Significance of Career Education in Special Needs Education and Background of the Development of a "Career Planning Matrix (Draft)" for Children/Students with Intellectual Disabilities

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Abstract: In this research, the "Table of Stages and Contents of Career Development (Draft)" for children/students with intellectual disabilities, which was prepared as an example of a frame work for supporting the career development of children/students with intellectual disabilities, was tested and revised from the perspective of a life-career (Super, 1980), and as a result, the revised "Career Planning Matrix (Draft)" for children/students with intellectual disabilities was proposed. Further, for each of the career orientations (strengths to build) presented in the draft, points of concern and examples of instructional contents at the elementary, lower secondary, and upper secondary departments of special needs schools were organized into the explanations of the career orientations. In this paper, we will discuss the significance of career education in special needs education and report on the outline of the preparation and revision of the draft.

It is expected in the future that each school, through the use of this planning matrix, will improve the educational curriculum as a competency-based program and enhance support for the career development of each child/student.

Keywords: Career education, Intellectual disability, Life career, Stages and contents of career development, Competency-based program

I. Introduction - Background and Purpose of the Study

Since the "Recommendation on Improvement of Connection of Elementary and Secondary Education to Higher Education" was issued by the Central Council for Education on December 16, 1999, career education has been positioned as a priority action plan for educational reform, and various measures have been taken. A part of this was the inclusion of the phrase "career education" in the National Curriculum Guideline for Upper Secondary Department of Special Needs Schools, announced on March 2009. Thus, there have been demands for the promotion of early career education through a systematic approach in special needs education, and there is growing interest in career education among schoolteachers. In special needs education, areas of career education have been traditionally emphasized; however, efforts are being made across the country based on proposals such as the "Table of Stages and Contents of Career Development (Draft)" (National Institute of Special Needs Education (NISE), 2008) for children/students with intellectual disabilities (hereinafter referred to as the "former draft (2008)"), which was prepared as an example of a framework for reviewing curriculum and instructional contents, etc.

Against this background, this study aims to 1) verify and revise the former draft (2008) from the perspective of a life-career so that it can be applied to a wide range of children/students and propose a revised version (hereinafter referred to as the "new draft (2010)"), and 2) develop a tool for utilizing the new draft (2010) and propose a practical model based on the use of the tool,

in order to promote and enhance career education in schools.

In this paper, we will discuss the significance of career education in special needs education from the perspective of "support for work and transition," "curriculum," and "individual educational support plan," and give an overview of the former draft (2008), the outline of the preparation and revision of explanations of career orientations, and points to consider when applying the new draft (2010).

II. Significance of Career Education in Special Needs Education

1. Definition and Significance of Career Education

In the "Report of the Integrated Cooperative Research Committee on the Promotion of Career Education" (Guidance and Counseling Research Center of the National Institute for Educational Policy Research (NIER), 2004) and the "Guidelines for Promoting Career Education in Elementary, Middle, and High Schools" (Ministry of Education, Culture, Sports, Science and Technology (MEXT), 2006), "career education" is defined as "education to encourage career development for each and every child (student) and to increase the motivation, attitude, and ability needed to develop the career suited to each individual. Simply stated, education to cultivate an attitude towards working and careers in each and every child (student)." Since then, career education has been generally understood as "education to cultivate an attitude towards working and careers in children/students." It can be interpreted as a possible approach to the challenge that school education has faced in relation to social

problems such as the transition from school to society and changes in the lifestyle and awareness of children, which provide the background for the need for career education. In addition, the focus on the philosophy of career education is also to emphasize promoting education so that children can flexibly and strongly respond to the various issues they will face and become self-reliant as a member of society and a professional, without being affected by drastic changes in society; in other words, to give children the fortitude to live.

In special needs education, the "Report on Career Education in Upper Secondary Department of Schools for the Blind, Deaf and Otherwise Disabled" (Cooperative Research Committee on Career Education in Upper Secondary Department of Schools for the Blind, Deaf and Otherwise Disabled, March 18, 1996) states that, in order to enhance career guidance, "efforts should be made to cultivate a desirable attitude towards working and careers, as well as good grounding as a professional through overall school educational activities, including further enhancing experience-learning, so that students can think about their future and their role as a member of society, and choose and decide their course independently." In addition, the revised national curriculum guideline emphasizes "enhancing career education towards independence and participation in society" as its basic policy. Thus, it appears that the cultivation of an attitude towards working and careers has been promoted as a focus of career education.

In the Notice from the Director of the Elementary and Secondary Education Bureau, MEXT, "Promotion of Special Needs Education (Notice) No. 125 (April 1, 2007)," it is stated that special needs education is education that "provides appropriate guidance and necessary support in order to improve or overcome problems in life or in learning … from the perspective of offering support to voluntary efforts towards the independence and participation in society of children/students with disabilities," and contributes to the establishment of "a basis for creating a coexisting society in which various people actively live and work, recognizing disabilities and other individual differences." Strictly speaking, the meaning of "attitude towards working and careers" in children/students that is developed in order to be professionally independent and participate in society is different from that in "career education."

For example, providing students with "support for work" is a central theme for special needs education, and as shown in the Notice from the Ministry of Health, Labour and Welfare (MHLW) to the labor departments of prefectural governments in April 2007 and the Notice subsequently issued by the Director of the Elementary and Secondary Education Bureau, MEXT, it is necessary for schools for special needs education to realize the organic link between welfare support, special needs educational support, and employment support for individuals with disabilities. The "cultivation of attitude towards working and careers" stated above has been referred to in these social contexts.

2. Relationship between Career Education and Support for Work and Transition

"Support for work" or "support for transition" is a social role that schools are expected to play and should be considered separately from educational results. Businesses that accept students who have completed school education have their own social role, and they "employ" people in order to carry out their role. As a result, in one's occupation" or in the "workplace," some employees can achieve self-realization by making the pursuit of that role in the focus of their life, while others may discover they have made the wrong choice. It is necessary to consider each individual ability "developed" as a result of education and the adaptation of such abilities to the workplace as completely different dimensions.

Regarding this matter, Watanabe (1998) points out the difference between "occupation" and "career" in the following manner. One of the most important characteristics of an "occupation" is that it "exists independently from an individual." In other words, "the occupation exists regardless of the people who are engaged in it" and "it can choose people who are qualified to pursue it."

In contrast, "a career is something that an individual makes himself and cannot exist independently from that individual," Watanabe says. A career is "something an individual builds and creates step by step over time" through specific choices and decisions.

An "occupation" exists independently from an "individual" and chooses the "individual," but an "individual" develops his "career" through the selection of an occupation. This distinction affects the relationship of the two roles schools have to play, that is, the design, implementation, and assessment of curriculum and support for work and transition to social participation.

3. Challenges in Career Education and Evaluation of Curriculum

"Career development" is a life-long issue. The design of curriculum in career education, therefore, should connect to the development of the "individual careers of children/students at any given point in time."

In addition, it should be noted that the curriculum in career education is a "competency-based program." Regarding this matter, the authors of a MEXT-commissioned study titled

"Fundamental Study on Occupational Education and Career Guidance (Final Report)" (Occupational Education and Career Guidance Research Group, 1998), say that, in structuring career guidance, they "have studied definitions of career guidance in middle schools and high schools in Japan, as well as 'the fortitude to live,' and have come to propose the establishment of a competency-based structured career guidance program throughout the 12 years from elementary school to high school." Watanabe (1998) explains that for a competency-based program, the education program is structured such that the subject (a learner or a chooser) him/herself "makes a goal to gain the ability to deal with a specific task and achieving that is a representation of the results of the program," and claims that "the program is a model expressed by a specific task, the ability needed to deal with the task, and a behavioral pattern obtained as a result of gaining that ability." This idea has a large effect on what form the assessment of career education (assessments by schools and by children/students) should take.

When it comes to an assessment of career education, there are some questions as to whether career education can be really assessed, as the content attempting to be cultivated through career education includes interest, motivation, attitude, expressive power, social skills, and other factors that are hard to measure. It is also pointed out that the relationship is not clear between those items listed in the "Table of Stages and Contents of Career Development (draft)" for children/students with intellectual disabilities, which was been developed as an example of a competency-based content chart, and the specific goals of the guidance and contents in each class. Thus, several challenges still need to be addressed in order to promote career education.

It is said that the concept of "competency" was originally developed as a recruiting selection method in governmental agencies in the United States the early 1970s and it was selected as a "performance estimate factor." According to Aihara (2002), while the abilities needed to perform a duty can be divided into two types: inherent abilities, such as personality, character, and talent, and acquired abilities, such as knowledge and skill, factors strongly connected to work performance, i.e. "mentality and attitude toward work," "obsession," and "behavioral traits," which are characteristic to people who continuously achieve a strong performance, can also be called competency. Aihara explains that, as shown in the iceberg model of Figure 1, these abilities are hidden out of sight just below the waterline.

As for the concept of "competency," Watanabe (1998) says that "the idea of competency-based is common in the education world." In fact, the goal of each subject provided in the national curriculum guideline can be regarded as a competency, irrespective of definitions given in career guidance.

In special needs education, it is now common to establish specific guidance goals (goals for action) that can be assessed objectively in order to improve lesson contents. That is quite important for specifically examining an appropriate assessment of classes and improvement measures for the future; however, it tends to be less clear in recognizing competencies that are developed as children go through many classes. In other words, abilities gained by children/students with disabilities are strongly affected by the environment and the same kind of skill can or cannot be achieved depending on the environment.

It is, therefore, important to differentiate assessments (recording methods included) of specific abilities acquired by taking individual classes and those developed through the accumulation of these experiences, and to share that definition among the staff.
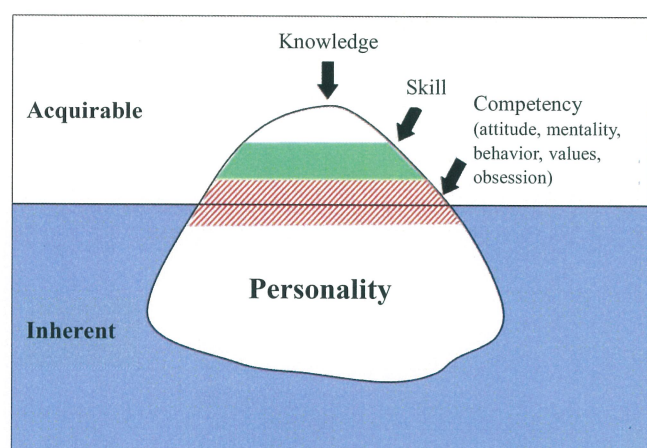

Figure 1: Iceberg Model of Competency (Aihara)
Source: Takao Aihara, 2002, *The Reality of Utilizing Competency*, Nikkei Publishing
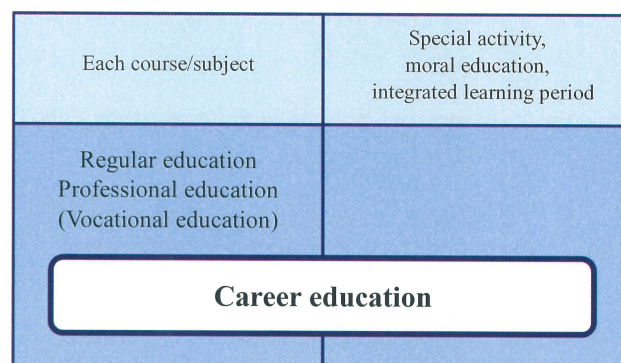

Figure 2-1: Relationship between Each Subject and Career Education in Regular Education
Source: Guidance and Counseling Research Center of the NIER, 2004, Report of the Integrated Cooperative Research Committee on the Promotion of Career Education.*Competency*, Nikkei Publishing
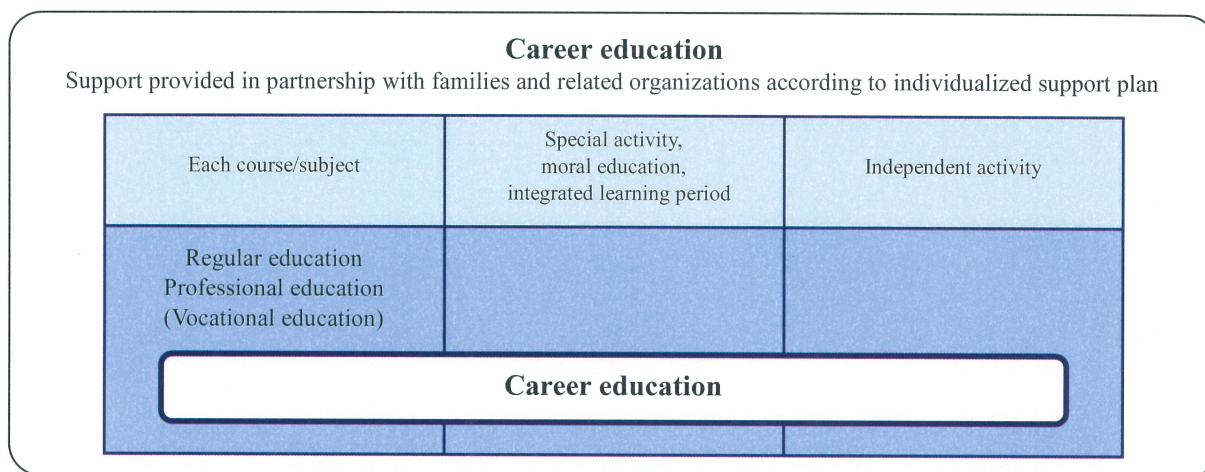
Figure 2-2: Relationship between each subject and career education in special needs education

Source: Guidelines for Career Education in Schools for Special Needs Education, Edited by the National Association of Principals of Special Needs Education School for Children with Intellectual Disabilities, 2010, The Earth Kyoikushinsha.

4. "Individualized Education Support Plan" to Secure "Individuality" in Career Education

The assessment of children/students' competency should be carried out on the "temporal axis" and the "spatial axis" by the people involved.

Figure 2-1 shows the scope of career education in schools indicated in the "Report of the Integrated Cooperative Research Committee on the Promotion of Career Education" (Guidance and Counseling Research Center of the NIER, 2004). Career education should be promoted in all educational activities in schools and should be incorporated entirely in every subject (subject and course in high schools), moral education, special activities, and periods for integrated study.

The promotion of career education in all educational activities applies equally to special needs education. Figure 2-2 shows the scope of career education for special needs education, including "independent activities," which is a unique guidance program for special needs education.

In addition, schools for special needs education have developed an "individualized education support plan" to provide support for the educational needs of children/students in cooperation with families, communities, and related medical, welfare, health, and labor organizations, as needed. The "individualized education support plan" is regarded as a comprehensive support plan, together with an "individualized teaching plan," which is a curriculum customized for each individual (Figure 2-2).

Career education, therefore, should be incorporated and assessed in each subject, moral education, special activities, activities to promote independence, and periods for integrated study, and career development on each child (student)'s

"temporal axis" and "spatial axis" should be assessed also in the individualized education support plan.

III. "Table of Stages and Contents of Career Development (Draft)" and "Career Planning Matrix (Draft)" for Children/Students with Intellectual Disabilities

1. Background to Developing the "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities

The former draft (2008) was proposed in the preceding thematic research, "Study on Guidance Contents and Methods to Ensure Employment for Persons with Intellectual Disabilities" conducted in 2006 to 2007. Based on the four areas of competency, i.e., "building personal relationships," "information utilization," "future plan making" and "decision making," which were demonstrated in the conceptual model for structuring career guidance by the Occupational Education and Career Guidance Research Group (1998), we have organized career orientations on "strengths to build" for each department (school). There are 13 for the elementary department, 17 for the lower secondary department, and 18 for the upper secondary department. These career orientations and their explanations were prepared on the basis of (1) the "Framework for Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, (2002)), (2) the systematic career curriculum that schools should have as "preparation for employment," which is idea concept from Hanley-Maxwell and Collet-Klingenberg and introduced by

Table 1: Four areas of competency

Forming Personal Relationships
Respect others' individuality, communicate with various people while exhibiting own individuality, and work on tasks in cooperation with others
Information Utilization
Understand the significance of learning and working and their roles and diversity, and utilize a range of information to make choices on one's own career and lifestyle
Future Plan Making
Think about own life and lifestyle in the future with hopes and dreams, and positively design own future in light of the social realities
Decision Making
Make better choices and decisions on own accord while actively addressing and overcoming challenges and conflicts in the process

Source: Developed by the author based on *Promotion of Education that Cultivates an Attitude towards Working and Careers in Children/Students,* 2002, Guidance and Counseling Research Center of the NIER.

Table 2: Systematic Career Curriculum(Cheryl Henley-Maxwell & Collet Klingenberg)

Elementary School Stage	Lower Secondary School Stage	Upper Secondary School Stage	Adult life
Fundamental skill ———————————————————————————————————————→ Academic skill Personal care skill Behavioral skill Communication Technology			
	Comprehensive skill ————————————————————→ Social skill Self-determination skill Individual values		
		Application skill ————————→ Career skill Job seeking skills General skills in employment	

Source: Cheryl Henley-Maxwell & Collet Klingenberg. (2004) Wehman, P., Kregel, J. (Eds), Functional Curriculum for Elementary, Middle, and Secondary Age Students with Special Needs. 2nd Ed. PRO-ED, Austin, TX.

* Translation by Koshio reorganized by Kimura (2008).

Wehman and Kregel in "Functional Curriculum (2004)," (3) the contents of each subject that schools for special needs education teach to children/students with intellectual disabilities, in accordance with the National Curriculum Guideline for Schools for the Blind, Deaf and Otherwise Disabled (March 1999), and (4) practices offered by 6 partner research institutions across the country. The four areas of competency in (1) are shown in Table 1, the systematic career curriculum in (2) is shown in Table 2, and the former draft (2008) is shown in Table 3 (pp.56-57).

2. Revision of "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities

Previous research indicated the former draft (2008) should be revised or examined in terms of the following three points. First,

it should be further considered from the perspective of "life-career," which is now highlighted in the fields of occupational rehabilitation and career psychology. Second, the table should be examined based on the practice in schools for special needs education (for students with intellectual disabilities) attended by children/students at various developmental stages, since the previous research collected data from six schools, four of which were high schools for the disabled (schools for special needs education that only have a upper secondary department). Third, practices implemented according to the former draft (2008) should be examined.

We also considered that the overall content should be reviewed in light of current social changes with the announcement of new national curriculum guidelines in March 2009. Thus, we have revised the table based on the above points.

1) Revision Procedure

In developing the new draft (2010), we have identified problems in the former draft (2008) through the following methods and discussed how to revise them.

● Brainstorming sessions in a workshop organized by the researcher in charge of each area
● Collecting opinions from practices in six partner research institutions across the country
● Launching website related to the research and collecting opinions through the site
● Analysis of previous studies and other Japanese texts concerning career education
● Analysis of American texts concerning career education, self-determination, etc., of children with disabilities
● Examine content of explanations of the new national curriculum guidelines, etc.

2) Problems in the Former Draft (2008)

The following six problems were pointed out as major issues in the former draft (2008) as a result of the above methods.

> (1) Many of the career orientations and their descriptions were limited to working life and might not be practical to apply to children/students in some cases.
> (2) The contents of explanations were not well-balanced among departments and were particularly insufficient for the elementary department.
> (3) It would be easier to understand these career orientations if specific examples of guidance were shown for each of them.
> (4) Among career orientations for lower secondary and upper secondary departments, there are some that can be applied to the elementary department as well.
> (5) Some career orientations were similar and indistinguishable and some were hard to understand.
> (6) Similar terms were used, such as "skills," "abilities," "strengths to build," etc., and they should be sorted out.

3) Principles for Revision of the Former Draft (2008)

In light of these problems, we have revised the former draft (2008) according to the following basic principles.

Relating to (1):

From the perspective of a life- career, the explanations should include aspects not only of working life but also of family and community life. Using the explanations of the national curriculum guidelines as a reference, the explanations should pay as much consideration as possible to children/students at various stages of development. The career orientations and explanations should be written based on the concept of "competency," as shown in the "Table of Stages and Contents of Career Development (Draft)" and the "Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, 2002). The title, "Table of Stages and Contents of Career Development (Draft)," should be also reconsidered, in order to avoid the mistaken idea that the development stage of each child (student) is assessed.

Relating to (2):

More detailed and complete explanations should be written for elementary and lower secondary departments so that the explanations are well-balanced between departments. For the elementary department, the explanations should be written for lower grades as well as for upper grades, respectively, wherever possible. The continuity between departments should be reviewed, and the same topic and examples should be highlighted as much as possible.

Relating to (3):

For each career orientation, practical guidance cases should be shown using information on practices and proposals of curriculum guidelines and annual teaching plans collected from partner research institutions and website members.

Relating to (4) & (5):

The framework of the former draft (2008) and "Framework for Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, 2002), and other previous studies should be considered and their authors should be interviewed. In addition, foreign texts, such as "Functional Curriculum" (Wehman and Kregel) should be studied. The career orientations should be reorganized based on the insights gained by these analyses. Furthermore, the explanations should also refer to the connection and differences between career orientations.

Relating to (6):

We have studied previous studies that included terms like "skills," "abilities," and "strengths to build," and have revised these terms so that they can be understood easily by anyone.

In the revised version, we tried to include more opinions from those who actually work in schools. We maintained the theory and significance of career education argued in the previous study but tried to make the "Table of Stages and Contents of Career Development (Draft)" easier to understand visually. We also reviewed and revised the style and format of the career orientations and their explanations so that it would be easy to use them at schools, etc.

4) Concept of the Revision of the Former Draft (2008)

In order to improve the above problems, we reviewed the structure, scope, and content of each career orientation and revised eight points. The revisions and main reasons for the revisions are given below.

(1) Integration of "self-awareness" (lower secondary and upper secondary department) and "understanding of others" (lower secondary and upper secondary department) in the area of "forming personal relationships"

At present, "self-awareness" and "understanding of others" are taught separately, but there were many opinions pointing out that teachers usually teach these two at the same time. Therefore, "self-awareness" (lower secondary and upper secondary department) and "understanding of others" (lower secondary and supper secondary department) were integrated into one as "self-awareness and understanding of others."

(2) Changing name of "social rules" (elementary and lower secondary department) in the area of "information utilization"

In the former draft (2008), "social rules" (elementary and lower secondary department) included the use of social resources in the community and compliance with rules and manners. In order to encourage students to utilize as many social resources in the community as possible from an early stage, the name of "social rules" was changed to "use of social resources and manners."

(3) Changing name of "financial management" (lower secondary department) in the area of "information utilization"

As it was pointed out that the name of "financial management"

(lower secondary department) had an image of being difficult, it was changed to "use and management of money" (lower secondary department), which includes not only the management of money but also how to spend money.

(4) Changing name of "understanding and sharing of roles" (elementary department) in the area of "information utilization"

(5) Dividing and integrating "understanding and playing of roles" (lower secondary and upper secondary departments) in the area of "future plan making" into other career orientations

(4) and (5) were the major changes in the new draft (2010). These two career orientations were extended from "understanding and sharing of roles" in the area of "information utilization" in the former draft (2008), but there were many opinions that the difference between these two was unclear because of the categorization. Therefore, referring to the idea of various roles indicated in "Life Career Rainbow" (Super, 1980) as well as eight competencies in the four competency areas indicated in the "Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, 2002), we changed the name and divided/integrated them into other career orientations. These changes are shown in Figure 3. The name was changed to "the joy of working." Here, "working" means labor in a broad sense and was revised as such because it is important to learn to be useful through helping others from the elementary department stage.

Various roles included in "understanding and playing roles" in the area of "future plan making" in the former draft (2008) (the roles of workers, family members, and citizens in "Life Career

< Former Draft (2008) >

	Elementary School Stage	Lower Secondary School Stage	Upper Secondary School Stage
Information Utilization	Understanding and sharing roles	Significance of working	
Future Plan Making	*Diverged from "understanding and sharing roles"	Understanding and enacting roles	

<New Draft (2010)>

	Elementary School Stage	Lower Secondary School Stage	Upper Secondary School Stage
Information Utilization	Joy of working	Understanding roles and significance of working	
Future Plan Making		* Divided or integrated into "Significance of working (information)" and "Hopes and dreams (future)"	

Figure 3: Changes from the former draft (2008) to the new draft (2010)

Rainbow") are to be emphasized in "dreams and hopes," "something to live for and something worthwhile," etc., in the same competency area.

(5) Introduction of "something worthwhile" (elementary department) in the area of "future plan making"

In the former draft (2008), "something to live for and something worthwhile" was only in the guidelines for the lower secondary and upper secondary departments. However, it has been observed that even in the elementary department, "something worthwhile" could be experience through fully engaging in activities and feeling a sense of accomplishment. There were also some descriptions that were deemed to correspond to "something worthwhile" in curriculum guidelines for kindergarten department. Therefore, we have introduced "something worthwhile" (elementary department), which corresponds to "something to live for and something worthwhile" for the elementary department stage.

(6) Changing name of "choice" (elementary department) and "choice (decisions and responsibility)" (lower secondary and upper secondary departments) in the area of "decision making"

The names of "choice" (elementary department) and "choice (decisions and responsibility)" (lower secondary and upper secondary department s) in the former draft (2008) were changed to "self-choice" (elementary department) and "self-choice (decision and responsibility)" (lower secondary and upper secondary departments) to emphasize the importance of making independent choices for children/students and of providing assistance to them.

(7) Changing the scope of "self-regulation" in the area of "decision making" from "upper secondary department" to "lower secondary and upper secondary departments"

In the former draft (2008), the career orientation of "self-regulation" was only for upper secondary department, which was an extension of "review" and "affirmative self evaluation" (lower secondary and upper secondary departments),

but because "self-regulation" is also related to "target setting," "choice," and "choice (decisions and responsibility)," we decided not to extend it from other career orientations but to relate it with other career orientations in the area of "decision making." In the broader sense, "self-regulation" was included in the other career orientations in the area of "decision making" for the elementary department stage, but we placed it in the scope of lower secondary and upper secondary departments in the sense that it relates to career options.

(8) Other

As a result of the above changes, the number of career orientations in the new draft (2010) increased from 13 to 14 for the elementary department, while it decreased from 17 to 16 and 18 to 16 in the lower secondary and upper secondary departments, respectively.

These career orientations are horizontally connected, and they are accumulated over time instead of switching to a completely new set of career orientations when entering higher-level departments. Therefore, we decided to use the word, "group," and integrated all career orientations into four groups in each competency area, for a total of sixteen groups. Figure 4 shows the outline of the groups of career orientations.

We also made improvements to the issues pointed out, such as standardization of terms, more detailed explanations, and use of concrete guidance examples. The name of "Table of Stages and Contents of Career Development (Draft)" has caused some misconception that it is an assessment scale to evaluate the development stages of children/students owing to the use of wording such as "stages of development" and "contents." After discussing possible alternatives, we decided to rename it "Career Planning Matrix (Draft)" in the sense that it is a systematic plan to support career development for children/students, because it was originally a "layout" for providing integrated and systematic support for the career development of children/students. The career orientations are also renamed "career orientations and explanations" and curriculum guidelines for each department

Elementary School Stage	Lower Secondary School Stage	Upper Secondary School Stage
		Understanding the life of a consumer
	How to use and manage money	
How to handle money		

Figure 4: Concept of groups of career orientations (an example of the groups "how to handle money/financial management/understanding the life of a consumer)

(school) stage are presented. Table 4 (pp.58-59) shows the new draft (2010) and Table 5 (pp.60-61) shows an example of career orientations and explanations.

3. Notes for using the new draft (2010) and its career orientations and explanations

The following points should be noted when using the "Career Planning Matrix (Draft)" and its career orientations and explanations.

(1) It is a tool for review guidance and classes

The career orientations of the "Career Planning Matrix (Draft)" are not used to assess the abilities of children/students but to enhance teachers' support for children/students to achieve the targets. The new draft (2010) is developed as an example of a framework for teachers to note and share as basic factors for promoting the career development of children/students, and it is expected to be used as a filter to improve teaching in the class and maintain consistency and integrity of learning content.

(2) It is a tool for partnership and cooperation

It is important for teachers to concentrate on classes and the course units through the positioning of each career orientation in the "Career Planning Matrix (Draft)" and to create a common understanding between teachers. These career orientations can be used as a perspective for creating a common understanding with the family members as well as in the community.

(3) It is important not to assess ability but to "develop" competency

In career education, competency is the focus, rather than ability. Competency is the ability to handle an issue and implies that it is something one can acquire by training. It does not focus on whether or not one can do something or has potential, but rather on the "development" of individuals through training or working together. In promoting career education, it is necessary to teach and assist children/students from the perspective of competency. It should also be noted that the career orientations in each department stage are presented as "strengths to build" in the relevant department based on one's calendar age.

(4) Connects between the career orientations

The career orientations in the "Career Planning Matrix (Draft)" are related to each other horizontally as a group. The career orientations in the group are regarded not as switching to a completely different set when entering a higher department but as accumulating over time. When it is difficult to teach the content of the career orientation to children/students at the corresponding department, teachers may use the content of the lower department. However, it is desirable to teach the content of the career orientation at the corresponding department by ensuring that children/students can engage in activities based on the

concept of competency as a strength to build in the corresponding department through planned support. It should be noted that there are also series of cohesive activities, such as the groups in the area of "decision making."

(5) The career orientations are structured to be based on any of the four areas of competency

The career orientations of the "Career Planning Matrix (Draft)" are structured to be based on any one of the four areas of competency. When it is hard to see which career orientation children's daily activities are directed to, it is necessary to first confirm which competency area the goals of the activities fall into.

(6) The guidelines (examples) shown in the career orientations and explanations are just examples

The guidelines (examples) shown in the career orientations and explanations are just examples. The same activity could be categorized in another competency area if looked at from a different perspective. For instance, the activity of "getting dressed" can be categorized in the area of "forming personal relationships" if it is aimed at having a neat appearance, but in the area of "information utilization" if it is aimed at using a procedure sheet or other clues for getting dressed, or in the area of "decision making" if is aimed at selecting which clothes to wear for a special occasion. It is necessary to consider and confirm which competency area the goal of the activity in question falls into, based on the definitions of the four competency areas, just as described in (5).

4. For Enriched Career Education in the Future

In promoting career education and using the new draft (2010), it has sometimes been observed that children/students are assessed in terms of their abilities – what they can and cannot do. However, we have to make others aware that career education should be competency-based and promote it that way.

The former draft (2008), the new draft (2010), and the "Framework for Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" are nothing more than "examples," and it is possible for each school to use them as a guide or reference in improving or assessing their curriculum from the perspective of career education. On the other hand, if they are bound by these examples and lose their own creative approach, then it would become a great disadvantage. It is desirable for each school, from hereon out, to examine such frameworks and improve their curriculum as appropriate in accordance with actual conditions at the schools.

The significance of promoting career education through the use of such frameworks by schools is the "improvement of curriculum." To improve the curriculum from the macro

viewpoint is to clarify the "meaning and value," "weighting," and "linking" of the educational methods and contents from the perspective of supporting the career development of each child (student) in each stage of school education (kindergarten through upper secondary departments) and to create a better common understanding within schools as well as between schools and families/related organizations. On the other hand, to improve the curriculum from the micro viewpoint is, to study how what children/students have learned in one class can be reflected and developed in the next class or other classes, in order to support the career development of children/students. In other words, it is to address the improvement of curriculum based on the career development of children/students and to reflect the results and issues in the improved curriculum. These are all thought to be effective for sharing the perspective of improving curriculum and clarifying the purpose and connection of activities; however, these approaches require careful attention so as to not limit the scope of that perspective or make it inflexible.

In order to improve the link between the curriculum, school program, and classes in career education, we have to understand the significance of learning from the standpoint of the child/student, that is, to understand from the perspective of career development. Therefore, practical cases of career education should not be focused only on their activities and methods, but the significance of the interaction of specific activities and children (student)'s efforts should be emphasized. In other words, children/students' changes in their sense of values through experience (learning) and the significance of guidance and support by teachers and others should be simultaneously recognized in parallel and documented.

IV. Conclusion

In addition to proposing the new draft (2010), this study proposes tools to promote efforts to improve the curriculum and teaching from the perspective of career education as a specific means of using the matrix. These tools include the "Sheet for career orientation positioning in a course unit," the "Sheet for career orientation positioning/class improvement in a class," and the "Sheet for supporting the child/student's wish." They have been tested and assessed in the partner research institutions, etc., and have been reported in the third and the fourth papers. It is certainly desired that career education in the future be enriched by examination through the specific activities in school stated above, as well as by active discussion based on insights gained through these efforts.

In closing, what is sought in career education is both competency development and environmental development. In other words, the career development of children/students should be encouraged while schools, communities, and society should be reviewed as a more appropriate environment for that purpose and improved. It is the relationship between personal factors and environmental factors in ICF. These factors must be integrated in order to provide enriched education in a better form. Career education is the support function for society at large, and we should note that school education itself needs a fundamental review in order to provide a better support.

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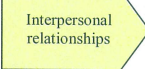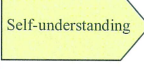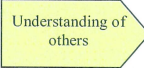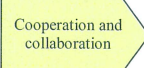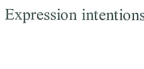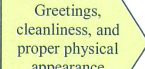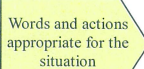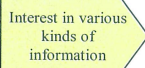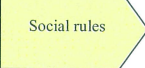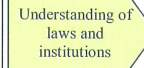
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Table 3: "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities

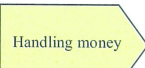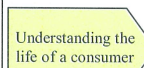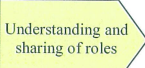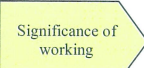|		Elementary Department (School)	Lower Secondary Department (School)	Upper Secondary Department (School)
Career Development Stage		Period for acquiring fundamental skills for work and daily life	Period for acquiring skills to integrate and apply the fundamental skills for work and daily life into working	Period for acquiring skills to specifically apply skills required for work and daily life after graduation by imagining actual working life
Explanation of career development stages and developmental issues		In this stage, children are encouraged and motivated to acquire fundamental skills for work and daily life at home and in the community, although unspecialized yet, and start learning the comprehensive skills necessary for a flexible mind later in life. From the perspective of career development, in all activities in school and daily life, children shift from play to activities with clear goals, from familiar resources to those found in the community, and from supported activities to independent activities, in order to achieve holistic development as a person. Hopes and dreams for work should be also fostered.	In this stage, children apply their fundamental skills, which have been acquired during the elementary department stage, to their place of work (working) and daily life so that they can respond to changes. From the perspective of career development, they gain an understanding of themselves and others (good points about themselves and peers), which is a quality necessary for a working life, discover their aptitude through actual work experience, and learn the significance and value of working through a sense of worth and fulfillment. They also experience choosing their future path by their own judgment.	In this stage, based on the integrated skills acquired during the lower secondary department stage, children obtain professional knowledge and skills through continuous work experience on the assumption that they will be hired by companies, choose their job, and prepare for transition. From the perspective of career development, they make their own decisions based on their aptitude and sense of satisfaction, acquire knowledge and skills for working, form attitudes necessary for working, develop the competency to seek necessary support appropriately, understand and carry out instructions and advice, form the habits necessary for a working life, utilize the knowledge necessary for economic life, and make use of their leisure time.
Competencies related to professional (career options) development		Strengths to build in elementary department stage	Strengths to build in lower secondary department stage	Strengths to build in upper secondary department stage
Area	**Skills in this area**			
Forming Personal Relationships Respect others' individuality, communicate with various people while exhibiting own individuality, and work on tasks in cooperation with others	Discover good points about themselves and others through specific activities, build interpersonal skills necessary to carry out various activities in school education, and obtain skills to play a role in a group in cooperation with others. In addition, increase ability to express intentions appropriately, which is necessary in social life, and acquire skills to respond to the occasion and situation accordingly in order to participate in various activities in social life.	Interpersonal relationships → Good points about oneself / Good points about friends	Self-understanding → Affirmative self-understanding based on a sense of fulfillment	Self-understanding in the context of work
			Understanding of others → Understand others' feelings, thoughts, and positions	Understanding of others' thoughts and individuality
		Participation in a group → Interact with adults and friends, and participate in group activities	Cooperation and collaboration → Understand one's role in a group and cooperate/collaborate	Play one's role as a member of a group (team)
		Expression of intention → Express intentions necessary for daily life	Express intentions necessary for social life	Expressive power capable of seeking necessary help appropriately or consulting with others
		Greetings, cleanliness, and proper physical appearance → Greetings and proper physical appearance	Words and actions appropriate for the situation → Proper greetings and behaviors for the situation	Words and actions appropriate for the time, place, and occasion
Information Utilization Understand the significance of learning and working and their roles and diversity, and utilize a range of information to make choices on own career and lifestyle	Understand each job is indispensable for people's daily lives through practical activities and acquire skills to collect and make use of various information on activities and jobs that one is interested in. In addition, learn the value of compensation paid for labor, understand the rules necessary in one's social life and acquire skills to act accordingly, as well as understand various rules in society and acquire skills to utilize them.	Interest in various kinds of information → Have an interest in work and working people	Information collection and utilization → Collect information on future path	Collect and utilize information on things necessary for occupational life
		Social rules → Utilize community resources	Understand social mechanisms and rules	Understanding of laws and institutions → Understand various social institutions and services and utilization of them in real life
		Handling money → Understand the importance of money in daily life	Managing money → Understand the basic life of a consumer and well-planned consumption	Understanding the life of a consumer → Understand the relationship between labor and compensation, and well-planned consumption
		Understanding and sharing of roles → Understand duties and roles and execute them	Significance of working → Understand the existence of various kinds of jobs through experience	Understand the significance of jobs and working

Promoting overall development centered on play from early childhood

(Continued on the following page)

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		Promoting overall development centered on play from early childhood						
Future Plan Making Think about own life and lifestyle in the future with hopes and dreams, and positively design own future in light of the social realities	Have a longing for a job and expect a new life and work through experiences that bring a sense of accomplishment and fulfillment in various activities.				Understanding and playing roles	Understand the role that one should play in school and family life	Understand and play the necessary role in society	
			Habit formation	Form the habits necessary for family and school life		Form the habits necessary for a working life	Form the habits necessary for a working life	
			Hopes and dreams	Interest in a professional role model		Dreams for the future and longing for a job	Expectations for a new life centered on work	
					Something to live for and something worthwhile	Voluntary efforts for learning activities	Realize the significance of career and utilize leisure time according to future plan	
					Career plan	Independent plan to achieve a goal	Career plan to connect to the future plan	
Decision Making Make better choices and decisions on own accord while actively addressing and overcoming challenges and conflicts in the process	Understand the meaning of choices and acquire skills to choose and make decisions. At the same time, understand the meaning of fulfilling one's responsibility through acting on one's choices. In addition, decide own goals in order to develop problem solving abilities and acquire the skills to self-evaluate the results in order to understand that there are many choices in conflict situations and develop an attitude to seek better choices.		Goal setting	Consciousness of and motivation for a goal		Set a goal and make efforts to achieve it	Set a goal to realize a future plan and desired career and make efforts to achieve it	
			Choices	Choice of play and activities	Choices (decisions and responsibility)	Better choices based on individuality and interests / Independent choice for a future path	Choose a future path based on experience such as on-site practical work in the industry	
			Review	Review activities	Affirmative self-evaluation	Review activities on-site and make efforts to utilize the experience for the next time	Self-evaluation of activities carried out in work on-site in the industry or as practice	
					Self-adjustment	Utilize alternative choices to solve problems		
Relationship with stage of each subject for those with intellectual disabilities			Stage to experience and learn fundamental activities one by one with a teacher's support (1st and 2nd stages in elementary department)	Stage to independently learn activities leading to a social life (3rd stage in elementary department)	Stage to learn the basis of social life and working life in the future, built upon life experiences already acquired (1st stage in lower secondary department)		Stage to learn advanced content, built upon fundamental content about family life, social life, and working life after graduating from school (1st and 2nd stages in upper secondary department)	

National Institute of Special Needs Education (2008)

Table 4: "Career Planning Matrix (Draft)" for Children/Students with Intellectual Disabilities

(Revised Version of the "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities)

		Elementary Department (School)	Lower Secondary Department (School)	Upper Secondary Department (School)
Career Development Stage		Period for developing fundamental competency for work and daily life	Period for developing competency to integrate and apply the fundamental competency for work and daily life to working	Period for developing competency to specifically apply necessary competency for work and daily life after graduation by imagining actual working life
Explanation of career development stages and developmental issues		In this stage, children are encouraged and motivated to acquire fundamental competencies for work and daily life at home and in the community, although unspecialized yet, and start learning the comprehensive competencies necessary for a flexible mind later in life. From the perspective of career development, in all activities in school and daily life, children shift from play to activities with clear goals, from familiar resources to those found in the community, and from supported activities to independent activities, in order to achieve holistic development as a person. Hopes and dreams for work should be also fostered.	In this stage, children apply their fundamental competencies, which have been acquired during the elementary department stage, to their place of work (working) and daily life so that they can respond to changes. From the perspective of career development, they gain an understanding of themselves and others (good points about themselves and peers), which is a quality necessary for a working life, discover their aptitude through actual work experience, and learn the significance and value of working through a sense of worth and fulfillment. They also experience choosing their future path by their own judgment.	In this stage, based on the competency developed during the lower secondary department stage, children obtain professional knowledge and skills through continuous work experience on the assumption that they will be hired by companies, choose their job, and prepare for transition. From the perspective of career development, they make their own decisions based on their aptitude and sense of satisfaction, acquire knowledge and skill of work, form attitudes necessary for working, develop the competency to seek necessary support appropriately, understand and carry out instructions and advice, form the habits necessary for a working life, utilize the knowledge necessary for economic life, and make use of their leisure time.
Competencies related to professional (career options) development		Strengths to build in elementary department stage	Strengths to build in lower secondary department stage	Strengths to build in upper secondary department stage
Competency area				

Forming Personal Relationships

Respect others' individuality, communicate with various people while exhibiting own individuality, and work on tasks in cooperation with others

Discover good points about themselves and others through specific activities, build interpersonal skills necessary to carry out various activities in school education, and develop the competency to play a role in a group in cooperation with others.
In addition, increase ability to express intentions appropriately, which is necessary in social life, and develop the competency to respond to the situation accordingly in order to participate in various activities in social life.

Information Utilization

Understand the significance of learning and working and their roles and diversity, and utilize a range of information to make choices on own career and lifestyle

Understand each job is indispensable for people's daily lives through practical activities and develop the competency to collect and make use of various information on activities and jobs that one is interested in.
In addition, learn the value of compensation paid for labor, understand the rules necessary in one's social life and develop the competency to act accordingly, as well as understand various rules in society and develop the competency to utilize them.

(Promoting overall development centered on play from early childhood)

Strengths area	Elementary	Lower Secondary	Upper Secondary
Interpersonal relationships → Understanding oneself and others	• Awareness of good points about oneself • Awareness of good points about friends	• Affirmative self-understanding based on a sense of fulfillment, understand others' feelings, thoughts, and positions	• Self-understanding in the context of work, and respect for others' thoughts and individuality
Participation in a group → Cooperation and collaboration	• Interact with adults and friends, and participate in group activities	• Understand one's role in a group and cooperate/collaborate	• Play one's role as a member of a group (team)
Expression of intention	• Express intentions necessary for daily life	• Expression intentions necessary for social life	• Expressive power capable of seeking necessary help appropriately or consulting with others
Greetings, cleanliness, and proper physical appearance → Words and actions appropriate for the situation	• Make it a habit to greet and maintain proper physical appearance	• Proper greetings and behaviors for the situation	• Words and actions appropriate for the time, place, and occasion
Interest in various kinds of information → Information collection and utilization	• Have an interest in surrounding environment, including work and working people	• Collect and utilize various information on future path, etc.	• Collect and utilize information on things necessary for occupational life and social life
Utilization of social resources and manners → Utilization of laws and institutions	• Utilization of local society's resources and familiar rules	• Understand social mechanisms and rules	• Understanding of various social institutions and services and utilization of them in real life
Handling money → Use and management of money → Understanding the life of a consumer	• Understand the importance of money through experience	• Understand the basic life of a consumer and well-planned consumption	• Understanding of the relationship between labor and compensation, and well-planned consumption
Joy of working → Understanding of roles and significance of work	• Understand and play a role of their own	• Understand that there are various kinds of jobs and what work is through experience • Understand and implement the one's necessary role in school and family life	• Understand the significance of job and working and play the necessary role in society

(Continued from the preceding page)

Category	Competency	Stage 1 / 2 (elementary)	Stage 3 (elementary)	Lower secondary	Upper secondary
Future Plan Making — Think about own life and lifestyle in the future with hopes and dreams, and positively design own future in light of the social realities	Have a longing for a job and expect a new life and work through various experiences that bring a sense of accomplishment and fulfillment in various activities. In addition, develop the competency to play the role necessary for an independent life in work as well as in society, and the competency to form the habits necessary for a working life.	**Habit formation** ● Form the habits necessary for family and school life	● Form the habits necessary for a working life	● Form the habits necessary for a working life	
		Hopes and dreams ● Interest in a professional role model	● Dreams for the future and longing for a job	● Expectations for a new life centered on work	
		Something worthwhile ● Actively involved in activities	**Something to live for and something worthwhile** ● Voluntary efforts for various learning activities	● Realize the significance of career and utilize leisure time according to future plan	
			Career plan ● Independent plan to achieve goals	● Career plan to connect to the future plan	
Decision Making — Make better choices and decisions on own accord while actively addressing and overcoming challenges and conflicts in the process	Understand the meaning of choices and acquire skills to choose and make decisions. At the same time, understand the meaning of fulfilling one's responsibility through acting on one's choices. In addition, decide own goals in order to develop problem solving abilities and develop the competency to self-evaluate the results, in order to understand that there are many choices in conflict situations and develop an attitude to seek better choices.	**Goal setting** ● Consciousness of and motivation towards a goal	● Set a goal and make efforts to achieve it	● Set a goal to realize a future plan and desired career and make efforts to achieve it	
		Self-choice ● Choice of play and activities	**Self choices (decisions and responsibility)** ● Better choices based on one's individuality and interests ● Independent choice for a future path	● Choose a future path based on experience such as practical on-site work in the industry	
		Review ● Review activities	**Affirmative self-evaluation** ● Review activities on-site and make efforts to utilize the experience for the next time	● Self-evaluation of activities carried out in work on-site in the industry or as practice	
			Self-adjustment ● Utilize alternative choices to solve problems	● Utilize alternative choices to solve problems	
Relationship with stages of each subject for those with intellectual disabilities		Stage to experience and learn fundamental activities one by one with a teacher's support (1st and 2nd stages in elementary department)	Stage to independently learn activities leading to a social life (3rd stage in elementary department)	Stage to learn the basis of social life and working life in the future, built upon life experiences already acquired (1st stage in lower secondary department class)	Stage to learn advanced content, built upon fundamental content about family life, social life, and working life after graduating from school (1st and 2nd stages in upper secondary department)

Promoting overall development centered on play from early childhood

National Institute of Special Needs Education (2010)

Table 5: Example of Explanation of Career Orientation

Making Future Plan

Group - Something to live for and something worthwhile

About this group

This group shows that, in order for children to be socially independent, it is important to raise awareness that active involvement in activities, including work, fully utilizes their talents and leads to a better life. In addition, "something to live for and something worthwhile" is a comprehensive concept that includes various values. It is therefore important to have them discover something to live for or something worthwhile, while respecting their individuality. For a student who likes sports, for instance, we can set a goal for the student to participate in a tournament. We also can introduce a tea ceremony class under our unique certification system, or we can encourage students to participate in the Kanji Examination or PC Certification Test, or try to obtain a registered home helper license. It will be encouraging to obtain a higher certification step by step and motivate them to continue. In addition, attending a concert or expressing themselves through engaging in musical or artistic activities, together with people in the community or professionals, will result in self-realization and give them a sense of fulfillment and accomplishment. It is important to tie what they discovered while in school to support after graduation.

Structure of the Group

Elementary Department	Lower Secondary Department	Upper Secondary Department
	Something to live for, something worthwhile	
Something worthwhile		

Future (elementary)	Something worthwhile

(1) Strengths to build

Elementary department ○Active involvement in activities

Guide them to work on activities to their heart's content so that they believe they will accomplish something.

(2) Explanation

In the elementary department stage, let children work fully on activities and cherish the experience of achieving something. Teachers should care for children's hope of achieving something and provide support so that they can obtain a sense of fulfillment or satisfaction. It is necessary to celebrate their accomplishments together.

It is also important to introduce learning activities that children feel they can do or that they are good at or would like to do, and let them have a variety of experiences, while ensuring that they can feel a sense of accomplishment.

(3) Possible Guidelines (Example)

Subject/Theme	Purpose	Points to remember
Let's play on the field (Play: lower Elementary)	Use your body fully and play with whatever you want.	Secure a sufficient space for play, plenty of materials, instructional equipment, and time so that everyone can feel they played fully and really well.
Mr. Postman (life-unit: higher Elementary)	Make sure that you deliver a posted letter to friends.	Set up a mail box in school and let them post a letter to their friends. Let children carefully handle these letters and deliver them to their friends. Let them have many experiences of being thanked by others.

Future (Lower and upper secondary)	Something to live for, something worthwhile

(1) Strengths to build

Lower secondary department class   ○Active involvement in various learning activities
> Guide them to use their motivation to do what they like as a driving force for various learning activities.

Upper secondary department class   ○Let them realize the significance of career and utilize their leisure time according to their future plan
> Guide them to feel a sense of satisfaction about working and to think about utilizing their leisure time according to their future plan.

(2) Explanation

In the lower secondary department stage, a focus is placed on enhancing self-motivation through activities they like. When their spontaneous attitude is recognized by others, their motivation is inspired, which has an impact on learning activities as a whole. Take particular note of experiences that they have achieved by themselves with as little assistance as possible, such as using some support device. It is believed that their sense of fulfillment and accomplishment will increase and develop into something worthwhile in the future.

In the upper secondary department stage, let students realize as much as possible through experience, such as practical work on site, that active involvement in work and other activities will utilize their talents fully and lead them to a better life. In addition, as they will have to participate in social life after graduation, let them expand their hobbies, and provide them an opportunity to learn how to participate in group activities in the workplace and how to use public facilities in their leisure activities so that they will have an enriched life after graduating from school. It is also important to help them find a place where they can continue what they have learned and experienced in school.

Leisure time should be used to "enjoy" life, but it is also effective in "reducing stress." Let them think by themselves about how to reduce stress and let them gain the experience to do so. It is also important to give them an opportunity to talk to a consultant in a community organization.

Enhancing the quality of leisure time activities is important for students so that they will have something to live for after graduation in the future; however, it is crucial that others should not force them to engage in these activities or have them spend leisure time in a way they really do not like. These activities should be their choice and significant for them. In some cases, students find their work itself is something they live for, as their work is very rewarding. Therefore, it is necessary to recognize "something to live for" in a broader sense and provide support to students.

(3) Possible Guidelines (Example)

Subject/Theme	Purpose	Points to remember
Let's make the fair a success (work, life-unit: Lower secondary)	Produce a large amount of products for a fair	Produce a large amount of products for a fair so that many people can purchase them. Confirm the number of products being made and finished each time to enhance their motivation.
Prepare and sell a lunch (life-unit: Upper secondary)	Prepare lunch as ordered	Not only sell lunch, but also ask questions to customer as to how they liked their lunch and use the information to develop the future menu. Ask customers to send a photo of their lunchtime and enhance the motivation of cooks.
Expand your hobbies (life-unit, comprehensive: Lower and upper secondary)	Learn how to beat a drum from a drummer	Invite a drummer periodically and have an opportunity to learn how to perform. Hold a recital at the end of the year and invite guardians and local people to show the results of their efforts.