

Chapter 4 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 diverse learning settings as well as to provide the necessary support in accordance with the educational needs of each child and the state of their disabilities. Currently in special needs education schools or classes for special needs education in elementary and lower secondary schools, and in 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 diverse learning settings in special needs education school, classes for special needs education in elementary and lower secondary schools, and special support services in resource rooms, as well as special support services in resource rooms at the upper secondary school level since FY2018. 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-bound teaching). We gave official notice of the new National Curriculum Standards for Elementary and Lower Secondary Departments of Special Needs Education Schools in April 2017, and of the new National Curriculum Standards for Upper Secondary Department of Special Needs Education Schools in February 2019, to enhance (i) Continuity of learning by children with multiple disabilities and children with intellectual disabilities, (ii) Consideration in teaching according to characteristics of their disabilities, 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 individualized teaching plans and individualized 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 Ordinance for Enforcement of the School Education Act (Order of the MEXT No.11 of 1947) was amended in August 2018 to provide that individualized education support plans be prepared for young children, pupils, and students who are registered in special needs education school, 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 MEXT 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) 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 MEXT can be used as textbooks.

Also, the MEXT promotes the dissemination of special textbooks, such as large-print textbooks, to be used by students with disabilities. Furthermore, for 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 and 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 (Act No. 26 of 1947) and related legislation in 2018. As a result, from FY2019, 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 public 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 the 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

Training of teachers for special needs education is currently mainly conducted at university in teacher training courses related to special needs education, etc. Moreover, regarding training of kindergartens, elementary, lower secondary, and upper secondary schools' teachers, by revising the Enforcement Regulations of Education Personnel Certification Act (Act No.26 of 1954) in November 2017, the subject on Understanding about Those Infants, Pupils and Students who Need Special Needs was made compulsory in teacher-training courses.

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.

(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 teachers of schools for special needs education, 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.

B. Implementation of barrier-free school facilities

The MEXT prepared guidelines for school facilities 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, based on the May 2020 revision of the Barrier-free Act (Act No. 91 of 2006), the Guidelines for Making School Facilities Barrier-free was revised to show the basic approach to barrier-free school facilities and points to note in planning and design. At the same time, the ministry set a target for urgent and intensive facility improvement of public elementary and lower secondary schools in the five years to the end of FY2025, and requested local governments to further promote the barrier-free construction of school facilities. In addition, the report titled Ideal State of Disaster-Resilient School Facilities –Tsunami protection measures and enhancement of disaster prevention function as evacuation shelter–, indicates the need for barrier-free school facilities to serve as evacuation shelters in times of disaster. These guidelines and reports are distributed to local governments and other organizations, and efforts are being made to disseminate and raise awareness through workshops and other events.

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.

(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 seamless support system

In the Promotion of Special Needs Education for Building an Inclusive Education System for the Formation of a Symbiotic Society (Report), the Elementary and Secondary Education Subcommittee of the Central Council for Education, boards of education and schools are jointly building an inclusive education system. An appropriate cooperation with related organizations such as medical care, health, welfare, labor, etc. is important, and so, forming an organic network for wide-area regional support under mutual cooperation with related administrative organizations is effective.

The MEXT promotes efforts by boards of education, Schools and other institutions through subsidizing part of necessary expenses for establishing the seamless supporting systems for children needing special support from preschool to post-graduation period.

B. Collaboration between education and welfare

For collaboration between education and welfare on supporting children with disabilities, including developmental disorders, there is a need for information sharing including parents. The MEXT and the MHLW started the Triangle Project which is a collaboration among home, education and welfare in December 2017 and compiled the report on measures to promote the collaboration between education and welfare and to promote support to parents. The both ministries issued a notice to each local public entity to publicize widely the purpose of the report, show success stories of local public entities and promote the active measures for further collaboration between education and welfare. The MEXT revised the Ordinance for Enforcement of the School Education Act. This Ordinance requires consideration about the intentions of pupils and students or their parents and sharing necessary information on the support of the student with institutes of medical, welfare, health, labor, etc., during the preparation of individualized education support plans. Moreover, from FY2019 to FY2020, it started a model project of compiling a manual to contribute to the promotion of cooperation between schools and visiting supporting offices for children with disabilities such as day services office after school.

C. Support for children with developmental disorders

The Act Partially Amending the School Education Act (Act No. 80 of 2006) clearly stipulates that special support education for young children, pupils, and students with disabilities, including developmental disorders, shall be promoted in all schools, including kindergartens, elementary, lower secondary, or upper secondary schools.

The Act Partially Amending the Act on Support for Persons with Developmental Disorders (Act No. 64 of 2016) was promulgated in 2016 which stipulated the consideration that children with developmental disorders can take class together with children without developmental disorders, promotion of making personalized education support plans or instruction plans, promotion of measures for bullying prevention, etc. From FY2020, the MEXT has started a project to build a support system in cooperation with relevant organizations, such as improving opportunities for training, etc. and developing a support system for guidance and advice, in order to improve the expertise of teachers who have little experience in teaching students with possible developmental disorders.

D. Support for children who need medical care

The MEXT is supporting the measures taken by boards of education, schools and other institutions through expanding school budgets to allocate nurses for medical care in schools

In addition, as the establishment of the acceptance mechanism of children using a tracheostomy or ventilator has become an urgent issue, the MEXT has also conducted a research on the ideal system to deal with medical care in schools.

Moreover, for schools which are not medical institutes, it is preferable to provide medical care by corporation between teachers, staffs and nurses. Because of such particularities, it is important to train not only nurses but also teachers and staffs. Therefore, the MEXT is conducting a survey and research on how to improve training for nurses by boards of education. In addition, the MHLW, in the revision of medical fees in April 2020, established a new evaluation for cases where the attending physician provides information necessary for children with medical care to lead a school life, and expanded opportunities for schools to receive necessary information from the visiting nursing stations that children with medical care usually use. In response to these changes, the MEXT organized the flow of medical care based on the provision of medical information from the attending physician to the school physician, etc., as well as points to keep in mind when doing so, and notified boards of education.

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. From FY2020, communication expenses for online learning will also be subsidized.

2. Promotion of welfare for children with disabilities

(1) Promotion of childcare for children with disabilities

The MHLW expanded the calculating target of local allocation tax from targeted children of special child rearing allocation to children with minor disabilities from 2007 to promote the acceptance of children with disabilities at nursery schools.

Also, under the new child and child-raising support systems, the following have been implemented: (i) 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 (ii) Under the 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.

It has also been decided that the local allocation tax is to be calculated based on the actual 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 responses 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.

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

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 when they attain the age of three and until they enter elementary school.

In the revision of the remuneration for welfare service for persons with disabilities in FY2021, additional remuneration was established for child development support, etc., to evaluate the support provided by additional specialists, and additional remuneration to evaluate the support for accepting children with disabilities who have extremely severe or behavioral problems and high care needs, and children who require protection and support due to abuse, etc.

B. Development of medical care and educational systems in local communities

The Child Welfare Act revised in 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 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 promote to collaborate with related organizations as well as for trouble-free use of support for child development and smooth 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.

In addition, since early detection of hearing loss and appropriate support can promote the language development of children with hearing loss, there is a need for early support and early rehabilitation in cooperation with health care, medical care, welfare, and education. For this purpose, in March 2019, both the MEXT and the MHLW started the cooperation project with health care, medical care, welfare, and education for early support to children with hearing loss, and discussed the strategies for establishing the system for continuous support to children with hearing loss. Based on this project report, the system of hearing tests for new-born infants shall be improved and the core function for support to children with hearing loss shall be enhanced.

In FY2020, the 2nd Welfare Plan for Children with Disabilities set the goals of ensuring that each prefecture has a system to fulfill the core function of supporting children with hearing loss, and that each prefecture, region, and municipality has a coordinator for children with medical care to provide appropriate support to children with medical care and their families.

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 persons 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 persons with disabilities, it is necessary to take 16 measures that function as one with educational, welfare, medical, labor, and other such related bodies. In cooperation with the MHLW, the MEXT 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 persons 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

MEXT 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 Common 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; answers by entering characters or by checking; use of computers; extension of test time; writing answers by another person in place of examinees; and the reading aloud of exam questions by another person, 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 persons with disabilities. At the same time, consideration is also being shown in terms of education by instructional support and other measures at universities and other institutions so that persons 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 persons 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 MEXT 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 persons with disabilities to pursue their own possibilities throughout their lifetime and to enable them to enrich their lives as members of their community. At the MEXT, “Practical research project on support for lifelong learning of persons with disabilities after graduation from school” has been underway since FY2018. It consists of practical research relating to the effective learning programs in the stage of transition from school to society and in each stage of life, and their implementation systems, etc., and survey research on the realization of the inclusive society through lifelong learning. The results of this research are to be disseminated gradually. In FY2020, the project started “Practical research on sustainable support for lifelong learning in local communities” that has

established a regional collaboration system through the formation of regional consortiums in cooperation with universities and private organizations, mainly in prefectures.

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. The report on the status of employment of persons with disabilities in 2020

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 2020 are as follows.

In the Report on the status of employment of persons with disabilities, when companies employ a person with severe physical disabilities or severe intellectual disabilities, it is recognized that they employ two persons with physical disabilities or intellectual disabilities

In addition, Part-time workers with severe physical disabilities or severe intellectual disabilities whose working hours per week is 20 hours or more and less than 30 hours are counted as one person and part-time workers with physical disabilities or intellectual disabilities are counted as 0.5 person.

However, part-time workers with mental disabilities are counted as one person within three years after their employment or their acquirement of health and welfare certificates of persons with mental disabilities.

(i) Status of private companies

The employment status of persons with disabilities as of June 1, 2020, has recorded the highest figures in the last consecutive 17 years, with the number of employed persons with disabilities as 578,292.0 persons (560,608.5 persons on the same day last year), showing still further progress. The actual number of workers with disabilities was 479,989 persons (461,811 persons on the same day last year). The percentage of employed persons with disabilities by private companies (hereinafter referred to as the “actual employment rate”) was 2.15% (2.11% on the same day last year). The percentage of companies that met the legal employment rate was 48.6%. The number of persons with disabilities employed by all company sizes increased from the previous year.

(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:

2.83% and 9,336.0 persons, as of June 1, 2020.

In prefectural organizations (legal employment rate 2.5%), it was 2.73% and 9,699.5 persons; and in municipal organizations (legal employment rate 2.5%), it was 2.41% and 31,424.0 persons; and in prefectural and municipal boards of education (legal employment rate 2.4%), it was 2.05% and 14,956.0 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 MHLW) was 103,163 (an increase of 0.8% year-on-year) in FY2019. The number of new employment application was 223,229 (an increase of 5.7% year-on-year). In particular, the number of application from persons with mental disabilities or other disabilities has increased as is the case with the previous fiscal year.

(2) Employment measures for persons with disabilities

A. Basic framework of employment measures for persons with disabilities

In order to realize an inclusive society in which there is no distinction made among members of the public because of the existence of disabilities and everyone respects and supports each other's individuality and personality which are basic policies of governmental measures for persons with disabilities, social participation through employment is crucial. Based on this policy, each employment measures for persons with disabilities are promoted.

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

(i) Employment rate system for persons with disabilities

(a) Employment rate system for persons with disabilities

According to the Act to Facilitate the Employment of Persons with Disabilities, private companies are obliged to employ persons with disabilities at a certain rate (employment rate for persons with disabilities). From March 1, 2021, the rate was raised by 0.1% to 2.3%. The rate is set to be 2.6% for national and other public entities (as for prefectural and municipal boards of education, 2.5%), which exceeds that of private companies, because national and other public entities should lead this system

(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 actual employment rate of persons with disabilities may be calculated to include the workers with disabilities in the subsidiary company. The special subsidiary company system enables us to ensure works to take into consideration the characteristics of persons with disabilities and maintenance of the working environment easily. Since it enables to draw the performance of persons with disabilities, there will be merits for both employers and persons with disabilities. As of June 1, 2020, 544 companies have been certified as special subsidiaries. As of June 1, 2020, 544 companies have been certified as special subsidiary companies.

(ii) Further promotion of guidance for reaching statutory 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.) To companies which have prepared plans for employment of persons with disabilities, but not yet proceeded employment, it provides a recommendation on appropriate implementation of the employment plan. To companies which have not improved to a certain extent at the end stage of the plan, it provides a special guidance based on public announcement of the name of the company. The names of the companies which have not improved after a series of guidance are announced.

(b) Guidance for national and local government agencies

The national and local government agencies are in a position to take the lead in employing persons with disabilities, setting an example for private enterprise, thus all government agencies publish the employment status as of June 1 every year. Those organizations that fall short must formulate plans for employment, and when those plans are not properly implemented, the MHLW issues warnings to the persons with appointive power that they are to implement the plans properly.

C. Payment system for employing persons with disabilities

Under this system, payment is collected from private companies (100 or more 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.

Besides, the central government provides subsidies for those employers who improve

facilities or equipment to employ persons with disabilities and special compensation fees for home employment of persons for those employers who order works to persons with disabilities working from home.

In addition, from April 2020, a system was established to provide special benefits financed by the payment for employment of persons with disabilities to employers who employ part-time workers whose prescribed weekly working hours are within a certain range.

D. Implementation of vocational rehabilitation

In order for persons with disabilities to participate in society through their employment, 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.

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.

In addition, Hello Work and other such organizations are putting 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.

In order for private companies, etc. to proceed employment of persons with disabilities actively, there is a need for public awareness activities on advanced cases on employment management of persons with disabilities. For this purpose, it promotes employment of persons with disabilities through the publication of a variety of manuals, distribution to private companies, etc. In FY2020, the MHLW established a certification system for SME employers (Monisu Certification System), which allows certified employers to attach an indication (certification mark (nicknamed “Monisu”)) specified by the Minister of MHLW to their products.

Furthermore, during Employment Support Month for Persons with Disabilities every September, the MHLW provides the Minister’s Award for facilities who employ many persons with disabilities actively, groups or individuals who contribute to promotion of employment and

work stability for persons with disabilities and hardworking persons with disabilities who are providing a model achievement in order to motivate the independent mind of persons with disabilities and deepen further interest and understanding of citizens about the employment of persons with disabilities.

F. Special taxation measures

Special taxation measures have been taken for private companies that employ persons with disabilities. In the tax reform for fiscal year 2021, the deadline for the application of the reduction of real estate acquisition tax and the special measures for the tax base of fixed asset tax in the case where an employer who employs a large number of persons with disabilities acquires facilities for business use was extended for two years.

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.

(3) Employment of persons with disabilities in the public service

A. Measures to expand opportunities

The national and local government agencies are in a position take the lead in employing persons with disabilities, setting an example for the private sector. In light of the revelation of the cases of inappropriate recording of employment in the public sector in 2018, the national and local government agencies are obliged to prepare and publish a plan to promote active roles for persons with disabilities from April 2020, in addition to the existing obligation of appointing employment promoters and a vocational life consultants, etc., which are to achieve not only the employment rate but also to improve the quality of employment. Each agency is required to promote the employment of persons with disabilities based on the plan, check its status, and publish the results annually.

B. Measures to achieve employment rates and expand opportunities in the national government agencies

(i) Arrangement of supporting system

The MHLW has appointed nine experts who are familiar with the employment of persons with disabilities as “expert advisors” and dispatches them upon request from each government ministry and agency to provide expert and technical consultation on employment of persons with disabilities.

In addition, national and local governments are required to appoint employment promoters and vocational life counselors for persons with disabilities, and the prefectural labor bureaus conduct the Training Course for Vocational Life Counselors for Persons with Disabilities, which is a requirement for appointment.

(ii) Promotion of understanding about the employment of persons with disabilities

The National Personnel Authority (NPA) has formulated policy on taking measures by each ministry and agency about persons with disabilities at the time of recruitment and post-recruitment of staff (the guidelines for rational consideration of national civil servants), a guideline for accommodation for national civil servants in December 2018. The NPA identified examples of reasonable accommodations provided by each ministry and agency and provided them to each ministry and agency in January 2020.

In March 2019, the Cabinet Bureau of Personnel Affairs (CBPA) , with the cooperation of the MHLW and the NPA, prepared a Manual on Employment of Persons with Disabilities in Public Services, which outlines the basic knowledge and support measures required to employ persons with disabilities (the Manual was revised in March 2020 based on the revised Act to Facilitate the Employment of Persons with Disabilities).

The MHLW is making following efforts to promote understanding on employment of persons with disabilities in national entities.

The following efforts are being made to promote the use of

- To provide know-how and information collected by Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers on information of facility renovation and equipment introduction to be required during the employment of persons with disabilities.
- To hold a Seminar on the Employment of Persons with Disabilities which introduces how-to make the working environment suitable for persons with disabilities and employment management depending on characteristics of their disabilities.
- To organize lectures for participants to understand the characteristics of mental and developmental disorders appropriately and to watch these persons with disabilities warmly and become supporters to them at work places. (e-learning version of the same course is also provided).
- To collect and share good practices of employment of persons with disabilities in each

ministry and agency.

The CBPA organizes Key Person Training Course to train employees who will be key persons in charge of hiring and assigning persons with disabilities and coordinating their work based on the understanding of the disabilities.

(iii) On the job training for persons with disabilities

The MHLW supports the implementation of on the job training by each Ministry and Agency in cooperation with special needs schools to promote steady measures for employment of persons with disabilities at each Ministry and Agency.

The CBPA, in cooperation with employment support organizations for persons with disabilities, conducts Work Support Station Program, in which trainees with disabilities and their supporters are sent to workplaces in ministries and agencies for a certain period of time to support on-the-job training.

(iv) Promotion of support for workplace settlement

The MHLW has set up an inquiry counter at Hello Work to receive consultation for persons with disabilities working at the ministries and agencies, their supervisors and colleagues. It also allocates a special workplace adaption support in response to requests from each ministry and agency.

In addition, in order for each ministry and agency to provide appropriate support for workplace adaptation, seminars are held for supporters selected from employees to provide them necessary support skills.

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 their disabilities 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 for Persons with Disabilities driven by Hello Work

Teams to Support Employment of Persons with Disabilities have been created from Employment and Life Support Center 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) Total supporter of employment of persons with mental disabilities

We provide counseling and preparation programs for job seekers, as well as consultation and assistance for employers to solve problems related to the employment of persons with mental disabilities.

(iii) Trial employment

A project of trial employment for persons with disabilities is being implemented whereby persons with disabilities are accepted for a certain period 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 Center for Persons with Disabilities implements 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.

Looking at the performance results of the center, as the number of employment cases and the

number of hired workers increased, more than half of the consultations from companies were for support for workplace settlement. The weight of support for workplace settlement is increasing, such as requests for workplace settlement support for persons with disabilities who have not received support from employment support organizations at the time of employment.

(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

For persons with disabilities who are able to work continuously based on employment contracts, we provide opportunities for activities such as production activities and other training necessary to improve the knowledge and abilities necessary for employment, as well as support for general employment and support for retention in the workplace.

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. Including the procuring goods

based on 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”), measures in collaboration with the public and private sector have been taken to promote and 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 utilizing welfare services such as employment transition support, etc. in accordance with 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 FY2021

With the aim of providing effective employment support that meets the wishes, abilities, and aptitudes of persons with disabilities, The payment system for welfare services based on the actual performance in terms of the previous revision was further reviewed, and the evaluation of efforts to increase the effectiveness of support and the response to diverse employment support needs were also reviewed.

(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 characteristics of individual disabilities provided by total supporters for the employment of persons with mental disabilities and other such specialized staff members.

In order to promote the understanding of employers during the recruitment process and to maintain working environment after employment, the MHLW publicized Employment Passport, which is an information sharing tool for persons with mental disabilities to summarize their characters and appeal points on duty and expect consideration with the supporting organizations and utilize it when they discuss on the necessary supports with employers together with the supporting organizations, and make efforts on its popularization.

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. Furthermore, in the third supplementary budget for FY2020, to enhance support for hiring persons with mental disabilities, the Government has newly assigned a total supporter for employment of persons with mental disabilities (for corporate support), who specializes in corporate support, to provide focused and specialized support to companies that are facing challenges in hiring persons with mental disabilities.

B. Support for persons with developmental disorders

Hello Work provides counseling and other job-seeker support by total supporters for the employment of persons with developmental disorders and other such specialized staff members, as well as individual consultations to help employers resolve issues related to the employment of persons with developmental disorders. In addition, 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.

Furthermore, from FY2021, based on the increase in the number of persons with developmental disorders at universities, etc., Hello Work will work with universities, etc. to identify students who need specialized support in job hunting at an early stage, and provide consistent support from preparation for employment to finding a job and a workplace settlement.

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, etc. (persons with disabilities working from home), special compensation fees 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 persons 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.

(iii) Support for telework

From the perspective of promoting various ways of working for persons with disabilities and securing employment opportunities for those who have difficulty commuting or working in regular workplaces due to sensory sensitivities, etc., it is important to promote the use of ICT-based telework in the employment of persons with disabilities. To this end, a collection of good practices and other materials was prepared and disseminated to introduce advanced examples of employers and disseminate know-how. In addition, with regard to the trial employment subsidy (trial course for persons with disabilities), the trial employment period of three months in principle can be extended to six months for persons who work by teleworking.

(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 disabilities.

(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 (METI) takes measures in municipalities recognized by the Act on Strengthening Industrial Competitiveness (Act No. 98 of 2013) to assist comprehensively those who wish to start a new business by providing subsidies for a portion of the expenses incurred for the venture, tax breaks and financing mechanism. 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. 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. The Ministry of Agriculture, Forestry and Fisheries (MAFF) assists measures such as maintenance of agricultural greenhouses, processing and sales facilities, rest stations, safety equipment such as rails which are necessary to welcome persons with disabilities, training to acquire farming techniques, and training of experts to assist establishment in the agriculture field, etc.

The MHLW supports by providing instructions and advice on agriculture for employment continuous support offices which does not have any know-how on it, sending experts to assist the promotion of the sixth industrialization, holding a market under the agriculture-welfare collaboration.

In April 2019, the first meeting for agriculture-welfare collaboration promotion was held in order to build nationwide momentum and consider strongly promoting measures, and various efforts are promoted by the government ministries concerned along with the vision for promoting agriculture-welfare collaboration decided at the second meeting in June 2019.

(7) Adaptation training in the work place

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 (Cabinet Order No. 16 of 1947) 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 in 2013 became effective, the Cabinet Order on Budgets, the Settlement of Accounts, and Accounting (Imperial Order No. 165 of 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. 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 2013. Accordingly, 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 the persons working from home.

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 19 national polytechnic schools for persons with disabilities in Japan as of April 1, 2021, 13 of them national schools and six of them prefectural schools. 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 mental health social workers and to familiarize know how and enhance the readiness on accepting persons with mental disabilities.

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 their 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 persons with disabilities on the part of companies and among the population at large, thereby serving to promote the employment of such people. The 40th tournament was held in Tokoname City, Aichi Prefecture in FY20209 (November 13-15).

(ii) Dispatching of a Japanese team to International Abilympics

The International Abilympics has been held approximately once every four years since 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 Bureaus, the District Legal Affairs Bureaus, and their branches throughout the country conduct investigation when the possibility of human rights violation from discriminatory or other such treatment of persons with disabilities in the place of employment is found 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 is a variety of measures, such as 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 persons with disabilities from their school years on, promoting the active use of the support system for work from home, and so on.

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.