate nurses, etc., when they accept children who need medical care.

(3) Development of medical care and educational system

A Strengthening of medical care and educational functions in welfare institutions

With regard to support for children with disabilities, the system now seeks to enable them to receive support at facilities in their immediate surrounding area. Where the former classification was by type of disability, however, from April 2012 we took steps to enhance support by unifying the classifications by patterns of use so that commuting-type support comes under the commuting-type support for children with disabilities and support by residence in facilities comes under the stay-type support for children with disabilities.

Moreover, we established after-school (etc.) day services to enhance 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 May 2016, we established home-visiting-type support for child development, which provides support for child development by providing for visits to homes of 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 developmental support for children with disabilities in nursery schools, etc., we expanded the scope of visit to include homes for infants and orphans.

The revision of welfare service fees for persons with disabilities in FY2018 included a supplement for addition of nursing personnel, reflecting the evaluation of the addition of nursing personnel at places of business for commuting-type support of children with disabilities, in order that children who require the use of respirators or other such medical care (hereafter referred to as "children needing medical care") can receive the necessary support.

In light of the New Economic Policy Package (Cabinet decision on December 8, 2017) and the Basic Policy on Economic and Fiscal Management and Reform 2018 (Cabinet decision on June 15, 2018), it has additionally been determined that from October 2019 on, commuting-type support for children with disabilities and stay-type support for children with disabilities is to be provided free of charge for pre-school children with disabilities during the three-year period starting on the first April in the one-year period when they attain the age of three and until they enter elementary school.

B Development of medical care and educational systems in local communities

The Child Welfare Act revised in May 2016 stipulated that local public entities must promote collaboration of health, medical care, and welfare, etc., as their obligation to make efforts to see that children needing medical care can receive appropriate support. The above act also stipulated that local public entities must prepare a 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 Guidelines for Support of Child Development, showing the content of support to be provided and basic matters concerning the operation, thus enhancing the quality of support. We are taking steps for collaboration with related organizations as well as for trouble-free use of support for child development and appropriate transition.

We have also provided for a new evaluation, from FY2018, of cases where outside nursing staff visit facilities and provide support for children with disabilities for a more extended period, etc., and reflect the evaluation in remuneration. By these and other such means, we are enhancing support for children who need medical care.

3. Promotion of social and vocational independence

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

In order for people with disabilities to gain their independence and participate in society throughout their lifetimes, it is important that they receive support for employment in businesses or other enterprises and that they attain vocational independence. To promote employment by people with disabilities, it is necessary to devise measures that function as one with educational, welfare, medical, labor, and other such related bodies.

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 projects for persons with disabilities, etc., and by making efforts for a smooth transition to working through cooperation with welfare related organizations, etc.

(2) Support for study in higher education, etc.

It is important to assure that people with disabilities have opportunities for learning so that they do not have to give up advancing to higher education for reason of their disabilities. The Ministry of Education, Culture, Sports, Science and Technology undertakes to provide for the appropriate handling of their situations by improving application qualifications as necessary, by providing reasonable accommodation, by considering so that they may take examinations on an equal basis with students who do not have disabilities, and so on.

In the National Center Test for University Admissions and in individual entrance exams for each university, we have been providing consideration on entrance exams as follows: Questions in braille and enlarged characters; answers using raise-writers 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 possible because the graphics and characters drawn using a ballpoint pen on the surface of vinyl drawing paper are lifted as they are); answers by entering characters or by checking (an answer system where examinees enter or check their selected number, etc., on the dedicated answer sheet); use of computers; extension of test time; and writing answers by another person in place of examinees, etc.

Facility improvement to make school facilities barrier-free is being advanced, such as elevators and ramps, in order to show consideration for trouble-free utilization by people with disabilities. At the same time, consideration is also being shown in terms of education by instructional support and other such measures at universities and other such institutions so that people with disabilities can pursue their student life without difficulty.

(3) Provision of learning opportunities in local communities

In order to support extra-curricular activities by children with disabilities, activities following the end of their school education, and other such activities, it is necessary to take steps to assure and enhance their local opportunities for learning as well as to provide consideration so that people with disabilities can more easily participate in local learning activities together with the people of their community.

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 be made 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

It is important to improve an environment that enables people with disabilities to pursue their own possibilities throughout their lifetime and to make it possible for them to lead lives of abundance as members of their community. At the Ministry of Education, Culture, Sports, Science and Technology, practical research has been underway since FY2018 on effective learning programs and their implementation systems in the stage of transition from school to society and in each stage of life as a practical research project on support for learning of persons with disabilities after graduation from school, as well as practical research relating to cooperation with relevant agencies and organizations, etc., and survey research to ascertain and analyze factors that inhibit and factors that promote participation in general lifelong learning activities by people with disabilities. The results of this research are to be disseminated gradually.

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 2018

Currently, private companies (45.5 or more general employees) that are obliged to employ one or more persons with physical or intellectual disabilities and persons with mental disorders should report the employment status of persons with disabilities as of June 1 every year. The results of the report of 2018 are as follows.

(i) Status of private companies

The employment status of persons with disabilities as of June 1, 2018, has recorded the highest figures in the last consecutive 15 years, with the number of employed persons with disabilities as 534,769.5 persons (495,795.0 persons on the same day last year), showing still further progress. The actual number of workers with disabilities is 437,532 persons (406,981 persons on the same day last year). The percentage of employed persons with disabilities was 2.05% (1.97% on the same day last year). The percentage of companies that met the legal employment rate was 45.9%. The number of employed persons with disabilities has increased compared with that reported in the previous year for all sizes of companies.

(ii) Status at national and local public entities

Regarding the status at national entities (legal employment rate 2.5%), the percentage of employees with disabilities and the number of employees with disabilities are as follows: 1.22% and 3,902.5 person. In prefectural organizations (legal employment rate 2.5%) it was 2.44% and 8,244.5 persons; and in municipal organizations (legal employment rate 2.5%) it was 2.38% and 27,145.5 persons; and in prefectural and municipal boards of education (legal employment rate 2.4%) it was 1.9% and 12,607.5 persons.

B Status of employment placement through Hello Work

The number of jobs obtained through Hello Work (the public employment security office established by the Ministry of Health, Labour and Welfare) was 97,814 (an increase of 4.9% year-on-year) in FY2017, which exceeded the number in FY2016. The details are as follows: 26,756 for persons with physical disabilities (a decrease of 0.7% year-on-year), 20,987 for persons with intellectual disabilities (an increase of 3.2% year-on-year), 45,064 for persons with mental disorders (an increase of 8.9% year-on-year), and 5,007 for persons with other disabilities (persons with developmental disorders, persons with

intractable/rare diseases, persons with higher brain dysfunction, etc.) (an increase of 9.3% year-on-year). The number of jobs obtained by persons with mental disorders increased drastically.

(2) Employment measures for persons with disabilities

A Basic framework of employment measures for persons with disabilities

According to the Act for Employment Promotion etc. of Persons with Disabilities and Basic Policies for Employment Measures of Persons with Disabilities (Public Notice of the Ministry of Health, Labour and Welfare No. 178 of 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 or her ability.

B Employment rate system for persons with disabilities and guidance in reaching legal employment rates

(i) 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 disorders were newly included in the target persons with disabilities in this act in April 2018. The 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 other public entities (as for prefectural and municipal boards 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 in 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 to include the workers with disabilities in the subsidiary company (hereinafter referred to as “actual employment rate”).

Even in cases when there is no special subsidiary company, a Corporate Group Calculation Exception has been established for enterprises that have been recognized as corporate groups that satisfy certain requirements so that the actual employment rate can be calculated as a total for the corporate group as a whole.

(ii) Further promotion of guidance for reaching legal employment rate

(a) Guidance for private companies

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

(b) Guidance for national and local public entities

National and local public entities should lead in employing persons with disabilities, setting an example for private enterprise, and all public entities publish the status of employment as of June 1 every year. Those organizations that fall short must formulate plans for the hiring of persons with disabilities, and when those plans are not properly implemented, the Ministry of Health, Labour and Welfare (MHLW) issues warnings to the persons with appointive power in those national and local public entities that they are to implement the plans properly.

(iii) Inappropriate reporting on the status of employment of persons with disabilities in the reports of national governmental and other public administrative bodies

(a) Background

It is made mandatory for national and local public entities to notify the Minister of Health, Labour and Welfare regarding the status of appointments and removals of personnel with disabilities as of June 1 every year. The status of appointments and removals of personnel with disabilities as of June 1, 2017, that was compiled on the basis of these notifications was combined with the status of employment of persons with disabilities in private companies and published on December 12, 2017 as the Report on the Status of Employment of Persons with Disabilities in 2017.

When the MHLW received a notification from every organization in 2017 and aggregated and published them by December of that year, the national governmental administrative bodies all together had 6,867.5 personnel with disabilities for an actual employment rate that reached 2.49%. When looking at the figures by the individual organization, it was also found that all 33 organizations but one had reached the legal employment rate. Even the one organization that had not achieved this rate was reported to have successfully done so by the end of FY2017.

From May 2018, doubts arose about whether the scope of the persons with disabilities had been appropriately confirmed for the notifications from the organizations. On June 20, therefore, the MHLW sent each organization a request to reexamine the range of persons with disabilities who were subjects of the notification of status as of June 1, 2017. The resubmitted notifications were collated and published on August 28 of that year (corrected results of the reexamination were published on September 21 and October 22).

When the reexamination results were compared with the figures published in December 2017, the number of personnel with disabilities in the national governmental administrative bodies as a whole was found to have declined by 3,445.5 persons to 3,422.0 persons, and the actual employment rate that had been 2.49% was found to be 1.18%. Furthermore, the total shortfall in the number of personnel with disabilities required to achieve the legal employment rate for each organization increased from 2.0 persons to 3,478.5 persons. The number of organizations that had not achieved the legal employment rate went from one organization to 28 organizations.

The content of notifications from legislative bodies and judicial bodies, local public entities, independent administrative institutions, and other such bodies regarding the status of appointments and removals of personnel with disabilities as of June 1, 2017, was also reexamined and the respective results were published.

(b) Handling by the national government

It became clear that numerous of the national government organizations and local public entities had not achieved the legal employment rate. It was therefore decided at the national government level on August 28, 2018, to convene a Ministerial Council on the Employment of Persons with Disabilities in the Public Service (chaired by the Chief Cabinet Secretary) in order to have the government act as one in addressing the recent situation.

The Liaison Committee of Ministries and Agencies Concerned on the Employment of Persons with Disabilities in the Public Service (chaired by the Minister of Health, Labour and Welfare) was established under the ministerial meeting and has examined the following matters:

- Verification of the recent situation and strengthening the checking functions involved
- Systematic measures toward a rapid achievement of the legal employment rate
- Expanding the arenas for activity by persons with disabilities in national and local public entities
- Handling of the matter in terms of appointment as civil service employees

In order to clarify the situation and the causes of this matter, a Committee for Verification of Matters Related to Employment of Persons with Disabilities in National Governmental Administrative Bodies (chaired by Gan Matsui, an attorney and former Superintending Prosecutor, Fukuoka High Public Prosecutors Office) was also established under the Liaison Committee on September 7, 2018. With a membership composed of attorneys, experts on administrative audit and measures on persons with disabilities, and other such third parties, the committee engaged in the verification of the matter.

This Committee for Verification examined all of the 3,700 persons recorded inappropriately as persons with disabilities in notifications of the status of appointments and removals of persons with disabilities as of June 1, 2017. In addition to documentary examination of survey forms, an interview survey was conducted with the personnel departments of 33 national governmental administrative bodies and with the MHLW (Employment Security Bureau), which has jurisdiction over systems for promoting the employment of persons with disabilities. The survey results were reported to the Liaison Committee of Ministries and Agencies Concerned on October 22, 2018.

The written report from the Committee for Verification pointed out that it could only be concluded that problems at the MHLW (Employment Security Bureau) and problems on the side of public administrative bodies became combined and resulted in inappropriate reporting on a large scale that continued over many years.

The fundamental problem underlying the problem at the MHLW (Employment Security Bureau) was found to be the low level of concern about the state of employment of persons with disabilities in the national governmental administrative bodies. It was pointed out that the emphasis in those bodies was placed on issuing guidance to private employers, efforts to ascertain whether persons with disabilities were actually being employed appropriately in the national governmental administrative bodies were not made, and there was incompetence in such matters as making widely known the scope of persons with disabilities in the light of systemic reforms and so on, and methods for confirming such persons.

On the side of the public administrative bodies, organizational awareness of the employment of persons with disabilities was low while governance was conspicuously lacking. In this context, the persons in charge were so determined to achieve the legal employment rate that they interpreted the standards arbitrarily, for example by selecting subject persons with disabilities from among the already employed employees or persisting in other such inappropriate practices. The report stated specifically that findings produced the powerful impression that the basis of the recent matter lay in this.

While verification was underway in the Committee for Verification, the Liaison Committee of Ministries and Agencies Concerned held hearings with organizations of persons with disabilities and other such bodies with a view to expanding areas for activity in the public service by persons with disabilities. Deliberations on the matter were also held in the Labour Policy Council's Subcommittee on Employment of Persons with Disabilities, on which representatives of persons with disabilities, representatives of workers, and representatives of employers also participate. In light of these discussions and the verification conducted in the Committee for Verification, a Basic Policy on the Employment of Persons with Disabilities in the Public Service was formulated and published by the Ministerial Council on October 23, 2018.

This basic policy sets forth the below points (i) to (v) regarding future measures on the part of the government. Follow-up on the status of those measures is also to be conducted under a system for the promotion of measures by the Ministerial Council and other such means for the national government to act as one on this matter.

(i) Strengthen functions for verification and checking regarding the recent situation

- Verification regarding the recent situation

The results of verification carried out by the Committee for Verification of Matters Related to Employment of Persons with Disabilities in National Governmental Administrative Bodies are to be taken seriously, the recent situation is a matter for deep self-reflection, and necessary measures will be devised to prevent its recurrence.

- Measures to prevent recurrence
 - Measures within the MHLW are to be implemented as set forth below.
 - (1) Guidance oriented to each ministry and agency is to be prepared, and matters requiring attention in connection with measures for preventing recurrence and for the practical administration of notification and other such matters relating to the status of appointment of persons with disabilities are to be indicated.
 - (2) Briefings of each ministry and agency are to be conducted every year.
 - (3) Checksheets relating to notification are to be distributed to each ministry and agency and the status of checking by each ministry and agency is to be confirmed.
 - The below items will also be implemented in each ministry and agency.
 - (1) Systems to promote employment of persons with disabilities are to be created by the ministries and agencies as a whole, and follow-up of the status of measures is to be implemented.
 - (2) In accordance with the guidance provided by the MHLW, a list of the persons with disabilities that are the subject of notification is to be prepared and related documents are to be preserved.
 - (3) Strengthen systems for implementing internal inspection by on-site confirmation and interviews and for checking and other measures by multiple personnel.

(ii) Systematic measures toward rapid achievement of the legal employment rate

- Ministries and agencies that have not achieved the legal employment rate are to formulate plans for the employment of persons with disabilities by the end of 2019, in addition to which they are to formulate specific plans for improving systems within the ministries and agencies to promote the employment of persons with disabilities, for hiring activities, for workplace establishment, and so on.

The maximum support for measures by each ministry and agency is also to be provided in the MHLW by the means set forth below.

- Advisors who are well-versed in the employment of persons with disabilities are to be appointed and systems are to be improved so that each ministry and agency can receive professional advice.
- Active employment placement is to be conducted through Hello Work.

(iii) Expanding the arenas for activity by persons with disabilities in national and local public entities

- Improvement of the necessary workplace environment is to be implemented by the below means in order to promote development of workplaces that ease active participation by persons with disabilities.

- Arrangement of persons responsible for actual administration relating to the promotion of employment of persons with disabilities
 - Arrangement of consultation desks oriented to workers with disabilities
 - Arrangement of support personnel to provide support to individual persons with disabilities
 - Introduction of equipment and improvement of facilities for preparing the workplace environment for people with disabilities
 - Setting up exceptions for early or late work starting time, increasing the flexibility of the flextime system, and increasing the flexibility of setting up of break times

(iv) Handling of the matter in terms of appointment as civil service employees, etc.

- The below measures have been devised to handle the appointment aspect so that persons with disabilities who have the desire and ability to do so can work accordingly in the public service.
 - Introduction of a new full-time employment framework for persons with disabilities
 - Introduction of a step-up framework for persons who have worked as part-time employees and have passed selection to enable them to become full-time employees
 - Formulation of operating guidelines relating to the assurance of stable employment and related matters for part-time employees

(v) Looking toward the future

Follow-up on the status of measures implemented pursuant to basic policy is to be conducted under a system for promotion of measures by the Ministerial Council and other such means for the national government to act as one united body on this matter, and measures to prevent the recurrence of the recent situation as well as to broaden the area for activity by persons with disabilities are to be steadily promoted.

The national government has acted as a united body in acting pursuant to basic policy with the aim of preventing recurrence, first of all, of quickly achieving the legal employment rate, and of expanding the area in which persons with disabilities are able to participate actively.

Basic policy also calls for strengthening of the function assigned to the Minister of Health, Labour and Welfare of checking the status of appointments and removals of persons with disabilities in national governmental and other public administrative bodies. In this regard, an examination is to be conducted that takes cognizance of statutory improvement, and for this purpose, the vision for how measures for the employment of persons with disabilities should be in the future is to be examined in the Subcommittee on the Employment of Persons with Disabilities of the Labour Policy Council with participation also by organizations of persons with disabilities. A written opinion also incorporating measures for the further promotion of the employment of persons with disabilities in private enterprise was put together in February 2019. In light of the written opinion, a bill to amend the Act on Employment Promotion of Persons with Disabilities was submitted to the 198th National Diet on March 19, 2019. The amendments call for measures to expand the areas of activity by persons with disabilities, measures to ascertain accurately the status of employment of persons with disabilities in national and local government entities, and so on.

Furthermore, in order to have measures for the employment of persons with disabilities in the public service serve to lead private enterprise both in name and in substance, on March 19, 2019, when the amendment was submitted to the National Diet, a Ministerial Council meeting was held at which the measures necessary on the national government side to promote the employment of persons with disabilities in the public service were put into organized form. The substance of those measures dealt with (1) support for hiring persons with disabilities, establishing them in the workplace, and so on; (2) warnings to correct inappropriate reporting of the subject persons with disabilities; (3) clarification of the structure of responsibility in each ministry, agency, or other body for the employment of persons with disabilities; (4) dealing with budgetary aspects when a ministry, agency, or other body does not achieve the legal employment rate.

It is also of greatest importance not just for addressing the situation in the public service but also for society as a whole that persons with disabilities be able to participate in activity that engages their hopes and capabilities. To that end, we will give our attention not only to the quantitative aspect of employment that is directly reflected in performance of the employment rate system for persons with disabilities, but

also to the quality of employment, in the sense of being able to continue stable, secure work in line with one's hopes and characteristics. In doing so, we will also work steadily to promote employment for persons with disabilities while taking steps going forward to enhance further the full range of measures to support vocational independence for 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 in addition to the employment rate system for 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 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., are focal bodies for the provision of employment-related services so that persons with disabilities may obtain jobs appropriate to their desire, abilities, and suitability, continue in their jobs, and improve themselves in their work. The aim is to enable persons with disabilities to participate in society through their employment.

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

The national government pays subsidies when private-sector enterprises have employed persons with disabilities so as to enable companies to employ persons with disabilities actively and without strain. For example, private companies are assisted with a Subsidy for Developing Employment of Specific Job Seekers (course for specific unemployed workers having difficulty for continuous recruitment) for employing persons with physical disabilities, persons with intellectual disabilities and persons with mental disorders; private companies are assisted with a 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 characteristics of the disabilities and amendment of the 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 the workplace environment for continuous recruiting.

Hello Work and other such organizations are the focus of efforts to put in place teams to promote employment of persons with disabilities in collaboration with employment supporting organizations and other such bodies to target private companies, etc., that do not employ even one person with disabilities despite their obligation to do so. The teams are providing support for hiring matching the situations, needs, and so on of each particular private company, ranging from preparation for hiring to workplace establishment.

F Preferential tax treatment

Special taxation measures have been taken for private companies that employ persons with disabilities. The FY2019 tax reform has extended the applicable deadline by two years for measures to reduce the real estate acquisition tax when employers, who have employed large numbers of persons with disabilities, acquire business establishments or other such facilities and preferential measures concerning the taxation base for property tax.

G 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 so long as doing so does not impose undue stress. The Prefectural Labor Bureau and Hello Work provide consultation to employers and persons with disabilities, give advice and instruction to

employers when necessary, and support conflict resolution by the Director-General of the Prefectural Labor Bureau and the 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 counseling by the casework method according to the characteristics of disability and based on the person's skills, vocational aptitude, knowledge, desired career, and physical ability, providing support for employment at a stable workplace and establishment in the workplace following registration for job hunting.

(i) Team support driven by Hello Work

Teams to Support Employment of Persons with Disabilities have been created from Employment and Life Support Centers for Persons with Disabilities, Local Vocational Rehabilitation Centers for Persons with Disabilities, business establishments for employment transition support, schools for special needs education, medical institutions, and other such concerned organizations. They are implementing consistent team support on matters ranging from preparation for hiring to workplace establishment.

(ii) Trial employment

A project of trial employment for persons with disabilities is being implemented whereby persons with disabilities are accepted for short-term employment on a trial basis. This allows business establishments to assess the suitability and job performance possibilities of the persons with disabilities, it promotes mutual understanding between the persons with disabilities and the employers, and by such means it promotes the transition to permanent employment.

B Local Vocational Rehabilitation Centers for Persons with Disabilities

In cooperation with Hello Work and local employment supporting organizations, specialized personnel called vocational counselors for persons with disabilities implement professional and comprehensive vocational rehabilitation from career evaluation and career guidance to care after employment with a focus on persons with disabilities who other organizations have difficulty supporting.

(i) Preparation of plans for career evaluation, career guidance, and vocational rehabilitation

(ii) Support to enhance employment possibilities for persons with disabilities (Vocational preparation support)

(iii) Support for adaptation to the workplace for persons with disabilities (Supporting projects operated by support personnel adapted to the workplace (job coaches))

(iv) Comprehensive employment support for persons with mental disabilities

(v) Advice and support to local employment supporting organizations

C Employment and Life Support Center for Persons with Disabilities

Employment and Life Support Centers for Persons with Disabilities implement unified support for persons with disabilities in terms of both employment and life in their immediate surrounding area in order to support vocational independence of persons with disabilities under the collaboration of local welfare and educational organizations. .

In FY2018, staff members specialized in taking responsibility for the support of persons with mental disabilities and staff members in charge of employment consultation and employment management support from employers continued to be placed as model cases in order to enhance and reinforce workplace establishment support for persons with mental disabilities, etc. System improvements were also

implemented, including the new placement of staff members in charge of implementing effective measures to promote workplace establishment for persons with mental disabilities.

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

A Employment transition support

For persons with disabilities who desire general employment, the business establishments for employment transition support provide necessary support for production activities 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 aptitudes of the persons with disabilities, necessary consultation after employment to continue working, and other necessary support to facilitate general employment to the maximum possible extent.

B Employment Continuation Support Type A

Based on employment contracts, persons with disabilities who can work continuously are provided opportunities for production activities and other activities. They are also given the training required for improvement of knowledge and abilities that are essential for other work, support aimed at general employment, and support for workplace establishment, etc. According to the standard for designated welfare service for persons with disabilities that was revised in April 2017, the statement shown below was made known to improve the quality of employment at offices of Employment Continuation Support Type A: Income and expenditure of production activity of business establishments should be more than the total amount of wages paid to users in order to limit excessively easy entry to the business. The business establishments that do not meet the designated standard should be ordered to submit management improvement plans, and based on a grasp of the management status of the offices local public entities should implement necessary instruction and 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 condition, 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 participation in production and other activities. They are also given the training required for improvement of knowledge and abilities as 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, joint order acceptance, and procurement according to the Act on Promotion of Procuring Goods from Working Places of Persons with Disabilities etc. by National Entities (Act No. 50 of 2012) (hereinafter referred to as “the Act for Promotion of Procuring Things from Persons with Disabilities on a Priority Basis”) have been promoted to increase wages of persons with disabilities working at business establishments 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 action on problems such as disruption of life and employment that accompanies the start of a job and wasteful spending of wages by persons with disabilities who have transited to general employment through business establishments for employment transition support, etc. in accordance with partial amendment of the Act on the Comprehensive Support for the Daily Life and Social Life of Persons with Disabilities (Act No. 123 of 2005) (hereinafter referred to as “Act on Comprehensive Support for Persons with Disabilities”) in FY2016.

E Revision of fees paid for welfare services to persons with disabilities in FY2018

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

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

A Support for persons with mental disabilities

The dedicated Hello Work counters offer fine-grained consultation, support, and other such services matched to the nature of individual disabilities provided by total supporters for the employment of persons with mental disabilities and other such specialized staff members. They also engage employers in consciousness-raising with regard to persons with mental disabilities, encourage post-hiring follow-up, and so on.

A Subsidy for Trial Employment (short-term trial course for persons with disabilities) is paid to private companies so that 10 to 20 hours per week of working hours may be extended to more than 20 hours during a certain period, and so that persons with mental disabilities may accomplish the transition to continuously employed worker.

B Support for persons with developmental disorders

Hello Work implements an Employment Program for the Youths Requiring Support for Communication Ability so that professional support personnel (Employment support navigators (supporters for persons with developmental disorders)) may support job seekers having difficulties in communication skills for reasons such as developmental disorders.

Total supporters for the employment of persons with developmental disorders were assigned at Hello Work to implement counseling for job seekers and private inquiries for employers to resolve issues involved in the employment of persons with developmental disorders, etc., in FY2018.

A Subsidy for Developing Employment of Specific Job Seekers (employment development course for persons with developmental disorders and patients with intractable or rare diseases) is provided to employers that hire new employees through placement services provided to persons with developmental disorders through Hello Work and other such organizations, and ascertain and report matters related to employment management. Steps are thus taken to promote such employment.

C Support for patients with intractable or rare diseases

For persons with intractable and rare diseases, Hello Work places employment supporters for patients with intractable or rare diseases to provide comprehensive employment support for such persons who desire employment in cooperation with the Supporting Center for Patients with Intractable or Rare Diseases.

A Subsidy for Developing Employment of Specific Job Seekers (employment development course for persons with developmental disorders and patients with intractable diseases) is also provided to employers that hire new employees through placement services provided to persons with intractable or rare diseases through Hello Work and other such organizations, and steps are taken to promote such employment.

D Support for work-from-home

(i) Support system for work-from-home

To provide support in securing employment opportunities for persons with disabilities to work from home (persons with disabilities working from home), special compensation fees for home employment of persons with disabilities (in the case of employers who have 100 or fewer general employees, special incentives for home employment of persons with disabilities) are either paid directly to persons with the disabilities

concerned or are paid to employers who have given work through home employment support organizations as amounts in proportion to the payments they have made to persons with disabilities for their work.

(ii) Dissemination and awareness regarding employment support equipment, etc.

Even in vocations that were once be considered difficult for people with disabilities to engage in, the use of IT equipment has been increasing possibilities for employment. Therefore, the Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers engages in dissemination and awareness efforts through the provision of information about employment support equipment, equipment leasing programs, and other such means, according to the needs of persons with disabilities and of employers.

(4) Promotion of training for employment

At the Rehabilitation Services Bureau of the National Rehabilitation Center for Persons with Disabilities, persons with disabilities who prefer general employment are provided disability welfare services (employment transition support) so they will acquire the knowledge and skills necessary for employment, and support for employment and establishment in the workplace matched to the suitability of the persons with disability.

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

Welfare funds are one category of the funds provided under the livelihood welfare funds loan system that is operated primarily by the prefectural councils of social welfare. These funds are loaned to the households of persons with disabilities to use for expenses necessary to pursue their occupation and acquire skills, as well as for living expenses during that period, and other such purposes.

To revitalize the regional economy, the Ministry of Economy, Trade and Industry takes measures in municipalities recognized by the Act on Strengthening Industrial Competitiveness (Act No. 98 of 2013) to assist those who wish to start a new business by providing subsidies for a portion of the expenses incurred for the venture and by encouraging the creation of new demand and employment. This system can also be used by persons with disabilities.

(6) Agriculture-welfare collaboration to support employment of persons with disabilities

Agricultural and other activities in a wide range of fields are being pursued at facilities for the employment of persons with disabilities, and there are some business establishments that pay high wages. These are significant measures, not only in the sense of assuring employment opportunities for persons with disabilities and improving their wages, but also in the sense of addressing the shortage of labor in regional agriculture so that taking steps to promote collaboration between agriculture and welfare have become an important issue.

In addition to supporting efforts to open and improve welfare farms in the interest of persons with disabilities, etc., the Ministry of Agriculture, Forestry and Fisheries has established a Network (Council) to Promote Employment of Persons with Disabilities in the Agricultural Sector that is made up of parties involved in Regional Agricultural Administration Offices, stakeholders in the field of public administration, welfare, and agriculture, and other entities throughout Japan. The Network engages in introduction, etc., of cases of good practice, policies, and measures through symposiums.

The MHLW dispatches experts in the field of agriculture to business establishments for continued employment support to regular employment 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 the Agriculture-Welfare Collaboration

Marche (market) that is attended by business establishments for continued employment support to regular employment engaged in the field of agriculture.

(7) Adaptation training in the workplace

A Workplace adaptation training

Prefectural governors or Directors-General of Prefectural Labor Bureaus outsource workplace adaptation training to private employers so that persons with disabilities may adapt to their workplace environment easily and be employed continuously after completing training. Training allowances and expenses for workplace adaptation training (24,000 yen/month) are provided to a trainee and an employer, respectively (within six months of training period). As for persons with severe disabilities, the training period is made longer (within one year), and the expenses for workplace adaptation training are increased (25,000 yen/month).

B Workplace adaptation training (short term)

Prefectural governors or Directors-General of Prefectural Labor Bureaus outsource short-term workplace adaptation training to private employers so that persons with disabilities may have confidence in their work and employers may understand the skill level of the target persons and their degree of adaptation. Training allowances and expenses for workplace adaptation training (960 yen/day) are provided to a trainee and an employer, respectively (within two weeks of the training period (in principle)).

As for persons with severe disabilities, the training period is made longer (within four weeks (in principle)) and the expenses for workplace adaptation training are increased (1,000 yen/day).

(8) Consideration on qualifying examinations (related to judicial matters)

Several measures are taken regarding the bar examination for visually impaired persons, as follows: Preparation of questions using electronic data for computers or Braille, use of a PC for preparing answers, distribution of enlarged exam papers and answer sheets, and extension of testing times. Measures for persons with physical disabilities are as follows: Use of a PC for preparing answers, distribution of enlarged answer sheets, and extension of testing time.

As for tests for judicial scriveners, land and house investigators, and representatives for the client in services for litigation at summary courts, the measures are use of a magnifying glass for persons with amblyopia, use of a PC for preparing essay answer sheets, and extension of testing time.

(9) Measures for securing jobs at welfare institutions

A Prior measures

In order to actively further the generation of public demand (contracts with public offices), the Order for Enforcement of the Local Autonomy Act was amended in 2008 to include measures adding contracts for the provision of cleaning, shipping, and other such work by support facilities for persons with disabilities as cases allowing for optional contracts by local public entities.

As the Act for Promotion of Procuring Things from Persons with Disability on a Priority Basis became effective (April 2013), the Cabinet Order on Budgets, the Settlement of Accounts, and Accounting (Imperial Order No. 165 of April 30, 1947) was amended to a measure adding cases of the provision of work provided by relief facilities founded for charity as cases allowing for optional contracts.

B Establishment of the Act for Promotion of Procuring Things from Persons with Disabilities on a Priority Basis

The Act for Promotion of Procuring Things from Persons with Disabilities on a Priority Basis became effective in April 2013. The necessary measures have been taken to promote purchasing goods and services

from facilities for the employment of persons with disabilities on a priority basis by national and local public entities so as to contribute to the independence of persons with disabilities working at facilities for the employment of persons with disabilities as well as of persons working from home. All the ministries and agencies have formulated procuring policies and have taken measures for procuring goods supplied by facilities for the employment of persons with disabilities.

The Basic Policy Concerning the Employment of Persons with Disabilities in the Public Service (adopted by the Ministerial Council on the Employment of Persons with Disabilities in the Public Service on October 23, 2018) also contains provisions that, together with the employment of persons with disabilities, call for the positive promotion of the procurement of goods and so on from facilities for the employment of persons with disabilities and other such organizations in accordance with the Act for Promotion of Procuring Things from Persons with Disabilities on a Priority Basis by requiring the provision of detailed information on subject facilities for the employment of persons with disabilities and other such organizations together with cases of measures exercising creative, ingenious, and other such approaches, and that require local public entities to continue promoting measures based on the Act for Promotion of Procuring Things from Persons with Disabilities on a Priority Basis while also referring to this Basic Policy.

(10) Enhancement of vocational ability development

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

With regard to persons with disabilities so serious that they have difficulty receiving vocational training in general public human resources development facilities, vocational training is conducted at polytechnic schools for persons with disabilities. There were 18 national polytechnic schools for persons with disabilities in Japan as of April 1, 2019, 13 of them national schools and five of them prefectural schools. Of the 13 national schools, two are operated by the Japan Organization for Employment of the Elderly Persons with Disabilities and Job Seekers while operation of the other 11 is outsourced to the prefectures. The polytechnic schools for persons with disabilities provide fine-grained support that gives full consideration to the state of disability of individual trainees while also taking steps to enhance the vocational training content. In this way, these schools are endeavoring to implement vocational training that will contribute to promotion of employment for persons with disabilities.

B Promotion of student acceptance at general public human resources development facilities

In prefectural general public human resources development facilities, steps are being taken to improve the system for consultation with psychiatric social workers and vocational training for persons with mental disabilities is being implemented on a model basis.

C Outsourced training for responding to the various needs of persons with disabilities

To deal with the increasing numbers of persons with disabilities who desire employment, and to make it possible for them to receive vocational training in their localities of residence, outsourced training to support the diverse needs of persons with disabilities (hereinafter referred to as “outsourced training for persons with disabilities”) is being implemented in each prefecture.

There are five types of outsourced training for persons with disabilities, as follows: The course for mastering knowledge and skills to master knowledge and skills through classroom lectures; the course for mastering practical skills to improve practical vocational skills by utilizing on-site training at companies; the e-learning course for persons having difficulty in going to school; the early training course for students at schools for special needs education for students at upper secondary school departments of special needs education schools; and the course for working persons with disabilities. This system enables persons with

disabilities to take various training depending on the characteristics of individual disabilities and human resource needs of companies.

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

Polytechnic schools for persons with disabilities managed by the Japan Organization for Employment of Elderly Persons with Disabilities and Job Seekers create training plans, and implement follow-up support on training skills and after placement of training courses in order to place training courses in accordance with the characteristics of disabilities and in a trouble-free manner at prefectural polytechnic schools for persons with disabilities.

E Raising awareness of vocational skills development for persons with disabilities

(i) Holding of the National Skills Competition for Persons with Disabilities (the Abilympics)

The event affectionately referred to as the Abilympics has been held since 1972 to have persons with disabilities compete with each other in skills they have been cultivating and so improve their vocational abilities while also deepening the understanding and awareness of people with disabilities on the part of companies and among the population at large, thereby serving to promote the employment of such people. The 38th tournament was held in Naha City, Okinawa Prefecture in FY2018 (November 2-5).

(ii) Dispatching of a Japanese team to International Abilympics

The International Abilympics has been held approximately once every four years since October 1981 to enhance the desire for vocational independence among persons with disabilities, to improve their vocational skills, to deepen the understanding and awareness of persons with disabilities on the part of employers and the public at large, and to promote international goodwill. The 9th International Abilympics was held in Bordeaux, France in March 2016, with the participation of 31 persons with disabilities who obtained excellent scores at the 35th National Skills Competition in Japan.

(11) Securing human rights of persons with disabilities at the workplace

The Legal Affairs Bureau, the District Legal Affairs Bureaus, and their branches throughout the country conduct investigations when the possibility of human rights violation from discriminatory or other such treatment of persons with disabilities in the place of employment arises during human rights counseling, etc., and take appropriate measures depending on the case so as to implement remedies for and prevention of damage caused by the human rights violation.

3. Realization of work style reform

Work style reform is the greatest challenge on the way to realizing the dynamic engagement of all citizens whereby all people can participate actively, both young and old, both women and men, whether having disabilities or intractable or rare diseases, whether having ever experienced failure. The purpose of this reform is to take the viewpoint of those who work and make it possible for each working person to choose from a diversity of work styles that accord with their individual will, their capabilities, and their circumstances.

The Action Plan for the Realization of Work Style Reform was put together in organized form by the Council for the Realization of Work Style Reform, chaired by the Prime Minister, in March 2017. This Action Plan includes a variety of measures, such as correcting the practice of working long hours, realizing equal pay for equal work and other such measures to improve compensation for non-regular workers, and promotion of employment support that enables persons with disabilities to participate in activity that engages their hopes and capabilities by prioritizing long-term close-in support, consistent support oriented

toward general employment for people with disabilities from their school years on, promoting the active use of the support system for work from home, and so on.

In response to this Action Plan, the Act on the Arrangement of Related Acts to Promote Work Style Reform (Act No. 71 of 2018) was passed in June 2018, with content including a cap on overtime working hours, with punitive provisions, and realization of equal pay for equal work.

The matter of support for persons with disabilities in the Action Plan for the Realization of Work Style Reform will continue to be implemented steadily in accordance with a roadmap that is focused on the decade ahead.