

NISE Bulletin

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About the NISE Bulletin

The NISE Bulletin reports on the results of the research activities, training operations, information gathering, awareness raising, and other business and topics conducted under the auspices of NISE¹ over the fiscal of the year.

This edition of the Bulletin constitutes the annual report for the 2022 fiscal year.

¹ The National Institute of Special Needs Education is referred to as “NISE” in this publication.

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Research Projects for FY2022

As the national center for special needs education, NISE conducts research into priority issues in education policy for children with special needs and practical research into priority issues faced on the ground in educational institutions on a national level, in order to contribute to developing an education system that addresses the individual education needs of each child with special needs.

In order for these research activities to proceed in a planned manner over the medium to long term, we have formulated a Basic Research Plan. This Basic Research Plan is periodically revised in line with the direction of national policy.

1. Types of Research Projects

We conduct priority issue research, disability-category-specific research, basic research activities, etc. strategically and systematically.

Categories		Characteristics of Research
Priority Issue Research		Research that transcends the boundaries of disability categories and contributes to the promotion of national policy of education for children with disabilities or the resolution of urgent issues in the field of education •Research on curriculums (policy contribution to the country) •Research on the enhancement of seamless support (responding to urgent issues in the field of education)
Disability-Category-Specific Research		Research that contributes to the resolution of urgent issues in each disability category
Others	Basic Research Activities	Fundamental research by theme-based research units and research units responding to specialized issues for each type of disability Basic and ongoing research activities such as annual basic surveys, surveys and analyses that contribute to the improvement of instruction, and dissemination of the results of these surveys and analyses
	Externally Funded Research	Studies funded by external funds such as MEXT/JSPP KAKENHI Grant
	Entrusted Research	Studies entrusted by an external organization

* Apart from the above, Categories include advanced and leading-edge research, research in response to government requests, and joint research.

2. Research Themes FY2022

1) Research on curriculums / Priority Issue Research

Research Title	Research Team	Principal Researcher	Research Period
Research on the formulation, implementation, evaluation, and improvement of curriculums based on the course of study	Education Curriculum Team	YOSHIKAWA Tomoo	FY2021-2022
<p>This research was conducted with the following objectives in mind: under the curriculum organized and implemented based on the revised course of study, 1) to grasp the situation of the organization and implementation of the curriculum and organize issues through surveys and research, and 2) to identify specific measures to promote evaluation and improvement from the organization and implementation of the curriculum through case studies.</p> <p>The following issues were identified in curriculum organization and implementation in special needs classes: "organizing curriculums according to the needs of multiple students with different conditions," "checking the progress of children's learning in subjects, etc., and what they have already learned in order to organize curriculums," and "organizing curriculums that incorporate independence activities." As for the issues of curriculum management in special needs schools, it was found that many chief teachers felt that "the awareness and efforts of teachers in their schools regarding curriculum management are insufficient" and that "a system has not yet been established." Some of the efforts to resolve these issues were presented in case studies.</p> <p>Curriculum management efforts to improve curriculums require schools to establish systems based on the four aspects indicated in the course of study. What needs to be done going forward is to conduct practical research to support school efforts, including reviewing the role of the board of education, while analyzing, for example, how teachers interpret and address each provision of the course of study, as well as to organize issues to help improve the next course of study.</p>			

2) Research on the enhancement of seamless support / Priority Issue Research

Research Title	Research Team	Principal Researcher	Research Period
Enhancing instruction and support for students with disabilities using information and communications technology and assistive devices	ICT Team	MUNEKATA Tetsuya	FY2021-2022
<p>As the progress of the GIGA School Program is being made, the team conducted interviews with schools (recommended by prefectural boards of education) that were actively teaching and supporting students with disabilities through the utilization of ICT and other means. The aim of the research was to find the "process of preparing for an advanced school" as readily transferable knowledge to other schools, in addition to learning about the features and outcomes of the practices, and providing knowledge that will contribute to the promotion of ICT utilization in special needs schools nationwide.</p> <p>In the research, the team used qualitative analysis methods to identify a process model for promoting the ICT utilization, and then developed a guidebook for enhancing ICT-based education in special needs schools.</p> <p>The guidebook is intended to be used primarily by school administrators and teachers who are in leadership positions in promoting the ICT utilization in their schools to understand areas where their schools are doing well (strengths and advantages), where they are neither doing well nor poorly, and where they are doing poorly, to confirm the current status of ICT-based education at their schools and the need for focused efforts in the future, and to consider specific measures to address these issues. The team hopes that this research will be used to promote the ICT utilization and to enhance instruction and support in the future.</p>			
Research on procedures of determining school for enrollment for children with disabilities	Enrollment Team	KUBOYAMA Shigeki	FY2021-2022
<p>It is said that children with disabilities, children with foreign connections, and their guardians have a great deal of anxiety and concern regarding schooling. In order to ensure that children and their guardians can approach schooling with confidence,</p>			

it is necessary to constantly review and enhance the procedures for deciding the school and place of study. Meanwhile, issues related to schooling have also been examined within the larger educational direction of building an inclusive education system philosophy for the formation of a cohesive society.

Therefore, this research was conducted for the following three purposes: 1) to clarify the current situation and issues related to the procedures for deciding schools and places of study through a questionnaire survey, 2) to collect and organize good practices related to the procedures for deciding schools and places of study through on-site surveys, and 3) to provide information to the national and local educational administration on the current situation, issues, and good practices related to the procedures for deciding schools and places of study through an overall review of the results of the questionnaire and on-site surveys and workshop discussions.

Based on the results, the team has summarized and recommended six key points to ensure that children with disabilities, children with foreign connections, and their guardians can approach schooling with confidence.

Research on how to promote career guidance and cooperation for the smooth transition of students with disabilities to society at upper secondary schools	Career Guidance Team	ITO Yumi	FY2021-2023
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Focusing on career guidance for students with developmental disabilities, etc., in upper secondary schools, a questionnaire survey and an interview survey are conducted with the aim of clarifying career guidance that supports a smooth transition from school to society and how to promote necessary cooperation in this process. Based on the findings from each survey, the team compiles and disseminates materials (guidebooks) that can be used at schools.

In FY2022, the team analyzed the results of a questionnaire survey conducted in FY2021 targeting companies and universities where students with developmental disabilities went to after graduating from upper secondary school, as well as partner institutions (special needs schools, welfare and labor institutions). In addition, the team conducted a postcard situation survey of upper secondary schools, and based on the results, conducted a questionnaire survey and an interview survey.

Research on consideration in instruction of subjects for students with various educational needs in mainstream classrooms	Team for Instruction of Subjects	INOUE Hidekazu	FY2021-2022
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In this research, the team examined individualized consideration from the perspective of guaranteeing education aimed at the integrated enhancement of individualized optimal learning and cooperative learning in accordance with diverse educational needs in instruction of subjects in mainstream classrooms at elementary, lower secondary, and upper secondary schools, and summarized the concept of "consideration in instruction of subjects for children with diverse educational needs." The team also paid attention to the environment that takes into account individuals and groups, as well as practices based on children's thoughts and desires.

Regarding the "individualized consideration in instruction of subjects," the team presented the viewpoints of "difficulty," "background of difficulty," "intention of devising instruction," "individualized measures," and "confirmation of effectiveness of measures," and summarized the flow when thinking about consideration. In addition, the team prepared reference materials with examples of consideration for specific difficulties in subjects common to elementary, lower secondary, and upper secondary schools (Japanese, arithmetic (mathematics), social studies, science, and foreign languages).

3) Disability-Category-Specific Research

Research Title	Research Team	Principal Researcher	Research Period
Research on lesson design and learning evaluation in education for children with intellectual disabilities	Learning Evaluation Team	YOKOO Shun	FY2021-2022
<p>The education of students with intellectual disabilities requires learning content and instruction appropriate to each individual's disability status. Based on this, it is important to enhance the relevance between the goals/contents indicated in the course of study, the unit goals, and the class objectives, and to evaluate what was acquired through the learning activities.</p> <p>Against this background, the purpose of this research is to show, based on case examples, how to design a unit of study and how to evaluate the learning situation of students with intellectual disabilities, including the setting of goals, contents, methods, and appropriate evaluation criteria, based on an understanding of the actual learning situation of each student in teaching of each subject and teaching of integrated subjects.</p> <p>In FY2022, as a summary of the research, the team organized opinions on unit creation and learning evaluation for students with intellectual disabilities, created a unit planning process model for teaching each subject and teaching integrated subjects, and had research partner institutions conduct case studies on unit creation and learning evaluation, and then the team studied methods of unit creation and learning evaluation according to students' actual conditions and prepared a report of results.</p>			

3. Basic Research Activity Report

1) Theme-based research units / Basic Research Activities

Research Unit Activity	Research Unit
Research into case studies into the use of ICT and other educational materials with a focus on types of disability and difficulties faced	ICT Unit
<p>The purpose of this research is to collect and analyze case examples of the utilization of ICT devices, including those being introduced at schools under the GIGA School "One Student, One Tablet" Program, in accordance with the individual difficulties of students with disabilities and students who require special consideration regardless of whether they have disabilities, and to identify specific and effective methods of using such devices.</p> <p>In FY2022, the unit collected information on ICT utilization in actual teaching situations through visits to elementary, lower secondary, and special needs schools. In addition, through discussions with teachers and others who promote ICT utilization, the unit studied effective ways to utilize ICTs.</p>	
Research on teachers' expertise in career education for pupils with disabilities	Career Unit
<p>(1) Organizing the expertise of teachers involved in career education for students with disabilities enrolled in elementary, lower secondary, and upper secondary schools (FY2021-FY2025)</p> <p>In promoting career education for students with disabilities, the unit organizes the expertise required of teachers who play a central role, and creates information media (leaflets, etc.) to raise awareness of and disseminate such expertise at schools. In FY2022, focusing particularly on the lower secondary school level, followed by the elementary school level, the team discussed the expertise (basic knowledge and teaching skills) required in "career development support" for the independence and social participation of students with disabilities through discussions within the group and workshops and collecting information from schools.</p> <p>(2) Collection of information that contributes to improving the teaching skills of teachers involved in career education at special needs schools (elementary through upper secondary departments) (FY2022-FY2025)</p> <p>Focusing on the effective creation and utilization of Career Passports for students with disabilities, the unit collects pioneering examples of good practices and practical ideas that can be used as reference in other schools, and works on the creation of a Q&A collection. In FY2022, the unit collected information from schools (information from schools where efforts are progressing, information from specific schools on a regular and year-round basis), collected information from literature, and studied the introduction and utilization of Career Passports and career education efforts at special needs schools.</p>	

A nationwide survey related to special needs education in ECEC facilities	Infant Unit
<p>In the second year of its research activities, the unit established cooperative relationships with researchers in the field of childcare in kindergartens and early childhood education, the kindergarten department of Special Needs Education School for Children with Autism, University of Tsukuba, the National Association of Directors of Public Kindergartens and Centers for Early Childhood Education and Care and Education Research Institution of the Japanese Private Kindergarten Federation, the Early Childhood Education Research Center of the National Institute for Educational Policy Research, and others, in order to develop research activities in the future.</p> <p>The unit conducted an analysis of the "National Survey on Education and Care of Children with Special Needs in Nurseries, Centers for Early Childhood Education and Care, and Kindergartens" conducted in FY2021, and contributed some of the results to the "Quarterly Journal of Special Needs Education." This survey was conducted with the aim of comprehensively clarifying the current state of special needs education for infants with special needs, including their enrollment status, the system of special needs education, and the awareness of those in charge. Through this, the survey aimed to provide information to support the educational administration of national and local governments as well as the utilization of preschool childcare facilities.</p> <p>The unit held the "FY2022 Summer Seminar: Let's Think Together about Childcare for Children with Special Needs" online, which was attended by about 300 people, including childcare providers and researchers. In addition, the unit released a video for childcare providers, "What is important to realize inclusive childcare," created during the Open Day, on the NISE channel to disseminate information to childcare providers at nurseries, centers for early childhood education and care, kindergartens, and other facilities.</p>	
Research into case studies with a view to fully providing for the learning of non-Japanese pupils with disabilities - Placing a focus on classes for special needs education in elementary and lower secondary schools -	Non-Japanese Unit
<p>During NISE's fifth medium-term objectives period (until FY2025), the Non-Japanese Unit aims to create "Considerations for Accepting Non-Japanese Students with Disabilities (tentative title)" and training contents based on it through individual cases, in order to enhance the learning of non-Japanese students with disabilities.</p> <p>In the FY2022 research, the unit visited local governments that were implementing unique initiatives, and compiled case reports, based on the results of the "Survey on Procedures for Determining School for Enrollment for Children with Disabilities and Others" conducted as part of the Priority Issue Research titled "Research on procedures of determining school for enrollment for children with disabilities," as well as information collected by the Non-Japanese Unit and the results of the "Survey on the Acceptance of Children in Need of Japanese Language Instruction (FY2021)" conducted by the International Education Division of the Ministry of Education, Culture, Sports, Science and Technology (MEXT).</p> <p>In parallel, the unit conducted the "Survey on Support Systems for Non-Japanese Students with Disabilities" for all municipal boards of education under the jurisdiction of the specified prefectural government (research partner organization) and three designated cities in the prefecture to obtain information on the status of system development, etc., for non-Japanese students with disabilities. A preliminary report on the results of this survey was presented during the fiscal year. Analysis and discussion of the survey results will be conducted in the FY2023 research and will be made public.</p>	

2) Research units responding to specialized issues for each type of disability / Basic Research Activities

Research Unit Activity	Research Unit
In-person surveys and preparation of exhibition facilities related to education for pupils with multiple disabilities	Multiple Disabilities Unit
<p>In the questionnaire survey conducted in FY2019, the unit obtained an overview of the education for students with multiple disabilities who study in special needs schools and special needs classes in elementary and lower secondary schools across the country. This research activity involves visiting special needs schools, special needs classes in elementary and lower secondary schools, and relevant organizations that are implementing advanced and distinctive initiatives in the education for students with multiple disabilities from the viewpoints of appropriate instruction and support, maintenance and improvement of expertise, etc., based on the results of the questionnaire survey, and aims to collect and organize information on issues and specific efforts.</p> <p>This fiscal year, the unit visited four special needs schools, four boards of education, and four elementary and lower secondary schools under the jurisdiction, where the unit heard about the details of the survey conducted in FY2019 and collected information on issues and specific efforts in the field of education.</p> <p>In addition, at the Research Unit for Natural Living Environment and Snoezelen Room, which have been maintained and operated by the Multiple Disabilities Unit to showcase the results of past specialized research, etc., the contents of the exhibits continue to be maintained and updated. In particular, the Research Unit for Natural Living Environment has been improved so that children with deafblindness, teachers in charge, and guardians can visit and receive training, etc.</p>	
Examining methods for the continuation and improvement of expertise in education for the visually impaired	Visual Impairments Unit
<p>The unit exchanged opinions and information on current issues in education for children with visual impairment, including issues related to expertise in the field, with specialists and others involved in education at special needs schools (visual impairment). As a result, the issues raised included the decrease in the number of enrolled children/students in special needs schools (visual impairment) and the resulting decrease in opportunities for them to learn with their peers, and the decrease in opportunities for teachers to demonstrate their expertise in braille, ambulation, and other areas. In addition, it was pointed out that there was an increase in the number of visually impaired students enrolled in elementary and lower secondary schools, which made it necessary for special needs schools (visual impairment) to function as a resource center more than ever.</p> <p>In response to the above issues, it was suggested to create a nationwide network of special needs schools (visual impairment) and work together to solve these issues. Specifically, it was considered to promote remote joint classes and exchanges among special needs schools (visual impairment) using Zoom, etc., and to share training and ICT utilization efforts of individual schools with all special needs schools (visual impairment).</p>	
Longitudinal survey of special needs schools (hearing impairment) and research on the actual situation and support for hearing of autistic children with intellectual disabilities; Regional Workshops for Building a Seamless Support System and for Promoting Further Support for Children Who Are Deaf or Hard of Hearing	Deaf and Hard of Hearing Unit
<p>This fiscal year, the unit conducted longitudinal surveys of special needs schools (hearing impairment) <Survey 1: "Survey on the Actual Situation of Communication among Children/Students in Special Needs Schools (Hearing Impairment)" and Survey 2: "Survey on the Use of Teaching Materials (Japanese Language) in Special Needs Schools (Hearing Impairment)"> and began analyzing the results.</p> <p>In addition, with research cooperation from Special Needs Education School for Children with Autism, University of Tsukuba, the unit summarized, regarding autistic children with intellectual disabilities enrolled in kindergarten and elementary departments, how teachers and guardians understand these children's hearing, and how they provide educational responses.</p> <p>In addition, with the aim of improving the expertise of those in charge of infant educational counseling at special needs schools (hearing impairment) nationwide who are involved in early support for children who are hard of hearing, as well as promoting cooperation among those involved in health, medical care, welfare, and education, the unit conducted the "FY2022 Regional Workshops for Building a Seamless Support System and for Promoting Further Support for Children Who Are Deaf or Hard of Hearing." The unit added "Recent Trends in Children with Cochlear Implants" to on-demand lectures this fiscal year and made it viewable for about six months.</p>	
Summary of the FY2021 national survey on the actual conditions of special needs classes and special support services in resource rooms for students with hearing, speech and language disorders	Speech and Language Disorders Unit

The unit summarized and discussed the national survey conducted in FY2021 on the actual conditions of special needs classes and special support services in resource rooms for students with hearing, speech and language disorders. The survey was sent to 3,022 schools, and 1,704 schools responded, resulting in a collection rate of 56.4%. The 37,227 targeted children/students were categorized into "hard of hearing," "articulation disorder," "cleft palate," "stuttering," "delayed language development," and "other." Again, this survey showed that articulation disorder was the most prevalent. Furthermore, as in previous surveys, it was suggested that there is a tendency for children with hearing, speech and language disorders to be taught by a teacher with few years of experience in teaching such children alone. This situation has made it necessary to enhance the expertise of those in charge of education for children with hearing, speech and language disorders. In this survey, it was found that training sessions utilizing online methods were held in various locations as a measure to prevent the spread of COVID-19. The unit organized answers to open-ended questions asking about what respondents value and what they find challenging and attractive as a person in charge of education for children with hearing, speech and language disorders, and compiled the survey results to serve as reference material for maintaining, improving, and passing on the expertise of persons in charge of education for children with hearing, speech and language disorders, in light of the current situation of online training, etc.

Examination of the effectiveness of teaching methods, tools and materials that utilize ICT based on the disability characteristics of children with physical/motor disabilities in subject instruction or independence activities

Physical/Motor Disabilities Unit

With regard to children/students with physical/motor disabilities, their disabilities are becoming more severe, complex, and diverse. It is necessary to understand their actual conditions from the viewpoint of what difficulties they have in learning or living, and to what extent these difficulties can be alleviated by using supplementary means, including ICT, and to provide them with appropriate instruction and support. In light of the GIGA School Program, this research examines by case study the usefulness of ICT-based instructional methods, teaching materials, and teaching tools that are used based on the characteristics of the physical/motor disabilities in the instruction of subjects and independence activities.

This fiscal year, we collected practices and gave advice while visiting schools, etc., and published a series of documents (SNAPSHOT) outlining the practices collected so far on our website.

Research activities on support in elementary and lower secondary schools based on the educational needs of students with illnesses - Utilization of the function of special needs school for children with health impairment as a resource center -

Health Impairments Unit

Regarding research activities on students with chronic diseases, etc., the unit summarized the changes in diseases, etc., that health-impaired students have in recent years, based on the results of surveys conducted in cooperation with the National Federation of Research on Education for Children with Health Impairment, and the actual conditions and issues of education for children with health impairment in elementary and lower secondary schools, based on information collected from elementary and lower secondary school teachers in charge of such children. In addition, based on information collected from special needs schools for children with health impairment, the unit summarized the actual situation and issues related to those schools' function as a resource center. Based on this, the unit was able to organize the aspects of students subject to education for children with health impairment in recent years, and to obtain information from those in charge of classes for special needs education with health impairment and teachers at special needs schools for children with health impairment.

Regarding research activities for students with mental illness, the unit collected information on the status of support in elementary and lower secondary schools utilizing the function of special needs schools for children with health impairment as a resource center, and on ways to devise and improve Co-MaMe so that it can be easily utilized in the function as a resource center. Specifically, the unit obtained information on support based on the educational needs of students with mental illness by holding workshops with the cooperation of special needs schools for children with health impairment, boards of education, elementary and lower secondary schools, and guardians, and by visiting schools and other facilities. Based on this information, the unit found that Co-MaMe can be used in elementary and lower secondary schools, and issues in using Co-MaMe in elementary and lower secondary schools were also identified.

Information gathering activities for the next revision of the course of study

Intellectual Disabilities Unit

There is room for further discussion on "what to aim for" in terms of "various learning opportunities with continuity" and "continuity of learning" as indicated in the course of study for special needs schools, and it is necessary to consider the content and methods of instruction based on the most essential point: "whether students with intellectual disabilities can acquire the ability to live while spending fulfilling time by understanding class content and having a sense of participation and achievement in learning activities" (the Elementary and Secondary Education Subcommittee of the Central Council for Education, 2012). In addition, a study designated by MEXT on the practice of teaching students with intellectual disabilities through special support services in resource rooms has also been conducted, and deliberations are being made.

In this activity, the unit collected information from schools and study groups that are making unique efforts in the above areas, such as the "Practical Research Enhancement Project on Special Needs Education (Practical Research on Instruction for Intellectual Disabilities through Special Support Services in Resource Rooms)," with a view to considering the next revision of the course of study.

A study on implementation of the independence activities(Jiritsu-Katsudou) to children with autism enrolled in special needs classes for autism/emotional disturbance

Autism Unit

In FY2022, the unit focused on how to connect the contents and/or aims of the independence activities with each subject study. Unit members interviewed teachers of special needs classes for autism/emotional disturbance at five research partner institutions. The questions include the actual conditions of the children and their instruction, and the members summarized the issues related to the instruction of the independence activities and its relations with each subject study. Based on this, the members and the teachers discussed and examined the instruction of daily practices of the independence activities. Then, the members proposed the process model of connecting the instruction of independence activities with each subject study.

In FY2023, the unit will refine the process model and examine important key points. The unit members also have a plan to shed the light to collaboration among special needs education teachers, exchange class teachers, and subject teachers to achieve the aforementioned goals.

Research activities related to the nature of individual instruction and support responsive to the unique characteristics of developmental disabilities and educational needs

Developmental Disabilities and Emotional Disturbances Unit

This research focuses on instruction through special support services in resource rooms, which provide individualized instruction and support for students with developmental disabilities enrolled in mainstream classrooms. Through the collection of information on the practice of such instruction and the holding of workshops and other events, this research aims to obtain materials for considering appropriate instruction and necessary support for children with developmental disabilities.

In FY2022, the unit held a workshop on "cooperation with mainstream classrooms" for experienced teachers who are in charge of instruction through special support services in resource rooms for students with developmental disabilities, and collected information on practical ideas, issues, and solutions, which were presented at NISE Seminar and other events. In addition, as part of the collection of information on instruction and support with expertise aimed at social adjustment, the unit obtained clinical knowledge through case studies with correctional educational institutions and medical care institutions.

4. Entrusted Researches

Research Title	Entrusted Organization	Principal Researcher	Research Period
Research on Establishing a Support System for Deafblind Children/Students	Fast Retailing Foundation	-	FY2020-2022

Research Summaries from the Final Reports of the Research Projects in 2023

R4-01 (Priority Issue Research)

Research on the formulation, implementation, evaluation, and improvement of curriculums based on the course of study

[Research period] FY2021-2022

[Principal researcher] YOSHIKAWA Tomoo

[Summary]

In order to steadily implement the course of study revised in 2017, 2018, and 2019, this research was conducted with the following two objectives: 1) to grasp the situation of the organization and implementation of the curriculum and organize issues through surveys and research, and 2) to identify specific measures to promote evaluation and improvement from the organization and implementation of the curriculum through case studies.

The survey covered elementary and lower secondary schools with special needs classes and the entities that established them, namely, designated city boards of education and municipal boards of education, as well as public special

needs schools with elementary, lower secondary, and upper secondary departments and the entities that established them, namely, prefectural boards of education and designated city boards of education. Case studies were conducted at two elementary schools and one lower secondary school with special needs classes, and five special needs schools as research partner institutions.

From the results of the survey, we were able to grasp the status of curriculum organization and implementation at each school and sort out issues. In addition, through the case studies related to the issues, we were able to present some of the initiatives that will lead to improvement of the curriculum.

[Keywords]

Curriculum, Course of study, Special needs school, Special needs class, Curriculum management

R4-02 (Priority Issue Research)

Enhancing instruction and support for students with disabilities using information and communications technology and assistive devices

[Research period] FY2021-2022

[Principal researcher] MUNEKATA Tetsuya

[Summary]

In this research, in order to provide the knowledge necessary for the promotion of ICT utilization at schools amidst the progress of implementation of ICT devices under

the GIGA School Program, we obtained information from prefectural boards of education nationwide on schools that were making advanced efforts in ICT utilization. Based on

those information, we selected the target schools, and conducted interviews. Qualitative analysis revealed how those schools were able to become advanced schools. By doing so, we developed a practical process model and then implemented it into a guidebook that promote the guidance and support of children with disabilities utilizing ICT in special needs schools. The guidebook comes with a checklist to help mainly

school administrators and teachers leading the promotion of ICT utilization in their schools to grasp the advantages, strengths, characteristics, and issues of their own schools, and then to identify what needs to be focused on in their schools. The guidebook also provides the essence of specific initiatives at advanced schools so that readers could consider specific measures to be taken at their own schools.

[Keywords]

GIGA School Program, Special needs school, ICT utilization in education, KJ-method, Guidebook

R4-03 (Priority Issue Research)

Research on procedures of determining school for enrollment for children with disabilities

[Research period] FY2021-2022

[Principal researcher] KUBOYAMA Shigeki

[Summary]

It is said that children with disabilities, children with foreign connections, and their guardians have a great deal of anxiety and concern regarding school enrollment. In order to ensure that children and their guardians can approach school enrollment with confidence, it is necessary to constantly review and enhance the procedures for deciding the school and place of study. Meanwhile, issues related to school enrollment have also been examined within the larger educational direction of building an inclusive education system philosophy for the formation of a cohesive society. Therefore, this research was conducted for the following three purposes: 1) to clarify the current situation and issues related to the procedures for

deciding schools and places of study through a questionnaire survey, 2) to collect and organize good practices related to the procedures for deciding schools and places of study through on-site surveys, and 3) to provide information to the national and local educational administration on the current situation, issues, and good practices related to the procedures for deciding schools and places of study through an overall review of the results of the questionnaire and on-site surveys and workshop discussions. Based on the results, our team has summarized and recommended six key points to ensure that children with disabilities, children with foreign connections, and their guardians can approach school enrollment with confidence.

[Keywords]

Deciding schools, Deciding places of study, Support system from the early stage, Inclusive education system, Children with foreign connections

R4-04(Priority Issue Research)

Research on consideration in instruction of subjects for students with various educational needs in mainstream classrooms

[Research period] FY2021-2022

[Principal researcher] INOUE Hidekazu

[Summary]

With regard to guidance and support in mainstream classrooms, there have been calls for enhanced support in terms of both "group guidance" that also takes into consideration the learning environment and "individual guidance" that addresses the specific characteristics and challenges of students. In addition, efforts to form groups for learning, such as practicing universal design of classes that ensure "comprehensible lessons," fostering a supportive culture in "a classroom where students acknowledge and support each other," and establishing a psychologically safe

"atmosphere where students feel comfortable expressing their opinions," have also been emphasized.

This research aims to organize the essential viewpoints to consider "considerations in instruction of subjects" and provide a framework for understanding them, along with examples of considerations tailored to individual needs. It also provides materials related to an environment that is mindful of both the individual and the group in mainstream classrooms, as well as practices that consider the thoughts and wishes of children.

[Keywords]

Mainstream classroom, Considerations in instruction of subjects, Environment that is mindful of both the individual and the group, Background of challenges, Thoughts and wishes of children

R4-05 (Disability-Category-Specific Research)

Research on lesson design and learning evaluation in education for children with intellectual disabilities

[Research period] FY2021-2022

[Principal researcher] YOKOO Shun

[Summary]

In order to enhance the relevance between the goals/contents indicated in the course of study, the unit goals, and the class objectives in intellectual disability education, it is necessary to make curriculum management function throughout the school based on the findings of previous studies, and to examine how the curriculum should be organized and implemented, how classes should be designed, and how the learning goals/contents in the

course of study should be evaluated, based on specific educational practices.

Given these considerations, this research focused primarily on special needs schools and conducted the following:

- (1) Organizing findings and terminology related to learning evaluation from the domestic literature.
- (2) Developing a model for the teaching unit creation

process for each form of instruction, based on the issues involved in the teaching unit creation process at school education sites.

(3) Presenting case studies of teaching unit creation and

learning evaluation in relation to the course of study at eight research partner schools.

(4) Organizing the evaluation criteria and the approach to learning evaluation based on the case studies.

[Keywords]

Education for children with intellectual disabilities, Learning evaluation, Teaching unit creation process, Setting evaluation criteria, Curriculum management

Activity Report of Each Department / Center

The following will introduce the main initiatives implemented by each department and center of NISE in FY2022.

(1) Department of Policy and Planning

The Department of Policy and Planning is responsible for planning and promoting research activities conducted at NISE.

In FY2022, in addition to the regular work, the department also worked on the formulation of research to be started in FY2023.

The department took the lead in reviewing research themes and research plans for new topics of Priority Issue Research, Disability-Category-Specific Research, and Advanced and Leading-edge Research to be conducted by NISE in FY2023. As a result, it was decided to work on three new topics and one continuing topic of Priority Issue Research, one new topic of Disability-Category-Specific Research, and one new topic of Advanced and Leading-edge Research.

In considering new topics, many staff members, including not only research staff but also administrative staff, participated in workshops to exchange ideas and gain the overall picture of topics to be studied regarding policy issues as of FY2022 and the needs of the education field.

Based on the process up to that point, a working group

organization examined the contents of the Priority Issue Research, formulated research themes for the three topics, including research on curriculums, and prepared research plans.

Regarding the Disability-Category-Specific Research, the need to launch a study on ICT utilization, which was raised at a workshop, was identified and discussed with the research units responding to specialized issues for each type of disability. As a result, it was decided that the Physical/Motor Disabilities Unit would conduct a study on ICT utilization.

As for the Advanced and Leading-edge Research, after conducting an internal solicitation of research themes and reviewing them, it was decided that programming education for students with intellectual disabilities would be the research topic.

Subsequently, the department surveyed and obtained opinions of educational institutions regarding the themes of the Priority Issue Research and the Disability-Category-Specific Research, revised the plans, and made preparations to start research in FY2023.

(2) Department of Teacher Training

The Department of Teacher Training conducted training aimed at improving the expertise of and developing human resources for teachers and staff responsible for special needs education.

In order to enhance the inclusive education system, the department plans to provide Teacher Training Programs for Specific Disability Categories (hereafter referred to as "specialized training") for those who will or are expected to be in leadership positions in the future in each prefecture, etc., and leaders (school leaders) who will be

the core of education for each disability category in various learning environments (mainstream classrooms, instruction through special support services in resource rooms, special needs classes, special needs schools), and to organize Workshops for Leaders Involved in the Enhancement of an Inclusive Education System (hereafter referred to as "Workshop(s) for Leaders)." The specialized training was conducted in three courses: the "Course for Intellectual Disabilities," the "Courses for Visual Impairments, Hearing Impairments,

Physical/Motor Disabilities, and Health Impairments," and the "Courses for Developmental Disabilities, Emotional Disturbances, and Speech and Language Disorders." In addition, the Workshops for Leaders held includes the "Workshop for Leaders Involved in ICT

Utilization in Special Needs Education," the "Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools," and the "Workshop for Leaders of Promoting Joint Activities and Learning."

(3) Department of Information and Support

The Department of Information and Support is working on the fifth medium-term plan with a focus on enhancing the dissemination of information on special needs education, promoting understanding and awareness of special needs education, providing school support in cooperation with related organizations, and providing consultation and support to Japanese schools. Specific initiatives implemented in FY2022 include: disseminating research results through effective information dissemination using NISE's website and social media; publishing the "Special Needs Education Leaflet" mainly for teachers who are in charge of special

needs classes or instruction through special support services in resource rooms for the first time at elementary or lower secondary schools and for teachers who have not had many opportunities to learn about special needs education; holding "Seminars promoting special needs education" to promote understanding and awareness of special needs education in local communities; holding "NISE Seminar" to disseminate the results of NISE's research and share information with educational institutions and other education-related organizations; and supporting for overseas Japanese schools.

(4) Center for Promoting Education for Persons with Developmental Disabilities

The Center for Promoting Education for Persons with Developmental Disabilities provides the latest information on developmental disabilities and national trends through websites and teaching-material exhibition facilities to promote public understanding and awareness, and offers necessary basic knowledge and information related to instruction and support to teachers at kindergartens, elementary, lower secondary, upper secondary, and other schools. The center has decided to enhance the provision of information on developmental disabilities education in mainstream classrooms from FY2022, based on the "Survey on Students Requiring

Special Educational Support in Mainstream Classrooms" and the discussions of the "Study Council on the Support for Students with Disabilities in Mainstream Classrooms" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Based on the report of the "Triangle" project for cooperation between families, education and welfare, the center has also continued its efforts to promote cooperation between education and welfare in communities, which has been undertaken in quadripartite collaboration among the MEXT, Ministry of Health Labour and Welfare, the National Rehabilitation Center for Persons with Disabilities, and NISE.

(5) Center for Promoting Inclusive Education System

The Center for Promoting Inclusive Education System conducted three main projects: "Collaborative Project to Solve Local Issues," which contributes to solving issues faced by communities when building inclusive education systems, in collaboration between boards of education and NISE; "Collection and Dissemination of the Latest Information on Other Countries and International

Exchange Project," which promotes understanding of international trends, research and dissemination of the latest information on other countries, and research exchange with other countries; and "Information Dissemination and Consultation Support Project," which promotes the use of the Inclu-DB (Database for Supporting Development of Inclusive Education System).

FY2022 Topics

(1) World Autism Awareness Day 2022 Event (Joint)

April 2 of every year is World Autism Awareness Day designated by the United Nations General Assembly, and the Japan Executive Committee, organized by related organizations including NISE, held "World Autism Awareness Day ONLINE 2022 - Shining People, Illuminating People -" with the aim of spreading understanding about autism. From the viewpoint of preventing the spread of the novel coronavirus infection, the event was held in the form of video distribution, which began on Saturday, April 2, 2022.

This event featured "Julia's Haircut" from Sesame Street and "Messages from the Persons Concerned," messages that persons with autism and other developmental disabilities wanted to advocate to society. The lighting ceremony of the Tokyo Tower Blue Light Up event was also live-streamed.

(2) Conclusion of collaboration and cooperation agreement with Yokohama City Board of Education

On Thursday, July 28, 2022, NISE concluded an agreement on collaboration and cooperation with the Yokohama City Board of Education for the purpose of contributing to the enhancement of special needs education in Yokohama municipal elementary schools, lower secondary schools, compulsory education schools, upper secondary schools, and special needs schools, and to the promotion of national policy planning and measures for special needs education through research activities and teacher training.

At the signing ceremony, Superintendent Shinya Koibuchi of the Yokohama City Board of Education and President Kazushige Shishido signed the agreement. Then, Superintendent Koibuchi said, "In promoting inclusive education, we feel the need to improve expertise in special needs education in all school and class types and to enhance the support system within schools. We hope that the conclusion of the collaboration and cooperation agreement with NISE will provide an opportunity to further enhance special support education and improve the expertise of teachers and staff." President Shishido stated, "Going forward, based on this agreement, we will work more closely with elementary and lower secondary schools established by Yokohama City to conduct practical and empirical research together, and we are confident that the results of this research will contribute

to solving issues faced by schools and boards of education throughout Japan."

It is hoped that the conclusion of this agreement will be beneficial to both the Yokohama City Board of Education and NISE for the enhancement of special needs education in elementary and lower secondary schools, and will further contribute to the realization of NISE's mission, which is to provide education that meets the educational needs of each and every child with disabilities.



Photo 1: Commemorative photo after the agreement signing ceremony

Left: President Shishido, Right: Superintendent Koibuchi of the Yokohama City Board of Education

(3) Holding of the Workshop for Leaders Involved in ICT Utilization in Special Needs Education

On July 21 (Thu.) and 22 (Fri.), 2022, the "FY2022 Workshop for Leaders Involved in ICT Utilization in Special Needs Education" was held. The purpose of this workshop is to promote ICT utilization in special needs education in each community by having teachers and staff in leadership positions in ICT utilization exchange opinions on their respective efforts and issues. There were 74 participants (teachers and supervisors of school education from elementary, lower secondary, and upper secondary schools, and special needs schools) from all over Japan.

In this workshop, the participants were divided into groups (12 groups of 5 to 7 members). They held "group discussions," in which members set common problem themes and discussed how to solve them.

At intervals of the group discussions, hands-on practices were conducted using the exhibition facilities of

ICT-assisted teaching materials and assistive devices available at NISE. In addition, lecturers from Nagano Prefectural Nagano School for children with disabilities, Gunma Prefectural School for the Deaf, and the Information Technology Education Center of Kyoto were invited to present topics on ICT utilization from various perspectives. Participants gathered materials and clues through these hands-on practices and topic presentations to deepen their discussions.



Photo 2: Hands-on practice

(4) Research Idea Workshop

On Wednesday, July 27, 2022, a workshop was held to find the seeds for new research topics, where everyone was encouraged to freely share their thoughts, observations from their daily lives, various questions, realizations, and ideas, without distinction between research staff and administrative staff. The workshop was named "Research Idea Workshop - Let's talk about the future of special needs education research!" and aimed to generate the seeds of ideas for research on special needs education. Participants shared and discussed various ideas and wrote them down on poster paper.



Photo 3: Participants are sharing ideas.



Photo 4: The ideas were posted on poster paper.

(5) Holding of the Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools

On Friday, August 26, 2022, the FY2022 Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools was held using both online and on-demand formats.

This workshop was attended by 78 dormitory supervisors recommended by prefectural boards of education and other organizations.

Under the theme of "Trends in Special Needs Education," the Ministry of Education, Culture, Sports, Science and Technology (MEXT) provided an administrative explanation on recent trends in special needs education, revision of the course of study, enhancement of ICT environment at schools, and the Third Plan for the Promotion of School Safety, which was filmed and distributed on-demand in advance.

On the day of the workshop, it was held online, and a lecturer from Atomi University was invited to give a keynote speech on the theme of "Creating Safe and Secure Schools: Protecting Children with Disabilities from Large-Scale Disasters." Also, a lecturer from Akita Prefectural Yuri Special Needs School was invited to report on the efforts of disaster prevention leaders and others under the theme of "Disaster Prevention Efforts Aimed at Safe and Secure Dormitory Life."

For subcommittee discussions, the participants were divided into 11 groups, consisting of 2 groups on education for children with visual impairment, 3 groups on education for children with hearing impairment, 4 groups on education for children with intellectual disabilities, and 2 groups on education for children with physical/motor disability and education for children with health impairment, and actively discussed and exchanged information on disaster prevention and safety measures and issues in the guidance at dormitories according to the characteristics of each disability category under the theme of "Efforts and ideas for disaster prevention in dormitories." At the end of the workshop, nine principals recommended by the National Association of Principals of

Special Needs Schools offered advice based on their past experiences.



Photo 5: Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools

(6) Holding of the Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools

In 2018, "instruction through special support services in resource rooms" was institutionalized in upper secondary schools as well, and all upper secondary schools have become the target of special needs education. Amid such circumstances, NISE is holding a workshop with the aim of enhancing instruction through special support services in resource rooms in upper secondary schools of each community, through research and discussion by teachers and staff in leadership positions who promote the preparation and development of school systems related to instruction through special support services in resource rooms in upper secondary schools in each prefecture, with a view to enhancing the inclusive education system. This workshop for FY2022 was held online on September 1 (Thu.) and 2 (Fri.), and attended by 30 supervisors of school education and 50 teachers in charge of instruction through special support services in resource rooms at upper secondary schools from all over Japan.

Prior to the workshop, a special website was set up where visitors could watch in advance videos of an administrative explanation by MEXT and a research introduction by NISE. Participants were also asked to submit a pre-workshop report in which they reviewed their daily efforts and organized their achievements and issues.

On the first day, the Hyogo Prefectural Board of Education introduced the "Efforts to Improve the Expertise of Teachers in Charge of Instruction through Special Support Services in Resource Rooms" and the Miyagi Prefectural General Education Center introduced the "Partial Instruction Start Pack for Upper Secondary Schools." Then, 13 groups consisting of supervisors of school education and teachers in charge held group discussions using the pre-workshop reports.

On the second day, supervisors of school education discussed "Efforts to improve the expertise of teachers in charge of special support services in resource rooms" and the teachers in charge of special support services in resource rooms discussed "Promotion of special needs education in schools and handover to the next teacher in charge," and then they shared the contents of the discussions. This was followed by a recap of the entire workshop, an exchange of information in groups organized by participants from neighboring communities, and a review by a Senior Specialist for Special Support Education from MEXT.

It has been five years since the institutionalization of instruction through special support services in resource rooms at upper secondary schools, and prefectures and designated cities are seeing increasing cases of their boards of education adopting measures based on local conditions and upper secondary schools putting them into practice. As personnel transfers have begun due to personnel exchanges, there is a need to consider not just the introduction, but also the continuation and succession of the instruction through special support services in resource rooms.

NISE will continue to make efforts to contribute to the promotion of special needs education in upper secondary schools through holding the workshop.



Photo 6: Online distribution

(7) Publication of Special Needs Education Leaflets

NISE has begun publishing the "Special Needs Education Leaflets" for teachers who are in charge of special needs classes or instruction through special support services in resource rooms for the first time at elementary or lower secondary schools and for teachers who have not had many opportunities to learn about special needs education.

The "Special Needs Education Leaflets" provides information that can trigger thinking about how to help students with disabilities learn better and lead fulfilling school lives in their respective learning environments, as well as information that can serve as hints for initiatives.

Each issue of the publication is classified, based on its aim and main contents, into one of the three series: 1) "Start from here" series, 2) "Do you have a child like this?" series, and 3) "Why don't you try this approach?" series.

The "Special Needs Education Leaflets" is designed to be read through in approximately 10 to 15 minutes, and several issues of different series will be published each year.

○Special Needs Education Leaflets can be found here:
https://www.nise.go.jp/nc/report_material/research_result_s_publications/leaf_series

(8) Appointment of New President

October 1, 2022, Mr. Shinichi Nakamura succeeded Mr. Kazushige Shishido as President of NISE. Former President Shishido had been devoted to promoting NISE's activities and the development of special needs education for nine and a half years since April 1, 2013. Newly appointed President Nakamura intends to make full use of his experience in educational administration and other areas to work towards the future of children with disabilities, and is committed to ensuring that NISE fulfills its role as the national center for special needs education.

(9) Lecture at the 28th International Seminar of the National Institute of Special Education (ROK)

On Wednesday, November 2, 2022, Research Director Hisashi Yokokura gave a lecture titled "Policies Related to Curriculums and Current status and issues in organizing and implementing curriculums based on the Course of Study in Japan" at the 28th International Seminar of the National Institute of Special Education (ROK) held at the Institute's premises. He spoke on the policies related to curriculums in Japan and the current situation and issues related to organizing and implementing curriculums based on the course of study. He reported on the current situation of curriculums in special needs education and research conducted by NISE (Japan), and had the opportunity to interact with administrators and researchers from UNESCO, the ROK, the U.S., and France.

(10) Resumption of accepting visitors to NISE's Open Day for FY2022

On Saturday, November 5, 2022, under clear autumn skies, NISE held its FY2022 Open Day and welcomed visitors for the first time in three years. A total of 260 visitors attended the event.

The research conducted at NISE was introduced through study tours of the Research Unit for Natural Living Environment and opening of a section for hands-on experiences, such as using ICT equipment, as well as

the permanent exhibition room. In addition, to deepen visitors' understanding of disabilities, an activity entitled "Let's Try Sports for the Disabled - Through Sitting Volleyball" was held with the cooperation of Juntendo University.



Photo 7: Sitting volleyball

The adjacent Special Needs Education School for Children with Autism, University of Tsukuba, also cooperated in the exhibition of works by young children.

In addition, users of local after-school day care services and students from Yokosuka Municipal Yokosuka Sogo High School served as operational staff.

On the Open Day, Mr. Shinjiro Koizumi, the member of the House of Representatives elected from Yokosuka, visited the facilities and worked up a sweat playing sitting volleyball with the others in the gymnasium. He also listened attentively to the results of a survey of students with deafblindness and an explanation of means of communication with people with deafblindness in the Research Unit for Natural Living Environment that was renovated this fiscal year to propose various ideas for improving the living environment of children with disabilities, mainly deafblindness.



Photo 8: Mr. Shinjiro Koizumi, the member of the House of Representatives, experiencing the use of assistive devices



Photo 9: Exhibit of artwork by young children of Special Needs Education School for Children with Autism

From the same day until Sunday, December 11, as part of the Open Day event, NISE's website distributed a video introducing NISE's activities and another, titled "Collaboration with Local Communities! Introducing NISE's Facilities," which was created with the help of local students and others as narrators. Also, as a quiz-style project to deepen understanding of NISE, "NISE Online Quiz Tour" was conducted, which took advantage of the benefits of online contents.



Photo 10: Examples of contents distributed online

(11) Holding of the Japan-ROK Special Needs Education Conference

On Friday, November 18, 2022, the "Japan-ROK Special Needs Education Conference" was held at NISE (Japan).

This conference is to be held annually through an exchange agreement between the National Institute of Special Education (ROK) and NISE (Japan).



Photo 11: Japan-ROK Special Needs Education Conference

On the morning before the conference, the members from the National Institute of Special Education (ROK) visited the Special Needs Education School for the Visually Impaired, University of Tsukuba, observing classes and interacting with the students under the guidance of Principal Yuko Hoshi. In the afternoon, they visited MEXT and received an explanation from Mr. Taizo Yamada, Director of the Special Needs Education Division of the Elementary and Secondary Education Bureau of the Ministry, about the trends in special needs education in Japan. Given the similar trends in special needs education in the ROK and Japan, they confirmed that there are similar advantages and issues, and exchanged information on how to solve the issues.

The conference was held face-to-face for the first time, following the easing of immigration restrictions in both Japan and the ROK. A total of 39 participants from both countries attended. The conference's theme was "policies related to curriculums in Japan and the ROK."

After the opening remarks by NISE (Japan) President Shinichi Nakamura and General Director Han-woo Lee of the National Institute of Special Education (ROK), the discussion began. First, Mr. Hyun-tae Kim, Educational Researcher on the Curriculum Policy Team at the National Institute of Special Education (ROK), gave a presentation on the curriculum system for special schools in the ROK and research trends on the curriculums for intellectual disability special schools and other special schools. Next, from Japan, Mr. Hiroaki Kato, Senior Specialist for Special Support Education at the Special Needs Education Division of the Elementary and Secondary Education Bureau at MEXT, discussed the direction of revisions to the course of study, and Mr. Shun Yokoo, Senior Chief Researcher at NISE (Japan), presented on the course of study for special needs schools and its implementation with a focus on special needs education for students with intellectual disabilities, while Mr. Tomoo Yoshikawa, Research Director at NISE (Japan), presented on research on the formulation, implementation, evaluation, and improvement of curriculums based on the course of study.

Based on these presentations, at the summary session, the participants from both countries expressed their interest in each other's special needs education systems and initiatives, and exchanged opinions.

(12) Holding of the FY2022 Workshop for Leaders of Promoting Joint Activities and Learning

The "Workshop for Leaders of Promoting Joint Activities and Learning" was held online on Friday, November 25. This workshop is held annually to promote joint activities and learning and understanding of disabilities in each community through research and discussion by teachers and staff who are in a position to promote joint activities and learning among children/students with disabilities and those without disabilities in each prefecture, with the aim of enhancing the inclusive education system.

Seventy-six teachers and supervisors of school education of special needs schools and elementary and lower secondary schools from all over Japan participated in the workshop.

First, there was an administrative explanation from the Special Needs Education Division of the Elementary and Secondary Education Bureau of MEXT. This was followed by presentations on the initiatives of the Special Needs Education Division of the Okayama Prefectural Board of Education on the theme of "Promotion of residential school exchange using the 'Exchange Register,'" on the initiatives of Kazuno School of Hinai Special Needs School in Akita Prefecture on the theme of "Initiatives to enhance joint activities and learning in special needs schools," and on the initiatives of Wakura Elementary School in Nanao City, Ishikawa Prefecture, on the theme of "Joint activities and learning - updating the harmony of happiness."

Based on the administrative explanation and introductions of initiatives, the participants were divided into groups under three themes and had research discussions, which were then shared. The three themes are "Administrative issues in promoting joint activities and learning," "Promoting joint activities and learning between different schools (residential school exchange, inter-school exchange, etc.)," and "Promoting joint activities and learning between special needs classes and mainstream classrooms."

In addition, from Friday, November 18 to Friday, December 9, on-demand training was also conducted, featuring materials containing NISE's research introduction and other information.

(13) Report on the holding of the FY2022 Inclu-DB Seminar

On Wednesday, December 7, 2022, the Inclu-DB

Seminar for FY 2022 was held. With applications received from over 1,000 people, the seminar was viewed by a large number of people.

This seminar aimed to deepen the participants' understanding of the Inclu-DB by conducting exercises on reasonable accommodation using practical examples from the Inclu-DB database, which is operated by NISE, and by explaining training examples using the Inclu-DB at schools and educational centers, and it was designed to enable participants to search for cases of children/students related to reasonable accommodation and basic environmental improvement, and to use the search results in training sessions at schools and in the community.

The seminar's proceedings were also later made available for on-demand video streaming.

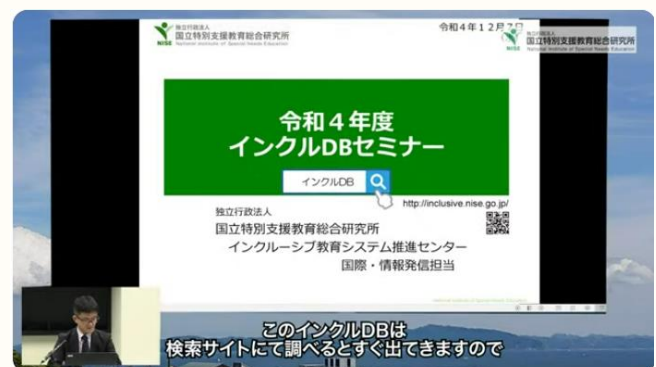


Photo 12: Inclu-DB seminar (on-demand streaming)

(14) Holding of FY2022 Seminars on promoting Special Needs Education

In FY2022, the Seminars on promoting Special Needs Education were held in three regional blocs (Kanto Koshinetsu, Kinki, and Tokai/Hokuriku) in cooperation with local boards of education, regional special needs education centers, related organizations, and universities, with the aim of promoting understanding and awareness of Special Needs Education in the regions. To facilitate participation from many areas, the event was streamed live using an online conferencing system and YouTube live-streaming.

The theme for the Kanto Koshinetsu bloc was "Actual organized ICT utilization at schools," and the event was held on Wednesday, November 30. The number of participants was 217 (excluding YouTube viewers).



Photo 13: A scene from Kanto Koshinetsu bloc

The theme for the Kinki bloc was "Understanding and supporting children with developmental disabilities through cooperation with guardians and related organizations," and the event was held on Thursday, December 8. There were 144 participants (excluding YouTube viewers).

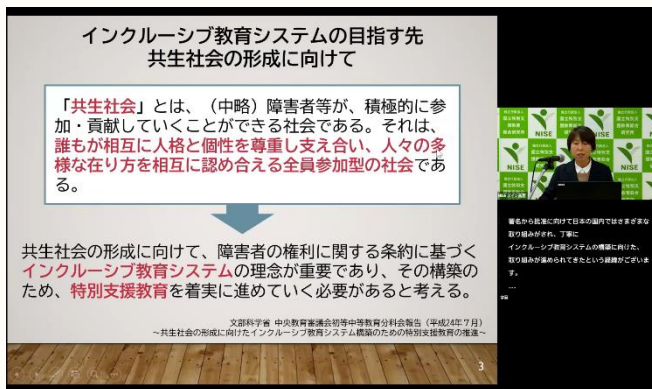


Photo 14: A scene from Kinki bloc

The theme for the Tokai/Hokuriku bloc was "Promotion of an inclusive education system in the region - Toward the realization of a cohesive society" and the event was held on Friday, December 9. There were 119 participants (excluding YouTube viewers).

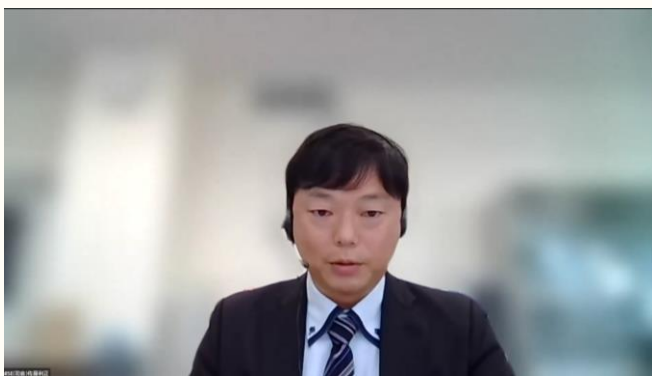


Photo 15: A scene from Tokai/Hokuriku bloc

Although each regional bloc has a different theme, a lecture entitled "Inclusive Education System" was included in all blocs, so that participants could share a

common understanding of the inclusive education system. After the lectures and practical presentations, group discussions and information exchange based on each bloc's theme were conducted so that participants from different areas could exchange information with each other.

(15) Report on the Holding of the FY2022 Regional Workshops for Building a Seamless Support System and for Promoting Further Support for Children Who are Deaf or Hard of Hearing

Following on from the previous fiscal year, NISE held the "Regional Workshops for Building a Seamless Support System and for Promoting Further Support for Children Who Are Deaf or Hard of Hearing" this fiscal year, in collaboration with MEXT. This workshop was conducted through on-demand lecture distribution and three online sessions, and was attended by 772 participants from the health, medical care, welfare, and education fields.

This fiscal year, "Recent Trends in Children with Cochlear Implants" was added to on-demand lectures.

The morning portion of the event was held online, delivering administrative explanations from the Ministry of Health, Labour and Welfare and MEXT, introduction of efforts to build a support system for children who are hard of hearing (featuring Iwate Prefecture for the first session, Osaka Prefecture for the second session, and Shimane Prefecture for the third session), as well as reports on MEXT model projects (featuring Shizuoka Prefecture for the first session, Gifu Prefecture for the second session, and Nagasaki Prefecture for the third session). In the afternoon part, an exchange meeting was held in each region (Hokkaido/Tohoku region, Kansai region, and Chugoku/Shikoku region). At the exchange meetings, participants introduced initiatives that took advantage of regional characteristics, such as "online meetings are held among organizations involved in therapeutic care and education for children who are hard of hearing to gain a common understanding of issues," and "the consultation system places importance on the connection with affected individuals."

Although this workshop has come to a close after two years of holding in all six regions of Japan, it remains important to improve the expertise of those in charge of infant educational counseling at special needs schools (hearing impairment) involved in early support for children who are hard of hearing, and to promote cooperation among health, medical care, welfare, and educational institutions.

To help build a support system for children who are hard of hearing in each region, NISE has compiled a training package of materials (lectures delivered on demand, practical reports, introduction of initiatives,

MEXT model project reports, etc.) for three years from the FY2020 national training session, and published it on the NISE website.

(16) Report on the holding of the Seminar on Educational Practices for Persons with Developmental Disabilities

On Thursday, January 26, 2023, the "FY2022 Seminar on Educational Practices for Persons with Developmental Disabilities" was held online. On the day of the seminar, many participants attended, with 64 connecting via Zoom and 186 via YouTube live-streaming.

This fiscal year's Seminar on Educational Practices for Persons with Developmental Disabilities was held for supervisors of school education in charge of training at prefectural and designated city boards of education and education centers who are responsible for human resource development of teachers, with the aim of contributing to the promotion of efforts related to human resource development for the enhancement of developmental disabilities education in mainstream classrooms.

Prior to the seminar, lectures by speakers who are in the positions of medical care, welfare, and guardians were distributed on demand on the theme of "Expectations for the Enhancement of Developmental Disabilities Education in Mainstream Classrooms," and were viewed by participants in advance.

On the day of the event, a panel discussion was held on the theme of "Issues and Future Prospects for Enhancing Developmental Disabilities Education in Mainstream Classrooms." Four panelists from the positions of board of education, educational center, school, and university (teacher training) presented the current status of their initiatives and issues from their respective standpoints, and discussed the prospects for future initiatives based on their presentations.

Next, the Yamanashi Prefectural Board of Education and the Sapporo City Board of Education introduced their initiatives regarding "Initiatives and System Building for Human Resource Development in Developmental Disabilities Education." Yamanashi Prefecture introduced the establishment of a system for inclusive education promotion projects, etc., and Sapporo City introduced teacher development indicators.

This was followed by an information exchange meeting among the participating municipalities by region, where they actively exchanged opinions on the results of their initiatives and issues. Finally, the Special Needs Education Division of MEXT gave a concluding speech

for this seminar.

Participants provided feedback such as, "It was very clear how to expand developmental disabilities education in mainstream classrooms from different perspectives and how to promote understanding beforehand. The center is the children, and I think each role has become clear." and "In the introduction of initiatives, I understood very well the situation of other municipalities (the position of the organization and the roles of each municipal board of education or the position of the leading teachers in schools, etc.), and it was helpful."

(17) Holding of FY2022 NISE Seminar

On Saturday, March 4, 2023, the NISE Seminar was held, welcoming visitors to the facilities for the first time in four years. Online participation was also available, and a total of more than 1,200 people expressed interest in attending the seminar, which showed that there were high expectations for this seminar.

On the day of the seminar, the 36th Tsujimura Award Ceremony was held prior to the opening ceremony. The recipient of the award was Professor Emeritus Takao Ando of the University of Tsukuba, and a video of his commemorative lecture was made available on a special page of NISE's website.

After the opening ceremony, there was an administrative explanation of the national special needs education policy by the Special Needs Education Division of the Elementary and Secondary Education Bureau of MEXT, followed by a lecture by Mr. Kazuhiro Nozawa, Vice-President (Professor) of Uekusa Gakuen University, titled "What We Hope for in School Education for the Enhancement of Special Needs Education."

In the afternoon, after an explanation of NISE's research system during the fifth medium-term plan period, sectional meetings were held on six themes by the teams of Priority Issue Research and Disability-Category-Specific Research being conducted by NISE.

In addition, there were poster presentations of research results and survey results by each research unit responding to specialized issues for each type of disability (Visual Impairments Unit, Deaf and Hard of Hearing Unit, Intellectual Disabilities Unit, Physical/Motor Disabilities Unit, Health Impairments Unit, Speech and Language Disorders Unit, Autism Unit, Developmental Disabilities and Emotional Disturbances Unit, and Multiple Disabilities Unit).

Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2021

(1) Overview of special needs education schools (criterion for establishing schools) - totals for national, public and private institutions -

Type	Number of schools		Number of schools established by department				Number of schools with upper secondary dept. classes for multiple disabilities	Number of classes	Number of children enrolled					Number of full-time teachers	Number of full-time staffs
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total		
Total	1,160	(112)	167	983	974	1,011	800	36,701	1,301	47,815	31,810	65,359	146,285	86,141	14,116
Total of Schools for Specific Disability only	895	(99)	135	726	719	761	562	25,066	1,195	32,659	21,951	47,235	103,040	59,680	10,310
(1) Visual impairment	62	(1)	43	58	59	53	46	1,073	155	500	387	1,188	2,230	2,874	1,315
(2) Hearing impairment	85	(7)	79	78	72	58	50	1,688	954	1,685	998	1,301	4,938	4,223	1,248
(3) Intellectual disabilities	574	(67)	7	424	421	511	336	17,759	63	25,582	17,489	41,414	84,548	41,829	5,833
(4) Physical/motor disabilities	118	(10)	5	112	114	106	103	3,638	22	4,182	2,416	2,710	9,330	8,611	1,598
(5) Health impairment	56	(14)	1	54	53	33	27	908	1	710	661	622	1,994	2,143	316
Total of Schools for two or more Disabilities	265	(13)	32	257	255	250	238	11,635	106	15,156	9,859	18,124	43,245	26,461	3,806
(1)+(3)	2	(-)	1	2	2	1	-	89	9	223	116	11	359	177	47
(1)+(5)	1	(-)	1	1	-	1	1	13	1	5	-	17	23	34	28
(2)+(3)	11	(-)	9	11	11	10	7	263	31	276	168	516	991	685	164
(3)+(4)	150	(9)	3	144	144	143	138	7,044	7	9,620	6,211	11,988	27,826	16,063	2,125
(3)+(5)	15	(-)	1	14	13	15	14	677	1	1,036	630	1,140	2,807	1,511	162
(4)+(5)	36	(3)	4	36	36	32	32	1,342	14	1,456	901	1,008	3,379	2,989	519
(1)+(4)+(5)	1	(-)	1	1	1	1	1	29	2	21	14	23	60	71	24
(2)+(3)+(4)	3	(-)	2	3	3	3	3	203	12	221	181	361	775	451	112
(3)+(4)+(5)	26	(-)	3	25	25	25	23	1,126	3	1,336	895	1,864	4,098	2,566	315
(2)+(3)+(4)+(5)	2	(-)	2	2	2	2	2	105	10	108	91	140	349	235	27
(1)+(2)+(3)+(4)	1	(-)	1	1	1	1	1	83	1	97	49	102	249	177	6
(1)+(2)+(3)+(4)+(5)	17	(1)	4	17	17	16	16	661	15	757	603	954	2,329	1,502	277

* Calculated according to School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology, or MEXT).

* This table is classified by the type of disabilities that each special needs education schools specifies according to their school regulations.

* The numbers of schools in parentheses represent branch schools. They are included in the total.

Recent Data on Education for Children with Disabilities in Japan

(2) Number of special needs education schools, number of classes, number of children enrolled based on disability categories established - totals for national, public and private institutions -

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Visual impairment	84	2,054	181	1,552	1,066	1,976	4,775
Hearing impairment	119	2,759	1,018	2,945	1,674	2,014	7,651
Intellectual disabilities	801	32,095	177	44,252	29,138	61,395	134,962
Physical/motor disabilities	354	12,114	97	13,256	7,836	9,267	30,456
Health impairment	154	7,518	17	7,397	5,032	6,450	18,896

Source: School Basic Survey (MEXT)

* In this table, class size and enrollment are classified based on classes established in special needs education schools. The number of schools, classes and children enrolled were counted based on disability category respectively, so that these numbers were multi-counted if they are related to two or more disabilities.

(3) Number of classes for special needs education, number of children enrolled, number of teachers in charge, number of ordinary schools in which classes for special needs education are established

- totals for national, public and private institutions -

Disability Type	Elementary schools		Lower secondary schools		Compulsory education schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	21,340 (41.9%)	102,250 (44.1%)	9,626 (44.5%)	43,537 (47.4%)	261 (43.4%)	1,159 (47.0%)	31,227 (42.7%)	146,946 (45.0%)
Physical/motor disabilities	2,331 (4.6%)	3,480 (1.5%)	838 (3.9%)	1,138 (1.2%)	22 (3.7%)	35 (1.4%)	3,191 (4.4%)	4,653 (1.4%)
Health impairment	1,986 (3.9%)	3,137 (1.4%)	880 (4.1%)	1,459 (1.6%)	17 (2.8%)	22 (0.9%)	2,883 (3.9%)	4,618 (1.4%)
Low vision	392 (0.8%)	456 (0.2%)	147 (0.7%)	170 (0.2%)	5 (0.8%)	5 (0.2%)	544 (0.7%)	631 (0.2%)
Hard of hearing	945 (1.9%)	1,377 (0.6%)	382 (1.8%)	537 (0.6%)	14 (2.3%)	17 (0.7%)	1,341 (1.8%)	1,931 (0.6%)
Speech and language disorders	547 (1.1%)	1,139 (0.5%)	140 (0.6%)	202 (0.2%)	5 (0.8%)	14 (0.6%)	692 (0.9%)	1,355 (0.4%)
Autism/ Emotional disturbance	23,368 (45.9%)	120,266 (51.8%)	9,622 (44.5%)	44,842 (48.8%)	277 (46.1%)	1,215 (49.3%)	33,267 (45.5%)	166,323 (50.9%)
Total	50,909	232,105	21,635	91,885	601	2,467	73,145	326,457
Number of teachers in charge	54,440		24,054		641		79,135	
Number of schools established	16,460		7,958		130		24,548	

Source: School Basic Survey (MEXT)

* The secondary schools are not included here. There are no special classes in those schools.

Recent Data on Education for Children with Disabilities in Japan

(4) Number of children receiving special support services in resource rooms - totals for national, public and private institutions –

【collect as of March 31, 2021】

Disability Type	Elementary schools	Lower secondary schools	Upper secondary schools	Total
Speech and language disorders	42,913 (30.6%)	714 (3.1%)	3 (0.2%)	43,630 (26.5%)
Autism	26,387 (18.8%)	5,401 (23.3%)	559 (43.0%)	32,347 (19.6%)
Emotional disturbance	17,560 (12.5%)	4,093 (17.7%)	184 (14.2%)	21,837 (13.3%)
Low vision	184 (0.1%)	50 (0.2%)	3 (0.2%)	237 (0.1%)
Hard of hearing	1,626 (1.2%)	322 (1.4%)	8 (0.6%)	1,956 (1.2%)
Learning disabilities	23,633 (16.9%)	6,796 (29.4%)	183 (14.1%)	30,612 (18.6%)
Attention deficit hyperactivity disorder	27,808 (19.8%)	5,688 (24.6%)	331 (25.5%)	33,827 (20.5%)
Physical/motor disabilities	108 (0.1%)	45 (0.2%)	6 (0.5%)	159 (0.1%)
Health impairment	36 (0.0%)	33 (0.1%)	23 (1.8%)	92 (0.1%)
Total	140,255	23,142	1,300	164,697

Source: Survey of actual conditions of special support services in resource rooms (MEXT).

* For elementary schools, includes the first half curriculum for compulsory education schools, and for lower secondary schools, includes the second half curriculum for compulsory education schools and the first half curriculum at secondary education schools.

* The percentage of the total is shown in parentheses.

* The number of pupils receiving instruction through partial inclusion for FY2021 will be listed in “Recent Data on Education for Children with Disabilities in Japan (FY2022).”

Recent Data on Education for Children with Disabilities in Japan

(5)-1 Number of students enrolled at special needs education schools and in classes for special needs education -
totals for national, public and private institutions -

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Special needs education schools	Lower secondary schools, Lower secondary dept. of Special needs education schools	Upper secondary schools, Upper secondary dept. of Special needs education schools	Total
Number of children	1,807,191	6,310,070	3,298,707	3,088,795	14,504,763
Special needs education schools	1,301 (0.07%)	47,815 (0.76%)	31,810 (0.96%)	65,359 (2.12%)	146,285 (1.01%)
Classes for special needs education	-	233,801 (3.71%)	92,657 (2.81%)	-	326,458 (2.25%)
Total	1,301 (0.07%)	281,616 (4.46%)	124,467 (3.77%)	65,359 (2.12%)	472,743 (3.26%)

(5)-2 Number of children receiving special support services in resource rooms - totals for national, public and private
institutions –

【collect as of March 31, 2021】

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Special needs education schools	Lower secondary schools, Lower secondary dept. of Special needs education schools	Upper secondary schools, Upper secondary dept. of Special needs education schools	Total
Number of children	1,838,838	6,379,989	3,275,607	3,173,977	14,668,411
special support services in resource rooms	-	140,255 (2.20%)	23,142 (0.71%)	1,300 (0.04%)	164,697 (1.12%)

Source: School Basic Survey (MEXT), Survey of actual conditions of special support services in resource rooms (MEXT)

* For elementary schools, includes the first half curriculum for compulsory education schools, and for lower secondary schools, includes the second half curriculum for compulsory education schools and the first half curriculum at secondary education schools, and for upper secondary schools, includes the second half curriculum at secondary education schools.

* The number of pupils receiving instruction through partial inclusion for FY2021 will be listed in “Recent Data on Education for Children with Disabilities in Japan (FY2022).”

(Reference) Number of school-age children not attending school

Number of Children postponed or exempted schooling because of Health impairment/ Growth retardation		34
Number of Children postponed or exempted schooling because of other reasons	Enrolled in children's facilities/correctional institutions	6
	Multiple nationality	3,574
	Others	344

Recent Data on Education for Children with Disabilities in Japan

(6) Situation at special needs education schools, classes for special needs education and special support services in resource rooms, by stage of compulsory education (Number of children, schools, and classes)

Type		Number of children			Number of schools		
		Elementary dept.	Lower secondary dept.	Total	Elementary dept.	Lower secondary dept.	Total
Special needs education schools	(1) Visual impairment	500	387	887	58	59	117
	(2) Hearing impairment	1,685	998	2,683	78	72	150
	(3) Intellectual disabilities	25,582	17,489	43,071	424	421	845
	(4) Physical/motor disabilities	4,182	2,416	6,598	112	114	226
	(5) Health impairment	710	661	1,371	54	53	107
	(1)+(3)	223	116	339	2	2	4
	(1)+(5)	5	-	5	1	-	1
	(2)+(3)	276	168	444	11	11	22
	(3)+(4)	9,620	6,211	15,831	144	144	288
	(3)+(5)	1,036	630	1,666	14	13	27
	(4)+(5)	1,456	901	2,357	36	36	72
	(1)+(4)+(5)	21	14	35	1	1	2
	(2)+(3)+(4)	221	181	402	3	3	6
	(3)+(4)+(5)	1,336	895	2,231	25	25	50
	(2)+(3)+(4)+(5)	108	91	199	2	2	4
	(1)+(2)+(3)+(4)	97	49	146	1	1	2
	(1)+(2)+(3)+(4)+(5)	757	603	1,360	17	17	34
	Total	47,815	31,810	79,625	983	974	1,957

Recent Data on Education for Children with Disabilities in Japan

Type		Number of children				Number of classes			
		Elementary schools	Lower secondary schools	Compulsory education schools	Total	Elementary schools	Lower secondary schools	Compulsory education schools	Total
classes for special needs education	Intellectual disabilities	102,250	43,537	1,159	146,946	21,340	9,626	261	31,227
	Physical/motor disabilities	3,480	1,138	35	4,653	2,331	838	22	3,191
	Health impairment	3,137	1,459	22	4,618	1,986	880	17	2,883
	Low vision	456	170	5	631	392	147	5	544
	Hard of hearing	1,377	537	17	1,931	945	382	14	1,341
	Speech and language disorders	1,139	202	14	1,355	547	140	5	692
	Autism/Emotional disturbance	120,266	44,842	1,215	166,323	23,368	9,622	277	33,267
	Total	232,105	91,885	2,467	326,457	50,909	21,635	601	73,145
Total number of children (Special needs education schools, classes)		Elementary school/dept. total	Lower secondary school/dept. total	Total					
		281,615	124,467	406,082					

【collect as of March 31, 2021】

Type		Number of children		
		Elementary schools	Lower secondary schools	Total
special support services in resource rooms	Speech and language disorders	42,913	714	43,627
	Autism	26,387	5,401	31,788
	Emotional disturbance	17,560	4,093	21,653
	Low vision	184	50	234
	Hard of hearing	1,626	322	1,948
	Learning disabilities	23,633	6,796	30,429
	Attention deficit hyperactivity disorder	27,808	5,688	33,496
	Physical/motor disabilities	108	45	153
	Health impairment	36	33	69
	Total	140,255	23,142	163,397

Source: School Basic Survey (MEXT)

* One section is based on study by the Special Needs Education Division of MEXT.

* There are no classes for special needs education at secondary education schools.

* The number of special needs education schools and the number of students is calculated according to school basic survey (MEXT).

* The number of students enrolled in special support services in resource rooms, at elementary schools, includes the first half curriculum for compulsory education schools and, at lower secondary schools, includes the second half curriculum for compulsory education schools and the first half curriculum for secondary education schools.

* The number of students enrolled in special support services in resource rooms for FY2021 will be listed in “Recent Data on Education for Children with Disabilities in Japan (FY2022).”

Recent Data on Education for Children with Disabilities in Japan

(7) The number of children belong to the classes for children with multiple disabilities counted by disability categories and their enroll rates among all children in special needs education schools - total for national, public and private institutions -

Disability Type	Elementary dept.		Lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrollment rate	Number of children	Enrollment rate	Number of children	Enrollment rate	Number of children	Enrollment rate
Total	15,881	33.2%	9,403	29.6%	11,512	17.6%	36,796	25.4%
(1) Visual impairment	247	49.4%	172	44.4%	201	16.9%	620	29.9%
(2) Hearing impairment	462	27.4%	226	22.6%	225	17.3%	913	22.9%
(3) Intellectual disabilities	5,338	20.9%	3,357	19.2%	4,185	10.1%	12,880	15.2%
(4) Physical/motor disabilities	3,704	88.6%	2,044	84.6%	2,151	79.4%	7,899	84.9%
(5) Health impairment	281	39.6%	185	28.0%	254	40.8%	720	36.1%
(1)+(3)	34	15.2%	18	15.5%	-	0.0%	52	14.9%
(1)+(5)	3	60.0%	-	0.0%	3	17.6%	6	27.3%
(2)+(3)	60	21.7%	28	16.7%	39	7.6%	127	13.2%
(3)+(4)	3,596	37.4%	2,064	33.2%	2,786	23.2%	8,446	30.4%
(3)+(5)	202	19.5%	133	21.1%	226	19.8%	561	20.0%
(4)+(5)	1,071	73.6%	594	65.9%	693	68.8%	2,358	70.1%
(1)+(4)+(5)	20	95.2%	11	78.6%	19	82.6%	50	86.2%
(2)+(3)+(4)	87	39.4%	55	30.4%	74	20.5%	216	28.3%
(3)+(4)+(5)	404	30.2%	286	32.0%	369	19.8%	1,059	25.9%
(2)+(3)+(4)+(5)	31	28.7%	19	20.9%	16	11.4%	66	19.5%
(1)+(2)+(3)+(4)	70	72.2%	34	69.4%	40	39.2%	144	58.1%
(1)+(2)+(3)+(4)+(5)	271	35.8%	177	29.4%	231	24.2%	679	29.3%

* Calculated according to School Basic Survey (MEXT).

* This table is classified by the type of disabilities which each special needs education schools specifies according to their school regulations.

* The enrollment rates were calculated as 'the number of children belonged to the classes for children with multiple disabilities' divided by 'the total number of children in the school'.

(8) Trend of the enrollment rates belong to the classes for children with multiple disabilities counted by disability categories among all children in special needs education schools - totals for national, public and private institutions –

FY	Elementary dept. & Lower secondary dept.						Upper secondary dept.					
	Visual impairment	Hearing impairment	Intellectual disabilities	Physical/motor disabilities	Health impairment	Total	Visual impairment	Hearing impairment	Intellectual disabilities	Physical/motor disabilities	Health impairment	Total
	%	%	%	%	%	%	%	%	%	%	%	%
1995	35.4	15.7	37.2	71.4	31.4	43.8	8.0	6.0	13.6	51.1	30.6	18.8
2000	41.9	17.9	37.6	75.0	32.5	45.1	7.6	7.9	17.9	60.5	45.1	23.9
2001	43.3	17.4	36.7	74.9	34.1	44.6	7.9	7.3	17.1	59.5	45.0	23.2
2002	43.8	17.9	34.9	74.4	35.9	43.4	8.3	7.2	16.5	60.8	44.5	23.0
2003	42.3	17.9	34.9	74.8	37.9	43.5	8.0	8.0	16.8	60.8	44.5	23.1
2004	44.5	18.4	34.3	75.3	38.5	43.3	7.5	8.9	16.2	59.6	41.6	22.4
2005	46.4	19.4	34.3	75.4	39.5	43.1	7.7	9.5	16.5	58.1	44.2	22.4
2006	46.0	18.8	34.3	75.3	39.3	42.8	7.9	7.9	16.3	57.9	39.5	22.0
2007	47.0	19.6	35.9	66.1	44.4	42.5	8.1	8.0	17.8	46.9	39.5	22.1
2008	48.8	26.1	34.9	64.5	44.8	41.2	15.8	18.8	17.4	43.7	37.7	21.3
2009	46.5	24.9	34.5	63.8	45.5	41.2	15.6	18.3	16.8	41.8	39.1	21.0
2010	44.3	24.7	34.2	63.8	45.5	41.1	15.4	16.9	15.9	40.3	33.9	19.9
2011	45.1	24.8	33.3	61.7	43.3	40.1	16.8	15.9	15.6	37.9	31.6	19.5
2012	41.0	25.0	31.9	59.7	43.1	39.1	16.0	15.5	15.1	36.4	31.2	19.0
2013	42.2	25.7	31.1	58.0	43.8	38.2	17.2	16.3	15.1	35.7	32.1	19.0
2014	41.9	26.1	30.6	57.2	43.6	37.7	18.1	16.8	14.6	34.6	32.3	18.5
2015	41.0	26.5	30.1	56.0	43.0	37.2	19.1	17.4	14.5	34.4	31.0	18.3
2016	41.4	27.1	29.5	55.4	43.2	36.5	18.5	16.9	14.1	33.3	31.0	17.9
2017	40.6	27.8	28.9	54.0	43.4	35.9	18.7	18.0	14.1	32.2	31.1	17.8
2018	40.8	28.8	27.8	53.5	42.6	35.0	19.9	18.5	14.0	32.3	30.6	17.8
2019	38.4	28.7	26.2	52.0	41.3	33.4	20.7	18.7	13.7	32.2	30.6	17.6
2020	38.1	28.9	25.9	51.6	41.7	33.0	22.6	19.4	14.4	33.9	32.2	18.2
2021	38.1	29.0	24.8	49.9	40.0	31.8	21.5	18.5	13.6	33.3	31.4	17.6

* Calculated according to School Basic Survey (MEXT).

* The ratios are calculated by the type of major disability of the child after 2007, though they were calculated by the type of school they belonged to until 2006.

Furthermore, in previous cases, case count might be doubled or more for the child with multiple disabilities.

(9) Situations after graduation

① Situations after graduation from lower secondary department of special needs education schools or classes for special needs education of lower secondary regular schools

– totals for national, public and private institutions –

【March 2021 graduates】

Type	Number of graduate students	Number of students entering higher education	Number of students entering training institutions	Number of students entering Job finders, etc.		Number of students entering institutions or medical institutions	Others	
					Proportion of short-term workers			
Lower secondary dept. of special needs education schools	Total	9,836 (100.0%)	9,670 (98.3%)	17 (0.2%)	5 (0.05%)	- (0.00%)	55 (0.6%)	89 (0.9%)
	Visual impairment	165 (100.0%)	163 (98.8%)	1	-	-	- (0.0%)	1
	Hearing impairment	356 (100.0%)	355 (99.7%)	-	- (---)	-	- (---)	1
	Intellectual disabilities	7,491 (100.0%)	7,385 (98.6%)	9 (0.12%)	4 (0.05%)	- (---)	36 (0.5%)	57 (0.8%)
	Physical/motor disabilities	1,536 (100.0%)	1,505 (98.0%)	-	-	-	16 (1.0%)	15 (1.0%)
	Health impairment	288 (100.0%)	262 (91.0%)	7 (2.4%)	1	-	3 (1.0%)	15 (5.2%)
Total of lower secondary school classes for special needs education		26,960 (100.0%)	25,561 (94.8%)	466 (1.7%)	187 (0.7%)		746 (2.8%)	

Source: School Basic Survey (MEXT).

- * Total of graduates who entered upper secondary school, the second-half curriculum of secondary education schools, or the regular course or special course of the upper secondary department of special needs education schools, or a specialized training college.
- * The total for educational training institutions shows students who graduated to special training schools (upper secondary curriculum), special training schools (general curriculum), and public employment skills development facilities, etc.
- * Total of job finders, etc. is the total of self-employed workers, etc., permanent workers (fixed-term and indefinite-term workers), and short-term workers.
- * The total for those who entered or started attending social welfare institutions shows child welfare institutions, institutions that support the disabled, and medical organizations.
- * Others is the sum of students helping out at home, those who entered schools overseas, those whose life path was undecided, those who were unspecified or who passed away, etc. Other than graduates of lower secondary classes for special needs education, students who entered or started attending social welfare institutions are also included.
- * Upper columns are for the number of students and lower columns are for its share (%) to the total. The total of all the rates above does not reach 100% because of the round off.
- * Lower secondary school includes the second-half curriculum of compulsory education school. There are no classes for special needs education at secondary education schools.

Recent Data on Education for Children with Disabilities in Japan

② Situations after graduation from upper secondary department of special needs education schools (regular course)

– totals for national, public and private institutions –

【March 2021 graduates】

Type	Number of graduate students	Number of students entering higher education	Number of students entering training institutions	Number of students entering Job finders, etc.		Number of students entering institutions or medical institutions	Others	
					Proportion of short-term workers			
Upper secondary dept. of Special needs education schools (regular course)	Total	21,846 (100.0%)	405 (1.9%)	344 (1.6%)	6,650 (30.4%)	55 (0.3%)	13,447 (61.6%)	945 (4.3%)
	Visual impairment	286 (100.0%)	96 (33.6%)	16 (5.6%)	23 (8.0%)	- (---)	128 (44.8%)	23 (8.0%)
	Hearing impairment	440 (100.0%)	182 (41.4%)	21 (4.8%)	140 (31.8%)	1 (0.2%)	79 (18.0%)	17 (3.9%)
	Intellectual disabilities	18,992 (100.0%)	67 (0.4%)	257 (1.4%)	6,339 (33.4%)	53 (0.3%)	11,538 (60.8%)	738 (3.9%)
	Physical/motor disabilities	1,744 (100.0%)	37 (2.1%)	26 (1.5%)	83 (4.8%)	1 (0.1%)	1,472 (84.4%)	125 (7.2%)
	Health impairment	384 (100.0%)	23 (6.0%)	24 (6.3%)	65 (16.9%)	- (---)	230 (59.9%)	42 (10.9%)

Source: School Basic Survey (MEXT)

* Total for graduates who entered university (undergraduate), junior college (regular course), correspondence education section of a university or junior college, or broadcast-based university (complete course), university or junior college (special course), upper secondary school (non-degree course), or the upper secondary department of a special needs education school (non-degree course).

* The total for educational training institutions shows students who enrolled in special training schools (upper secondary curriculum), special training schools (general course), or public employment skills development facilities, etc.

* Total of job finders, etc. is the total of self-employed workers, etc., permanent workers (fixed-term and indefinite-term workers), and short-term workers.

* The total for those who entered or started attending social welfare institutions shows child welfare institutions, institutions that support the disabled and medical organizations, etc.

* Others is the sum of students helping out at home, those who entered schools overseas, those whose life path was undecided, those who were unspecified or who passed away, etc.

* Upper columns are for the number of students and lower columns are for its share (%) to the total. The total of all the rates above does not reach 100% because of the round off.

Recent Data on Education for Children with Disabilities in Japan

(10-1) Trend of the enrollment rates in upper secondary department of special needs education schools - totals for national, public and private institutions -

[As of March in each year]

Type	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower secondary dept. of Special needs education schools	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		91.3	92.1	92.7	94.2	93.7	94.7	95.0	95.6	95.8	95.8	95.8	96.3	96.5	96.7	96.3	96.4	96.4	96.5
	Visual impairment	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0	95.5	94.6	96.0	96.3	94.9	95.2	93.8	97.0
	Hearing impairment	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1	91.1	93.8	95.5	92.4	93.0	93.9	88.9	91.3
	Intellectual disabilities	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9	98.3	98.5	98.4	98.3	98.1	98.1	98.3	98.2
	Physical/motor disabilities	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1	96.9	97.0	97.7	97.4	96.0	95.8	97.2	96.7
Health impairment	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9	51.7	55.9	55.4	57.6	59.5	62.8	60.2	58.3	
Classes for special needs education of lower secondary regular schools	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2	63.4	61.4	58.5	55.1	50.3	47.8	45.4	40.1	

* Calculated according to School Basic Survey (MEXT)

* Until 2007, aggregated by type of school (visual impairment = school for the blind, hearing impairment = school for the deaf, intellectual disability = schools for children with intellectual disabilities, physical/motor disability = school for children with physical/motor disability, health impairment = schools for children with health impairment). From 2008, aggregated according to students' main disability.

(10-2) Trend of the rates of the students who going to the work from the upper secondary department of special needs education schools (regular course) - totals for national, public and private institutions -

[As of March in each year]

Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7	28.4	28.8	29.4	30.1	31.2	32.3	32.0	30.7	
Visual impairment	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4	17.6	16.2	15.5	11.6	16.2	13.4	7.4	8.0	
Hearing impairment	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3	36.1	38.5	39.8	43.2	39.0	49.0	38.9	32.0	
Intellectual disabilities	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2	31.1	31.5	32.1	32.9	34.0	34.9	34.7	33.7	
Physical/motor disabilities	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1	6.5	5.8	5.5	5.1	6.0	5.9	6.2	4.8	
Health impairment	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0	17.5	14.4	16.0	15.8	19.7	18.1	20.0	16.9	

* Calculated according to School Basic Survey (MEXT)

* Until 2007, aggregated by type of school (visual impairment = school for the blind, hearing impairment = school for the deaf, intellectual disability = schools for children with intellectual disabilities, physical/motor disability = school for children with physical/motor disability, health impairment = schools for children with health impairment). From 2008, aggregated according to students' main disability.

Recent Data on Education for Children with Disabilities in Japan

(11) The status of homebound education in the upper secondary department of special needs education schools - national, public and private institutions –

Fiscal Year	Number of schools	Number of children
2002	269	1,012
2003	266	1,038
2004	257	936
2005	249	934
2006	235	923
2007	248	929
2008	248	948
2009	244	942
2010	248	894
2011	238	931
2012	235	949
2013	238	940
2014	235	929
2015	237	857
2016	240	841
2017	234	806
2018	231	869
2019	235	822
2020	236	784
2021	231	794

* Calculated according to School Basic Survey (MEXT)

(12) Expenditure of school education per one child - public institution - [FY2019]

	Elementary schools	Lower secondary schools	Special needs education schools
FY2019	989,122 yen	1,168,297 yen	7,425,732 yen

Source: Survey on Local Educational Expenditures (MEXT)

* School education expenditure is expenses (personnel expenses, educational activities costs, administrative expenses, building costs, etc.) spent on school educational activities at public kindergartens, combined schooling and daycare certified child centers, elementary schools, lower secondary schools, compulsory education schools, special needs education schools, upper secondary schools (full-day, part-time, correspondence), secondary education schools, special training schools, each type of school and specialized training colleges.

English Abstracts of the Research Papers from *Bulletin of The National Institute of Special Needs Education* or “国立特別支援教育総合研究所研究紀要”, Vol. 50, 2023

1. IGUCHI Akiko, YAMAMOTO Akira, TERUI Junko (2023). Hearing and support measures for hearing development in children with autism spectrum disorders and learning difficulties, *Bulletin of The National Institute of Special Needs Education*, Vol. 50, pp.1-17, 2023

Hearing and support measures for hearing development in children with autism spectrum disorders and learning difficulties

IGUCHI Akiko, YAMAMOTO Akira, TERUI Junko

Abstract: The development of the sense of hearing is an important component in children’s development. Observation of daily behavior is essential for determining the hearing status of children with autism spectrum disorders and learning difficulties. The participants in our questionnaire survey were teachers and parents of preschool and elementary school children from a special needs school for intellectually challenged children. We investigated the children’s state of hearing and the support measures for their hearing development provided by teachers and parents. The results were as follows. (a) Teachers and parents felt that children may be hard of hearing because of the instability of their responses to sounds and unclear pronunciation. (b) The children were hypersensitive to certain voice tones and sound patterns. Teachers and parents provided support such as blocking out sounds, using soundproofing equipment, talking to the children, and checking the sound source. (c) Teachers used sounds that children liked as opportunities for communication and signals to switch activities.

Keywords: autism spectrum disorder, learning difficulties, hearing, hypersensitive

2. MUNEKATA Tetsuya (2023). A Study on the CRPD General Comment No 4 of Article 24: The right to inclusive education – Key amendments between the draft version and the final one–, *Bulletin of The National Institute of Special Needs Education*, Vol. 50, pp.18-34, 2023

A Study on the CRPD General Comment No 4 of Article 24: The right to inclusive education

– Key amendments between the draft version and the final one –

MUNEKATA Tetsuya

Abstract: The purpose of the present paper is to describe the perspectives of CRPD General Comment No 4 of Article 24: The right to inclusive education. At present, there are eight General Comments on the CRPD. General Comment No.4 was adopted on August 26th, 2016, by the Committee on the Rights of Persons with Disabilities of the UN. Prior to the adoption, the Committee issued a draft version and solicited comments from around the world. There were total of 87 responses from governments as well as NPOs and associations of state parties from around the world. The author found that special units or classes in ordinary schools were defined as segregation in the draft and then these paragraphs were omitted in the final version. At the same time, the idea that adapting and empowering special schools into resource centers to provide support to education environments was omitted. The author also found that the definition of Inclusive Education was changed from “a process”(UNESCO, 2009) to “the results of a process”. Regarding these changes, the author picked up relevant opinions from the responses mentioned above to explain possible reasons for such amendments. The Committee on the Rights of Persons with Disabilities, in its concluding observations on the initial report of Japan dated September 9, 2022, in its Article 24, referred the general comment No.4 prior to its recommendation. In this context, the author believes that the findings in this paper provide important suggestions for Japan to enhance inclusive education as a signatory to the Convention.

Keywords: inclusive education, CRPD, Committee on the Rights of Persons with Disabilities, General Comment

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