

White Paper on Children and Young People 2013

<Summary>

June 2013

Cabinet Office, Government of Japan

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About the White Paper on Children and Young People

This White Paper on Children and Young People is an annual report submitted to the National Diet in accordance with Article 6 of the Act on Promotion of Development and Support for Children and Young People (Act No. 71 of 2009). This is the fourth report as designated by the Act. (It would be the 55th report if counted together with the White Paper on Youth [not designated by law] which has been issued since 1956.)

Part 1 Situation of Children and Young People

This part describes the situations of children and young people using various statistical data.

Chapter 1	Population
Chapter 2	Health
Chapter 3	Environments Where Children Grow up
Chapter 4	Social Independence
Chapter 5	Safety and Problematic Behavior
Chapter 6	Life Activities and Attitudes

Special Feature: Activities to Develop Young People in Local Communities

This section presents the current state of youth centers (and their efforts), which have been established in local communities to take measures for developing young people, such as counseling, protection and the prevention of delinquency. Activities of individuals and non-profit organizations (NPOs) that are engaged in developing youth in local communities are also described.

Part 2 Status of the Implementation of Measures to Support the Development of Children and Young People

This part describes the status of the measures for supporting the development of children and young people implemented in FY 2012 by presenting them in keeping with the General Principles, which are based on Article 8 of the Act on Promotion of Development and Support for Children and Young People.

Chapter 1	Promoting Measures to Support the Development of Children and Young People in a Comprehensive and Systematic Manner
Chapter 2	Providing Support for the Healthy Development of All Children and Young People
Chapter 3	Supporting Children, Young People and Their Families Facing Difficulties
Chapter 4	Improving the Environment for the Healthy Development of Children and Young People to Be Supported by Society as a Whole
Chapter 5	Framework for the Promotion of Future Measures

Column

This section presents various activities, including an effort made by a youth center to enhance norm consciousness, establishment of a community that prevents juvenile delinquency, an NPO's effort to cultivate young people's views about careers and work, a forum for promoting the activities of women and young people, measures to tackle the issue of physical punishment and a student campaign against child abuse.

Part 1 Situation of Children and Young People

Chapter 1 Population

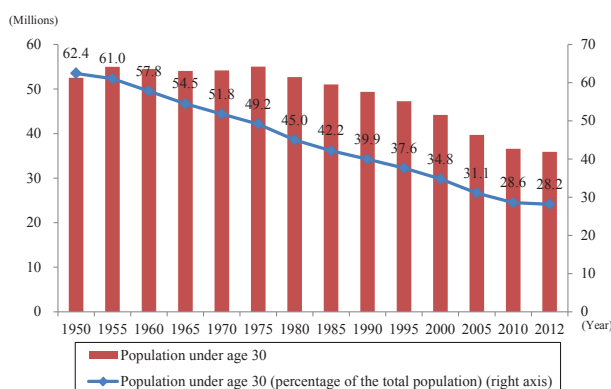
Section 1 Population

1 Current situation and changes

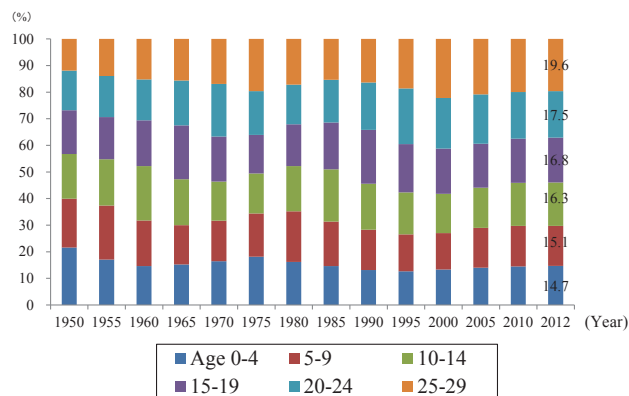
○ The population under age 30 has been declining almost constantly since 1975 (Figure 1).

Figure 1 Population under age 30

(1) Changes



(2) Percentage of each 5-year age range



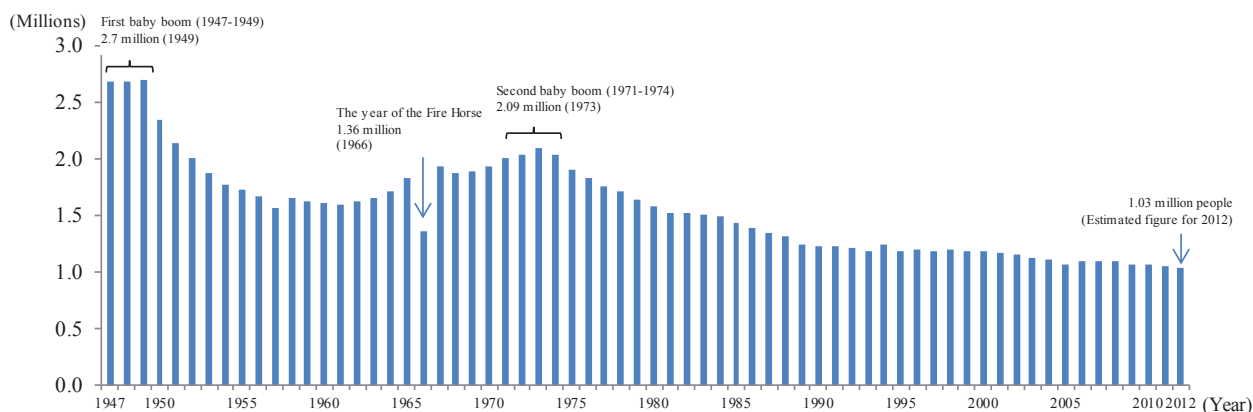
Sources: "Population Census" and "Population Estimates" (as of October 1st each year), Ministry of Internal Affairs and Communications
Note: Okinawa Prefecture is not included in the figures for 1970 and before.

2 Population dynamics

(Births)

○ The number of births has continued declining slightly (Figure 2).

Figure 2 Number of births



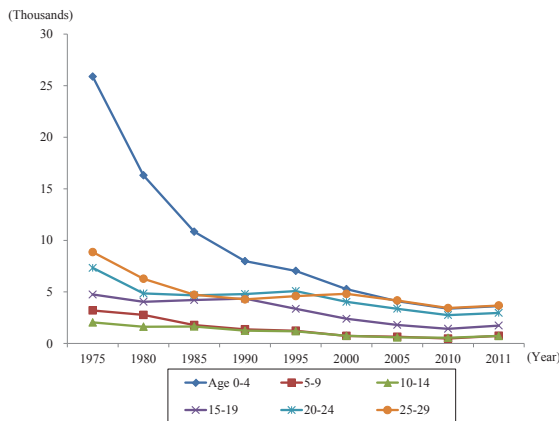
Source: "Vital Statistics," Ministry of Health, Labour and Welfare
Note 1: Okinawa Prefecture is not included in the figures for 1972 and before.
2: The figure for 2012 is an estimated figure as of January 1, 2013.

(Deaths)

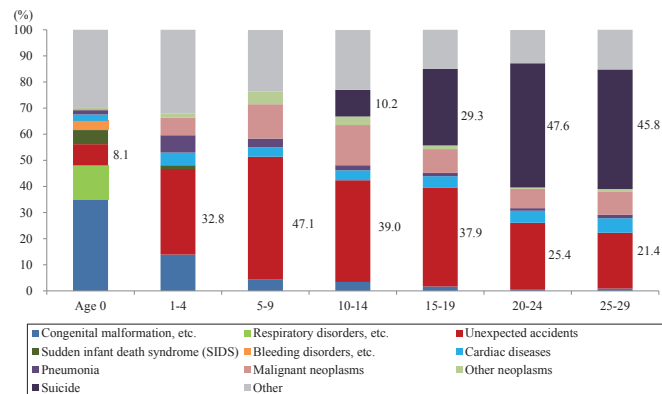
- The number of deaths is the largest between ages 25 and 29, followed by ages 0 to 4 (Figure 3 (1)).
- Unexpected accidents are the leading cause of death between the ages 0 and 19, while suicide is the leading cause among people in their 20s (Figure 3 (2)).
- The number of suicides under the age of 30 who were identified by the police is 3,587. Health problems such as depression are a major cause or motive. Problems regarding school are also a major cause among people aged 19 and under (Figure 4).

Figure 3 Number of deaths

(1) Number of deaths



(2) Cause of death (percentages, in 2011)

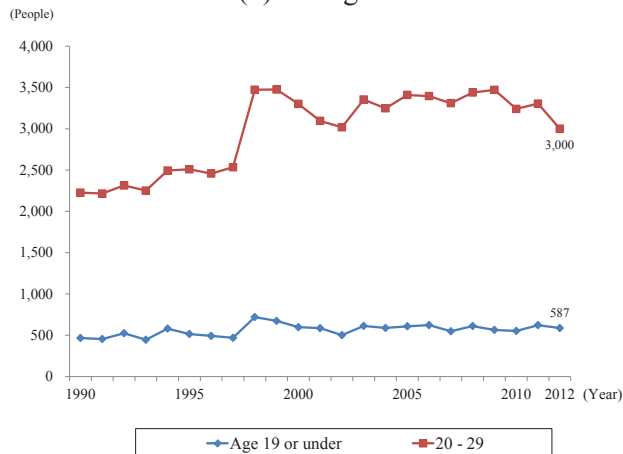


Source: "Vital Statistics," the Ministry of Health, Labour, and Welfare

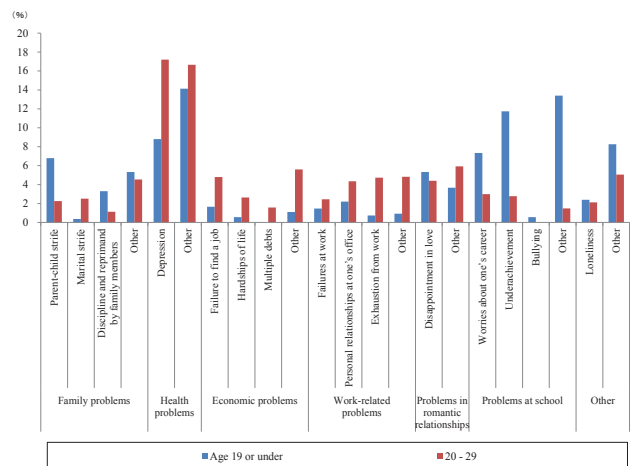
Note: In (2) Cause of death, "Cardiac diseases" refers to cardiac diseases excluding hypertensive ones; "Congenital malformation, etc.," to congenital malformation, deformities and chromosomal aberrations; "Respiratory disorders, etc.," to perinatal respiratory disorders and cardiovascular disorders; and "Bleeding disorders, etc.," to bleeding disorders and blood disorders of fetuses and newborns.

Figure 4 Circumstances of suicides

(1) Changes



(2) Percentage of each cause or motive (2012)



Source: "The Circumstances of Suicide," Cabinet Office and National Police Agency

Note: The causes or motives in (2) include up to three causes or motives for each suicide that can be clearly identified based on data proving it to be a suicide, such as a suicide note.

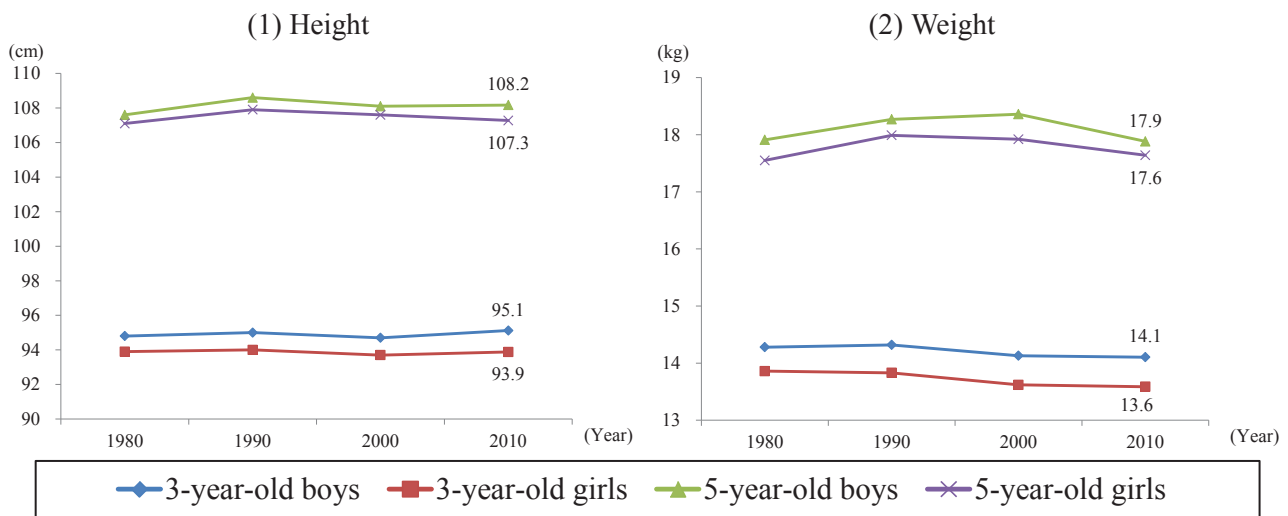
Chapter 2 Health

Section 1 Growth

1 Physical constitution

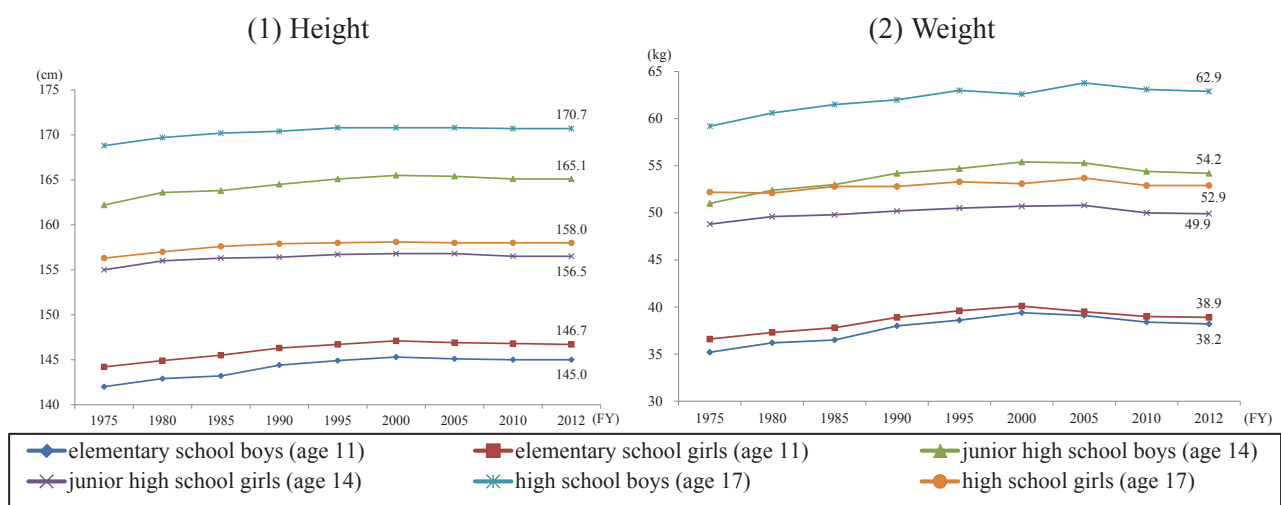
○ While average heights have remained largely unchanged, the average weights of elementary school students and junior high school students are on the decrease (Figure 5, Figure 6).

Figure 5 The heights and weights of preschool children



Source: "National Growth Survey on Preschool Children," Ministry of Health, Labour and Welfare

Figure 6 The heights and weights of elementary school students, junior high school students and high school students (mean values)

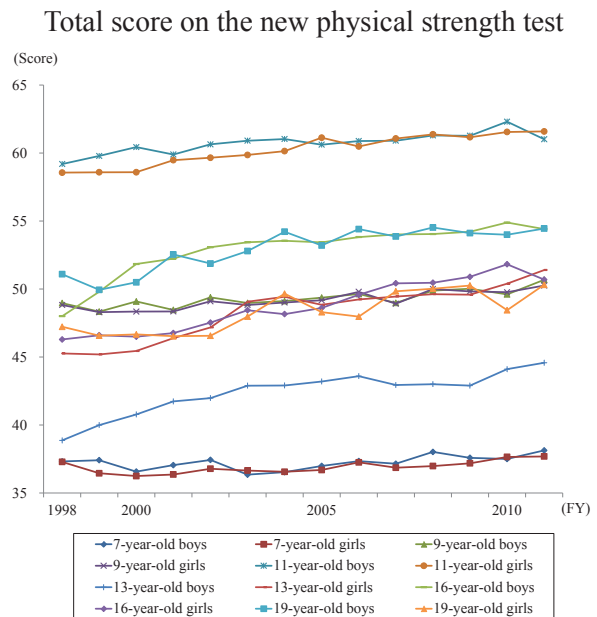


Source: "School Health Survey," MEXT

2 Physical fitness, motor ability

- The physical fitness and motor ability of elementary school students, junior high school students and high school students have slightly improved, but are still at a low level (Figure 7).

Figure 7 Motor ability of children aged 6 to 19

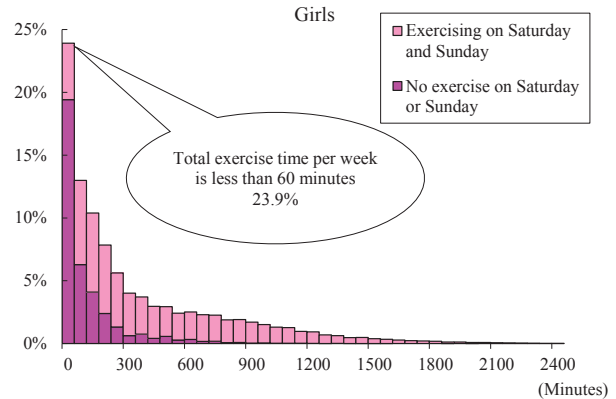
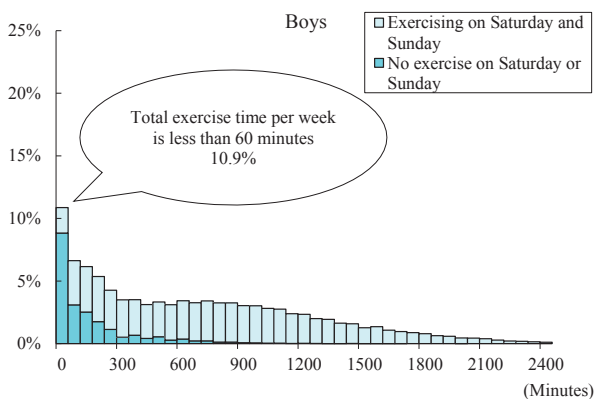


Source: “Survey on Physical Fitness and Motor Ability,” MEXT
Note: The survey started in 1998.

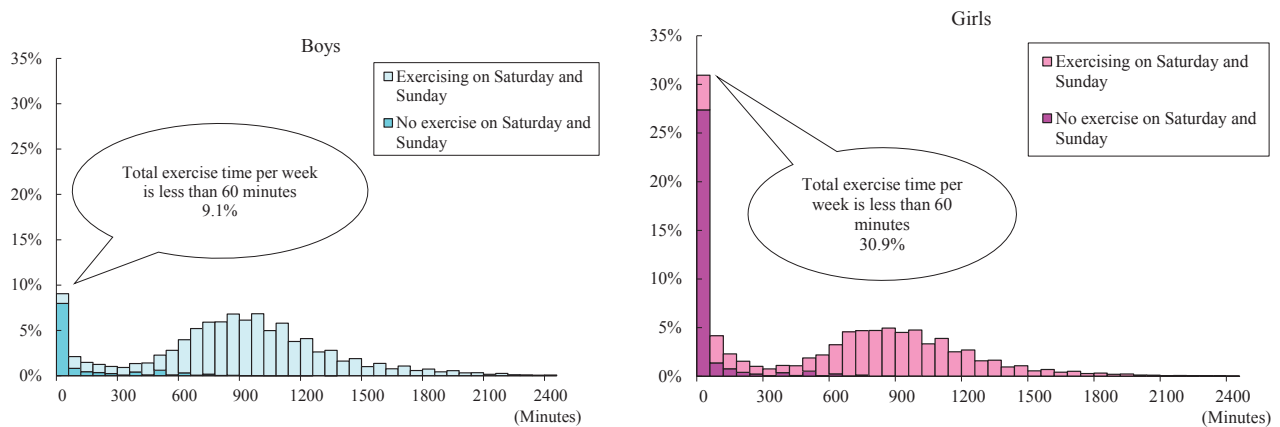
- Ten to thirty percent of elementary school students and junior high school students do little exercise (Figure 8).
- About 70 percent of men and 90 percent of women in their 20s are not in the habit of exercising (Figure 9).

Figure 8 Total exercise time per week (students in 5th grade and 8th grade) (FY 2012)

(1) Fifth grade



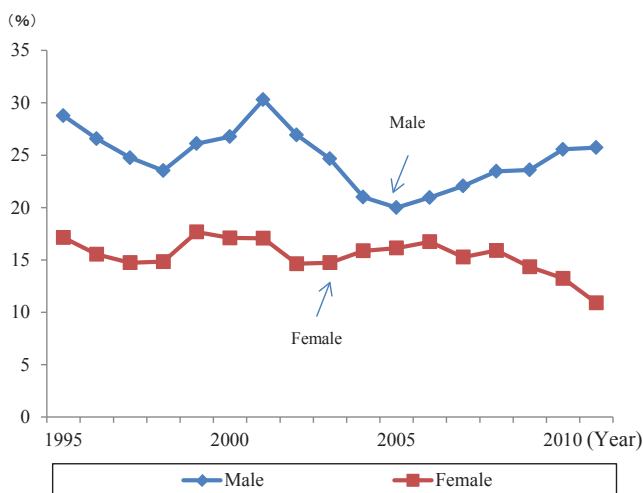
(2) Eighth grade



Source: “National Survey on Physical Fitness, Motor Ability and Exercise Habits,” MEXT

Figure 9 Exercise habits of people in their 20s

Percentage of people in the habit of exercising



Source: “National Health and Nutrition Survey,” Ministry of Health, Labour and Welfare

Note 1: People in the habit of exercising are defined as those who do more than 30 minutes’ exercise two days or more a week and continue it for over a year.

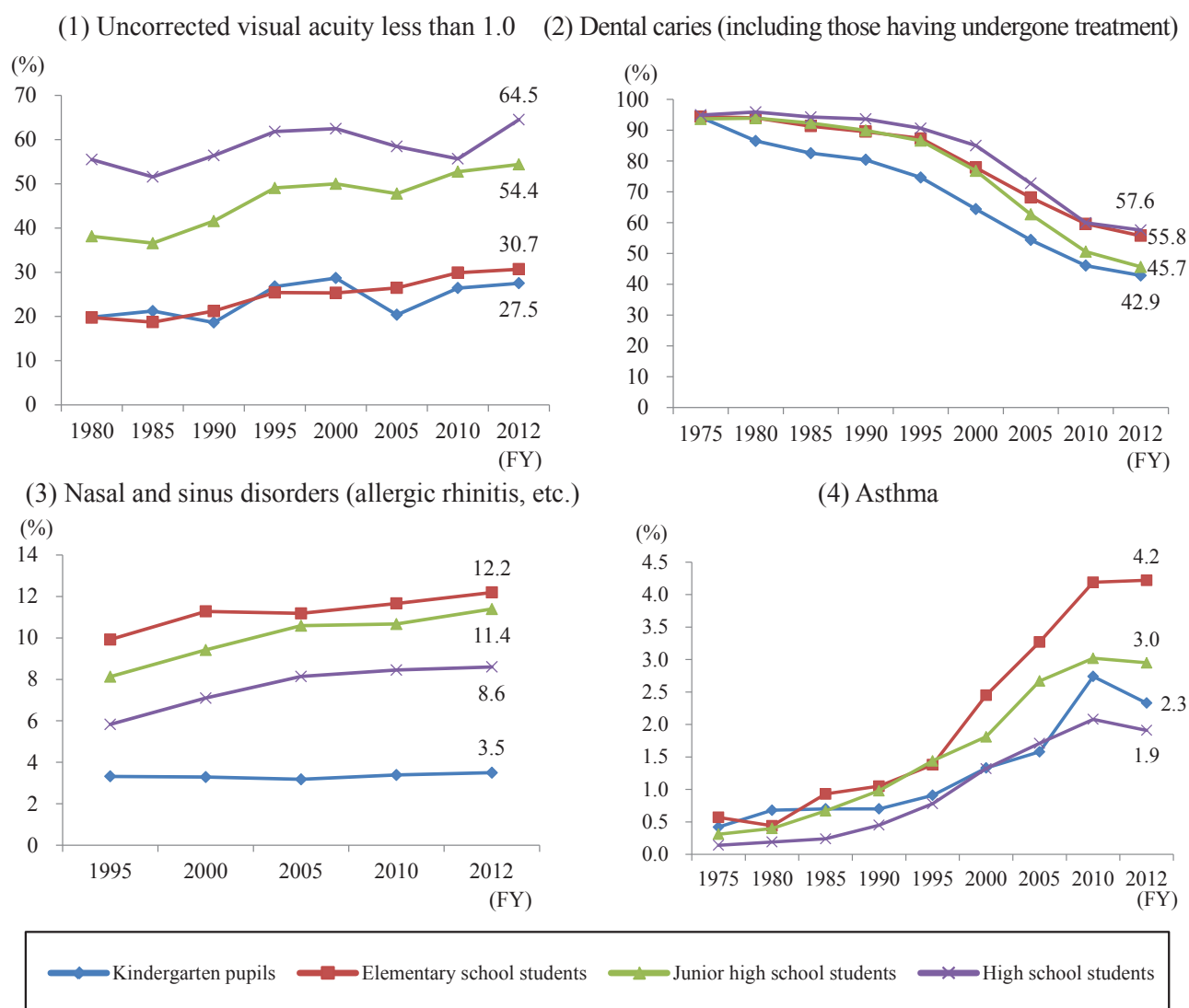
2: To help understand this tendency, the moving averages of the values of the last three data points are shown in the graph.

Section 2 Diseases

1 Widespread diseases and abnormal conditions

○ The percentage of students with dental caries has declined, but the percentage of students with allergic rhinitis and asthma has increased since the late 1990s (Figure 10).

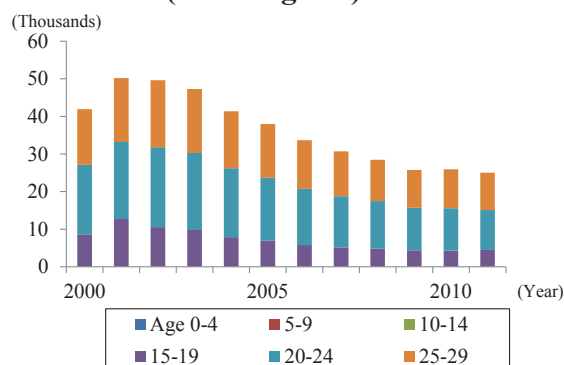
Figure 10 Widespread diseases and abnormal conditions



Source: "School Health Survey," MEXT

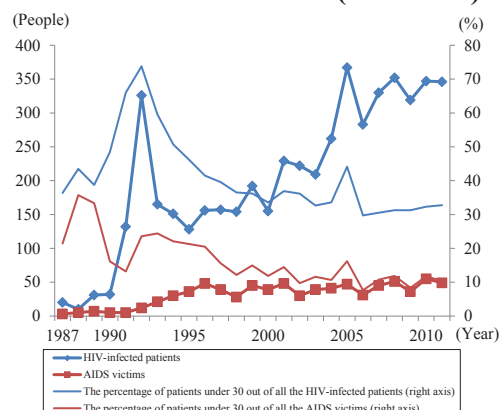
○ While the number of people with sexually transmitted diseases is on the decrease, the number of HIV-infected patients is on the increase (Figure 11, Figure 12).

Figure 11 Number of cases of sexually transmitted diseases reported (under age 30)



Source: “Survey on Outbreak of Infectious Diseases,” the Ministry of Health, Labour and Welfare
 Note: The number above is the sum of the cases of genital chlamydial infection, genital herpes virus infection, condyloma acuminata and gonococcal infection that were reported by the designated institutions (937 medical institutions across the country in 2011) based on the Act on Prevention of Infectious Diseases and Medical Care for Patients Suffering Infectious Diseases.

Figure 12 Numbers of newly reported HIV-infected patients and AIDS victims (under 30)

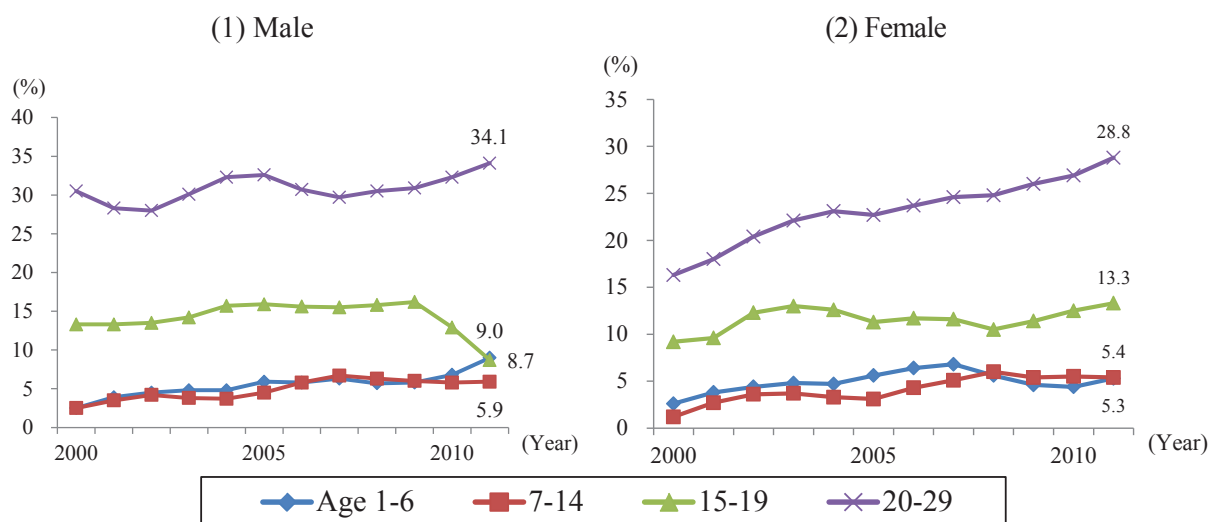


Source: Data compiled by the National AIDS Surveillance Committee of the Ministry of Health, Labour and Welfare
 Note: According to the definitions used in AIDS surveillance in Japan, new AIDS victims are defined as those who are diagnosed with AIDS when they are first reported. They do not include the cases in which previously reported HIV-infected patients are affected by AIDS.

Section 3 Food education

○ The percentage of people under 30 who skip breakfast is on the increase. The percentage tends to be higher in older people (Figure 13).

Figure 13 Percentage of people who skip breakfast



Source: “National Health and Nutrition Survey,” Ministry of Health, Labour and Welfare
 Note 1: Skipping a meal includes the following three cases: 1) Not having a meal, 2) Getting nutrients by taking pills or an energy drink only, 3) Having sweets, fruits, dairy products or one’s favorite drink only.
 2: The figures until 2010 are the moving averages of the values of the last three data points. The figures for 2011 are for that single year.

Chapter 3 Environments Where Children Grow up

Section 1 Education

1 The number of students and the percentage of students who go on to a higher stage of education

(Preschool education and childcare)

- The number of kindergarten pupils is 1.6 million and the number of nursery school pupils is 2.18 million (Figure 14).

(Compulsory education and beyond)

- The numbers of students in compulsory education and high school education have continued to decrease. The number of students in higher education has remained largely unchanged (Figure 15).

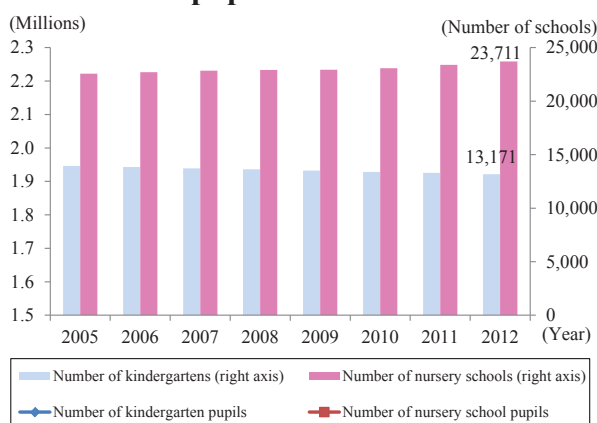
(Percentage of students who go on to a higher stage of education)

- More than 50% of students go to a university or a junior college (Figure 16).

(Special needs education)

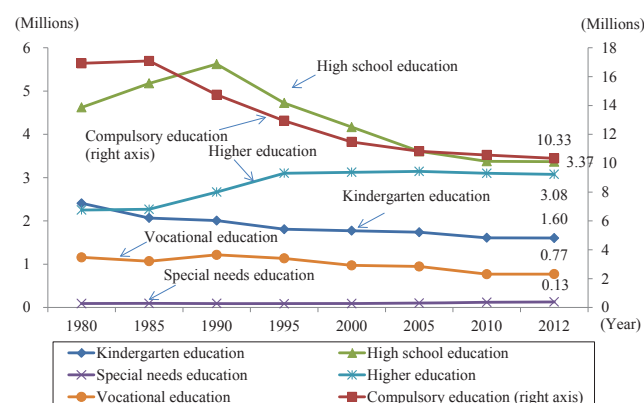
- The number of students who receive special needs education is 365,941, which accounts for 2.4% of the total (Figure 17).

Figure 14 The numbers of kindergarten pupils and nursery school pupils



Sources: “Basic School Survey,” MEXT and “Collected Data on Nursery Schools,” Ministry of Health, Labour and Welfare

Figure 15 Number of students in each educational category

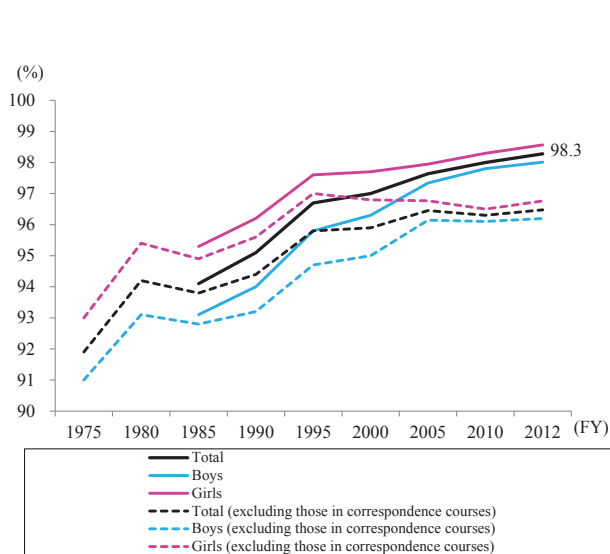


Source: “Basic School Survey,” MEXT

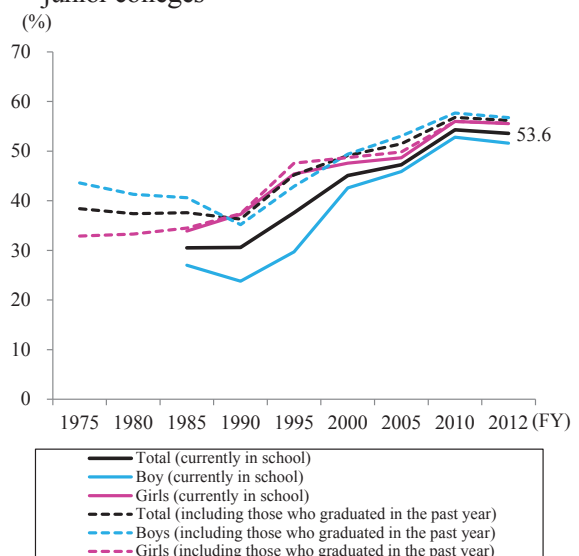
- Note 1: Compulsory education refers to elementary schools, junior high schools and lower secondary schools. High school education refers to high schools and upper secondary schools. Higher education refers to colleges of technology, junior colleges and universities. Special needs education refers to schools for special needs education. (It had referred to the total number of schools for handicapped children until FY 2006.)
- 2 High schools include students in regular courses, major courses and special courses. Junior colleges include students in regular courses, major courses and special courses as well as auditing students. Universities include undergraduate students, graduate students, students enrolled in major courses and special courses, auditing students and research students.

Figure 16 Percentage of students who go on to higher-level schools

(1) Percentage of students who go on to high school



(2) Percentage of students who go on to universities or junior colleges



Source: “Basic School Survey,” MEXT

- Note 1: The “percentage of students who go on to high schools” refers to the percentage of junior high school graduates and lower secondary school graduates who go on to high schools, upper secondary schools, high schools for special needs education (regular courses or special courses), or colleges of technology (including those who obtain employment and excluding those who graduated in the past year).
- 2 The percentage of students “currently in school” who go on to universities or junior colleges refers to the percentage of high school graduates and upper secondary school graduates who go on to universities (undergraduate courses, distance learning or special courses), junior colleges (regular courses, distance learning or special courses), or colleges of technology (enrolled in major courses) (including those who obtain employment).
- The percentage “including those who graduated in the past year” is defined as the number of new students enrolled in undergraduate education and junior college regular courses (including those who graduated from a high school in the past year) divided by the number of those who graduated from junior high schools or lower secondary schools three years earlier.

Figure 17 Students who receive special needs education

Students who receive special needs education (in FY 2012). (People)

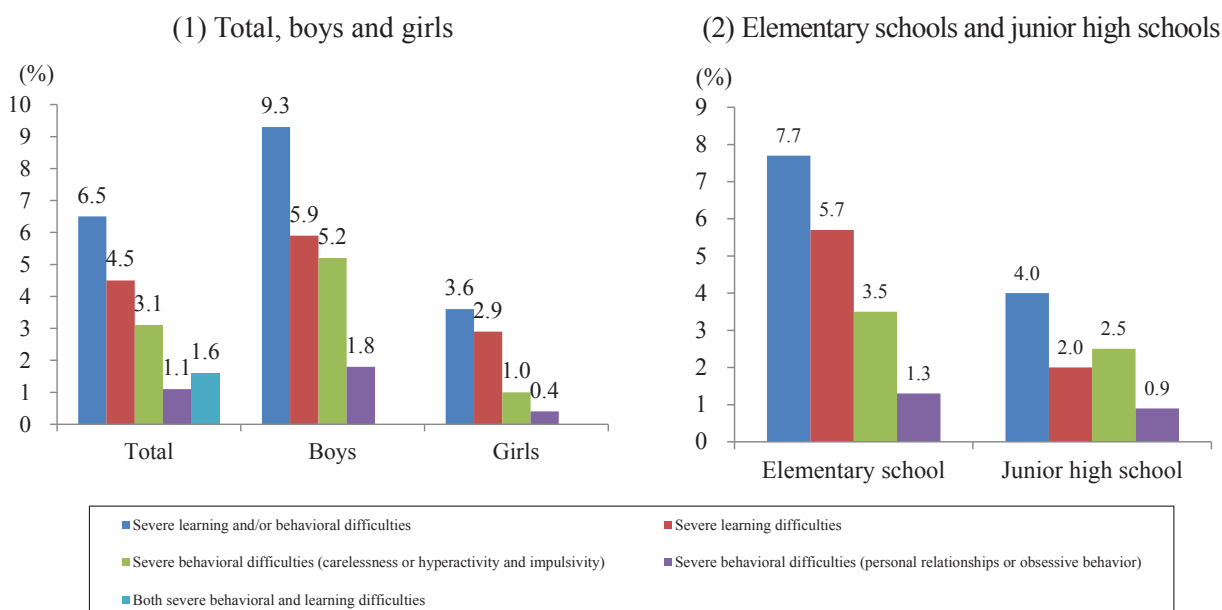
	Kindergarten, elementary school, junior high school and high school	Compulsory education (elementary school and junior high school)
Total number	15,439,275	10,403,076
Students who receive special needs education	365,941 (2.4%)	301,873 (2.9%)
Among them, those who are attending schools for special needs education	129,994 (0.8%)	65,926 (0.6%)
Among them, those who are in special support classes	164,428 (1.1%)	164,428 (1.6%)
Among them, those who receive guidance by attending a special education class	71,519 (0.5%)	71,519 (0.7%)

Source: “Data on Special Needs Education,” MEXT

○ About 6.5% of students in regular classes in elementary schools and junior high schools may have developmental disabilities and need special educational support (Figure 18).

Figure 18

Elementary school students and junior high school students who may have developmental disabilities and need special educational support



Source: “Survey on students in regular classes who may have developmental disabilities and need special educational support,” MEXT (December 2012)

Note 1: The values in the graphs are estimates. Note that the values in graphs (1) and (2) may have errors of about ± 0.1 to 1.1%.

2: The difficulties of elementary school students and junior high school students in this survey are based on the answers submitted by the homeroom teacher and checked by a special needs education coordinator or an assistant principal (or a vice principal). They are not decisions made by a team of experts on developmental disabilities or diagnoses made by doctors. Therefore, it should be noted that the values are not the percentage of students with developmental disabilities, but the percentage of those who may have developmental disabilities and need special educational support.

3: “Severe learning difficulties” refers to showing severe difficulties in one or more of the following abilities: listening, speaking, reading, writing, calculating and reasoning. “Severe behavioral difficulties” refers to showing serious problems with regard to one or more of the following points: “carelessness,” “hyperactivity and impulsivity,” and “personal relationships or obsessive behavior.” “Both severe behavioral and learning difficulties” refers to the cases that show both characteristics and are included in both of the two categories above.

2 Academic achievements

(Academic achievements)

- Japanese students’ achievements in reading, mathematics and science have been improving and are high on international rankings (Figure 19).
- The challenges for them are questions requiring a written answer as well as interpreting, considering and explaining observations or the results of experiments.

Figure 19 OECD Programme for International Student Assessment (PISA)

(1) Reading

	2000	2003	2006	2009
Scores of Japanese students	522 points	498 points	498 points	520 points
Average of OECD member countries	500 points	494 points	492 points	493 points
Japan's ranking among OECD member countries	8 th /28 countries	12 th /30 countries	12 th /30 countries	5 th /34 countries

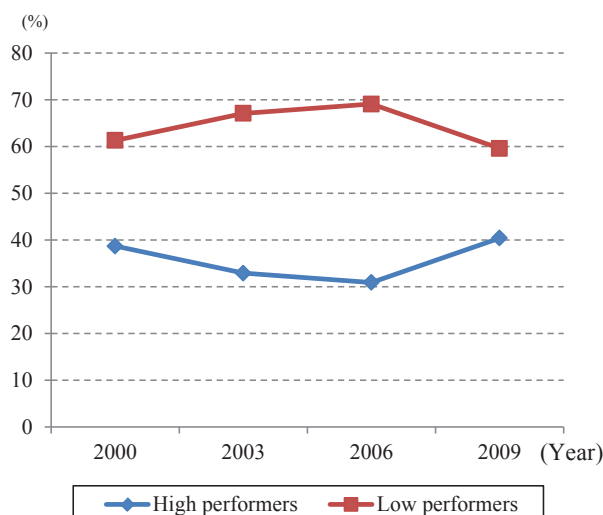
(2) Mathematical literacy

	2000	2003	2006	2009
Scores of Japanese students	557 points	534 points	523 points	529 points
Average of OECD member countries	500 points	500 points	498 points	496 points
Japan's ranking among OECD member countries	1 st /28 countries	4 th /30 countries	6 th /30 countries	4 th /34 countries

(3) Scientific literacy

	2000	2003	2006	2009
Scores of Japanese students	550 points	548 points	531 points	539 points
Average of OECD member countries	500 points	500 points	500 points	501 points
Japan's ranking among OECD member countries	2 nd /28 countries	2 nd /30 countries	3 rd /30 countries	2 nd /34 countries

(4) Trends in the reading abilities of the high performers and low performers



Source: "Programme for International Student Assessment (PISA)," OECD

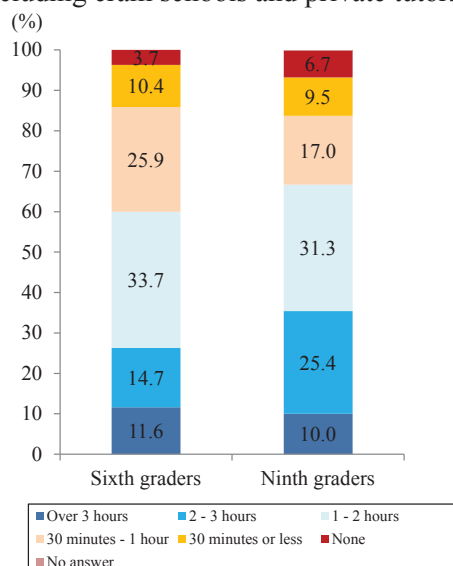
Note: In the graph (4), "High performers" refers to the percentage of students who attained Level 4 or above and "Low performers" refers to the percentage of students whose attained Level 3 or below.

(Learning conditions)

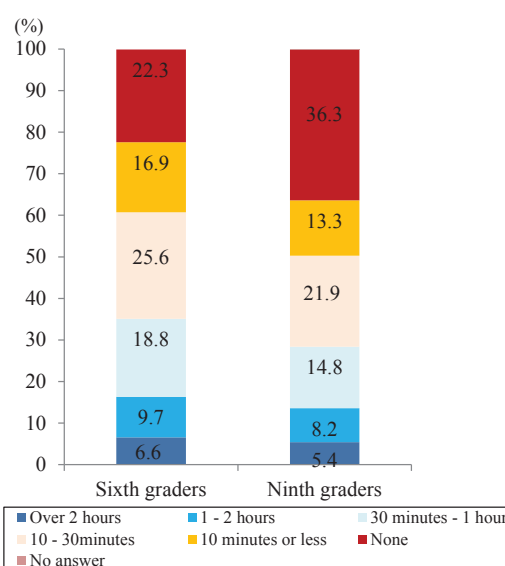
- More than 60 percent of sixth graders and ninth graders study for over an hour a day on weekdays (Figure 20 (1)).
- Over 20 percent of sixth graders and nearly 40 percent of ninth graders do not read books on weekdays (Figure 20 (2)).

Figure 20 Learning conditions of elementary school students and junior high school students

(1) Study time on weekdays outside of classes at school
(including cram schools and private tutors)



(2) Time for reading on weekdays
(excluding textbooks and comics)

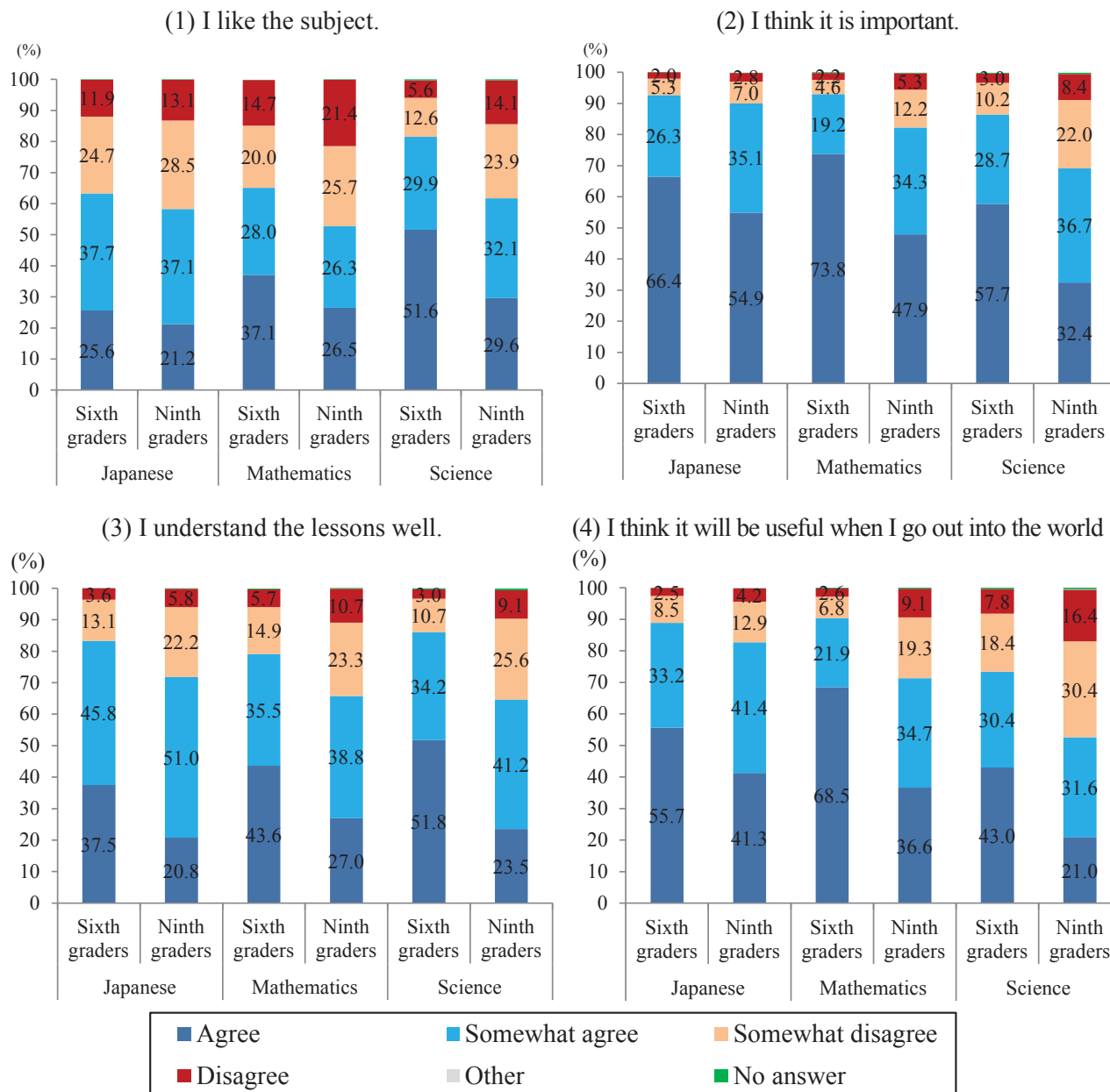


Source: "National Survey on Academic Achievements and Learning Conditions," MEXT

(Attitudes toward learning)

○ Junior high school students have been moving away from science and mathematics (Figure 21).

Figure 21 Attitudes toward Japanese/mathematics/science (FY 2012)



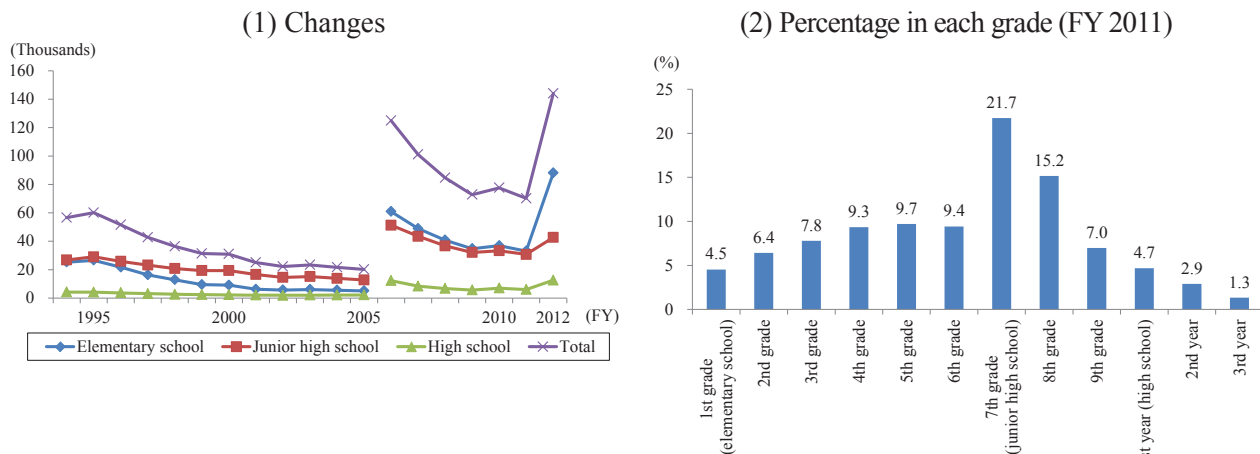
Source: "National Survey on Academic Achievements and Learning Conditions," MEXT

3 Various school-related problems

(Bullying)

○ There were 144,054 cases of bullying in the first half of FY 2012 alone. This number was more than twice that of the previous fiscal year (Figure 22).

Figure 22 Number of cases identified as bullying (occurrences)

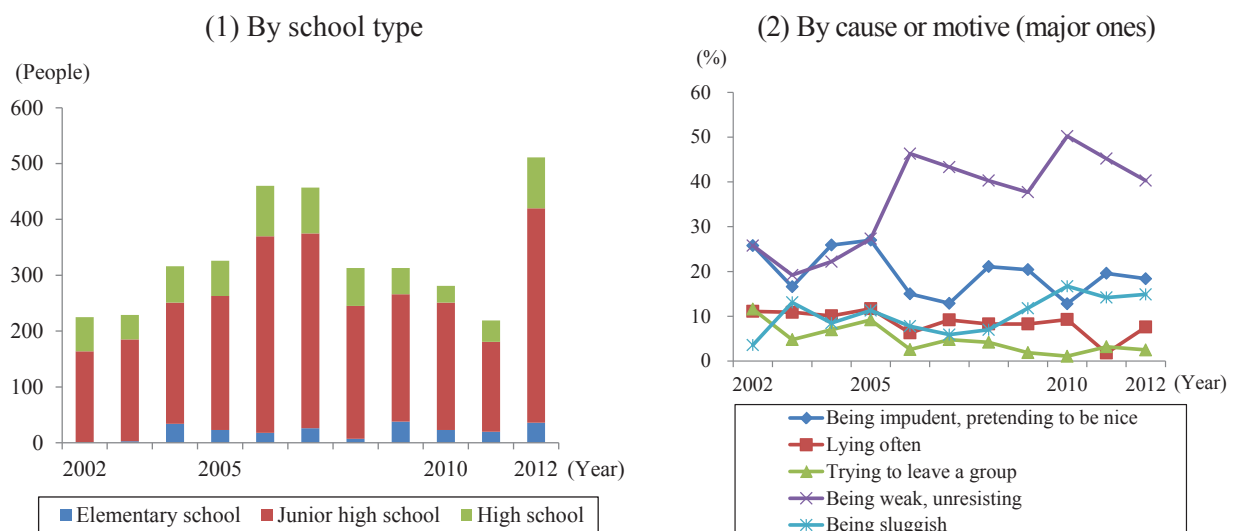


Sources: “Survey on various issues related to giving guidance to students, such as students’ problematic behavior,” and “Emergency survey on the situation of students with relation to bullying and measures taken by school boards and schools,” MEXT (November 2012)

- Note 1: Bullying is defined as follows: “A student suffers mental anguish because he/she was physically or psychologically attacked by a person he/she has a certain personal relationship with. It does not matter whether the incident occurs at school or another place.”
- 2: The survey has covered special education schools since FY 1994 and national schools, private schools and secondary schools since FY 2006.
- 3: Survey methods changed in FY 2006: the number of specifically reported occurrences of bullying was counted until FY 2005; the number of all cases identified as bullying has been counted since FY 2006.

○ The number of young people who were arrested or taken into custody by the police because of bullying suddenly increased to 511 in FY 2012 (Figure 23).

Figure 23 Arrests and guidance in the cases caused by bullying



Sources: “Overview of the State of Juvenile Protection and Guidance,” and “The State of Juvenile Delinquency,” National Police Agency

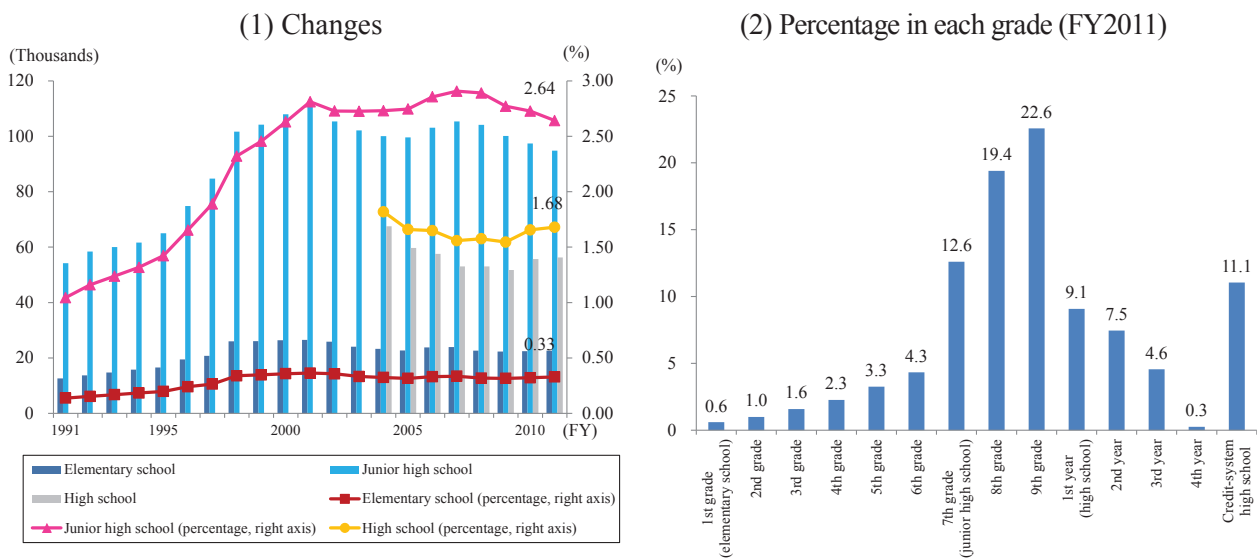
Note 1: The term “cases caused by bullying” includes “cases of bullying” and “cases of retaliation against bullying.” “Cases of bullying” are defined as cases in which “a single person or a group physically attacks or psychologically oppresses a certain person or group (such as through intimidation, harassment or ostracism) one-sidedly and repeatedly, thus inflicting pain on the victim(s)” (excluding cases due to conflicts between delinquent groups such as motorcycle gangs). These cases are crimes (including illegal behavior) committed by elementary school students, junior high school students or high school students, who are arrested or taken into protective custody by the local police.

- 2: Multiple answers can be given for causes or motives. The causes or motives for cases of retaliation against bullying were all included in “Other” until 2007. They have been included under each cause or motive since 2008.

(Truancy)

○ The number of students who stay away from school has remained largely unchanged in elementary schools. It is on the decline in junior high schools and on the rise in high schools (Figure 24).

Figure 24 The status of truant students



Source: “Survey on various issues related to giving guidance to students, such as students’ problematic behavior,” MEXT

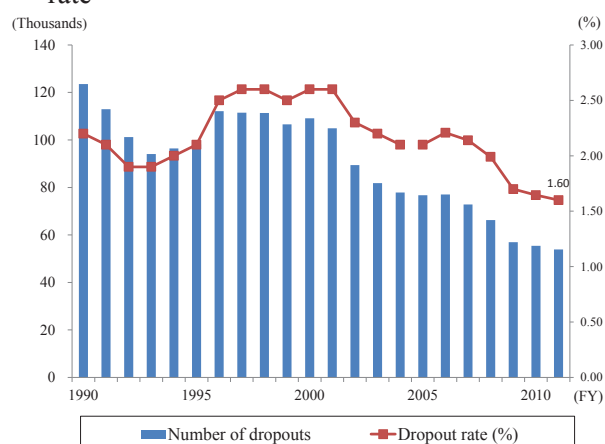
- Note 1: The term “truant students” is defined as the students who are absent from school continuously or intermittently for 30 days or more in one school year because of truancy. Truancy is defined as the situation in which a child does not attend school or cannot attend school even if he/she wants to because of some psychological, emotional, physical or social factor or context (excluding diseases or economic reasons).
- 2: The survey covers national, public and private elementary schools, junior high schools and high schools (junior high schools include lower secondary schools). High schools have been surveyed since FY 2004.

(Dropping out of high school)

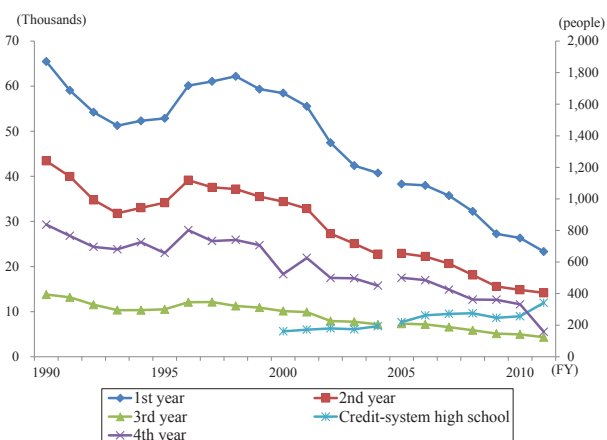
○ The number of high school dropouts has continued to decline (Figure 25).

Figure 25 High school dropouts

(1) Number of high school dropouts and dropout rate



(2) Number of dropouts in each grade



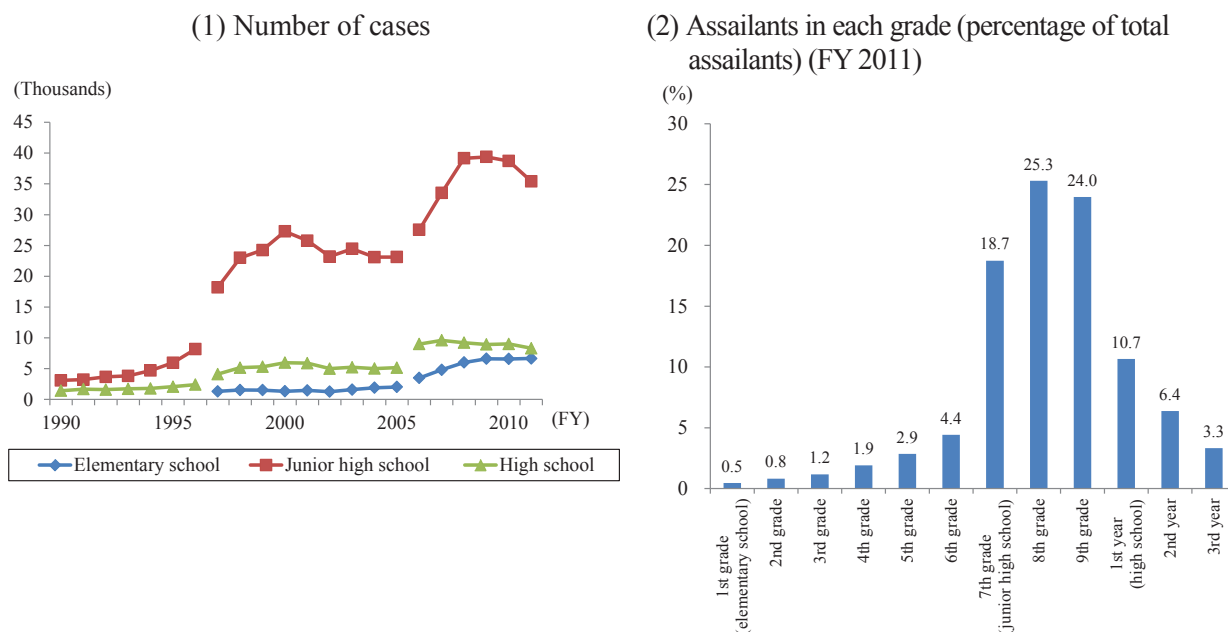
Source: “Survey on various issues related to giving guidance to students, such as students’ problematic behavior,” MEXT

Note: The survey covered public and private high schools until FY 2004. Since FY 2005 it has covered national, public and private high schools.

(School violence)

○ The number of cases of school violence has increased especially in junior high schools (Figure 26).

Figure 26 Number of cases of school violence



Source: “Survey on various issues related to giving guidance to students, such as students’ problematic behavior,” MEXT

Note 1: Survey methods changed in FY 1997.

2: The survey covered only public junior high schools and high schools until FY 1996. It started to cover public elementary schools in FY 1997 and national and private schools in FY 2006.

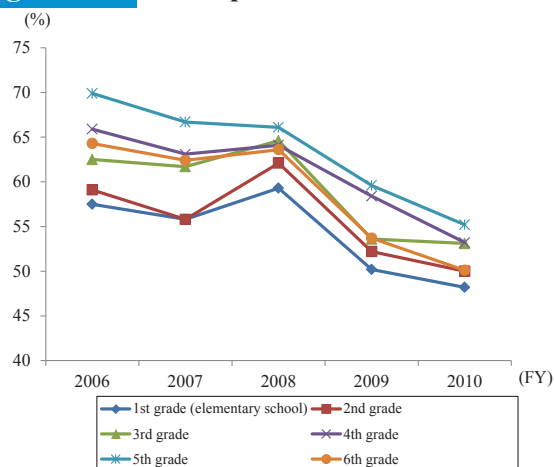
3: Junior high schools include lower secondary schools.

Section 2 Experiential Activities

1 Present situation

○ Participation in outdoor activities has declined (Figure 27, Figure 28).

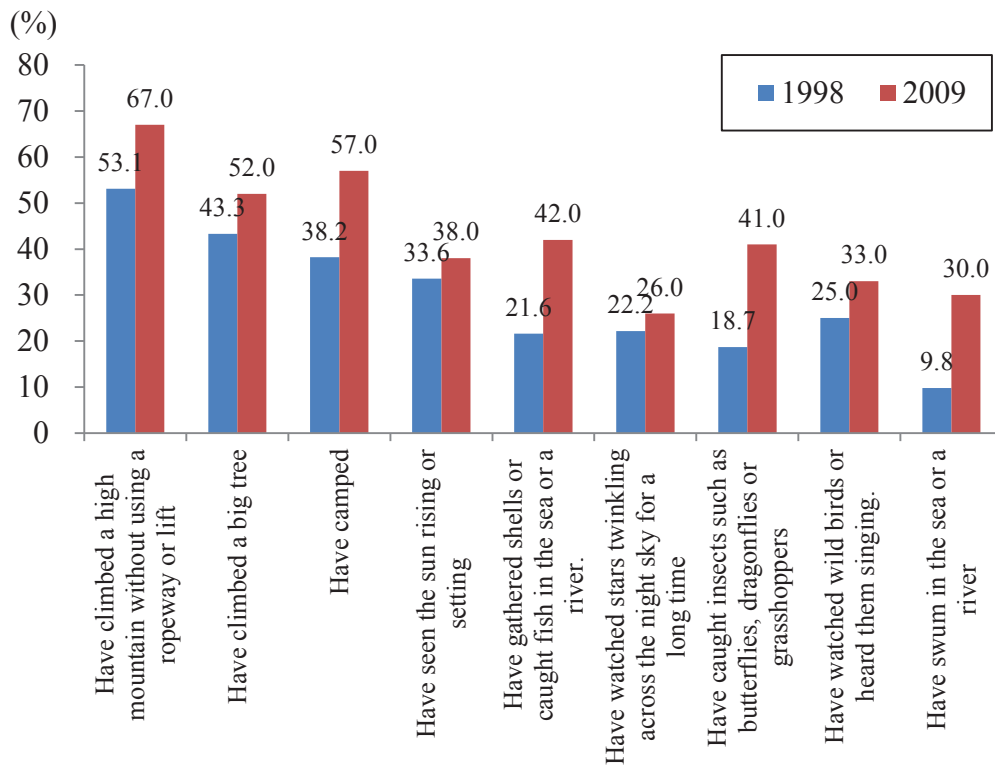
Figure 27 Participation in outdoor activities



Source: “Fact-finding Survey on Experiential Activities and Independence of Young People (conducted in FY 2010),” National Institution for Youth Education (FY 2011)

Figure 28

Percentage of elementary school students and junior high school students who have had little experience with nature

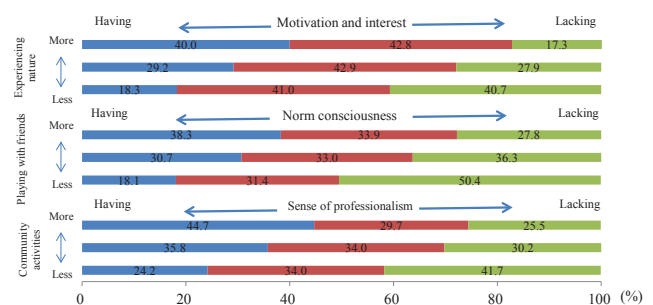


Source: “Fact-finding Survey on Experiential Activities and Independence of Young People (conducted in FY 2009),” National Institution for Youth Education (2010)

2 Significance and effects

○ The more experiential activities children participate in, the more motivation, interest and norm consciousness they will have in the future (Figure 29).

Figure 29 Relationship between experiences in childhood and motivation and interest in adulthood

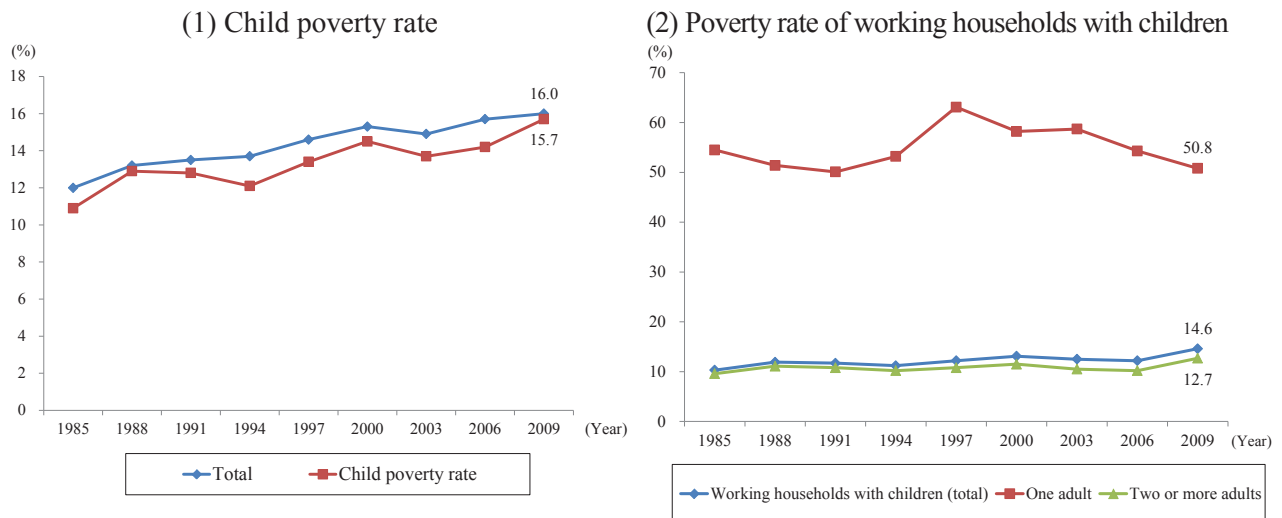


Source: “Research Study on the Actual Situation of Children’s Experiential Activities (conducted in FY 2010),” National Institution For Youth Education (FY 2011)

Section 3 Child Poverty

○ The relative child poverty rate is on the rise. Households where one adult is bringing up children in particular suffer economic hardships (Figure 30).

Figure 30 Relative poverty rate



Source: “Comprehensive Survey of Living Conditions,” Ministry of Health, Labour and Welfare

Note: Based on OECD standards, the relative poverty rate is calculated using the percentage of members of households whose disposable income is less than half of the national median equivalent disposable income (the disposable income of a household divided by the square root of the number of its members and adjusted).

2: The figures for 1994 exclude Hyogo Prefecture.

3: An adult is a person aged 18 or older. A child is a person aged 17 or younger. A working household is a household whose head is over 18 years old and under 65.

4: Members of households whose equivalent disposable income are unknown are excluded.

Chapter 4 Social Independence

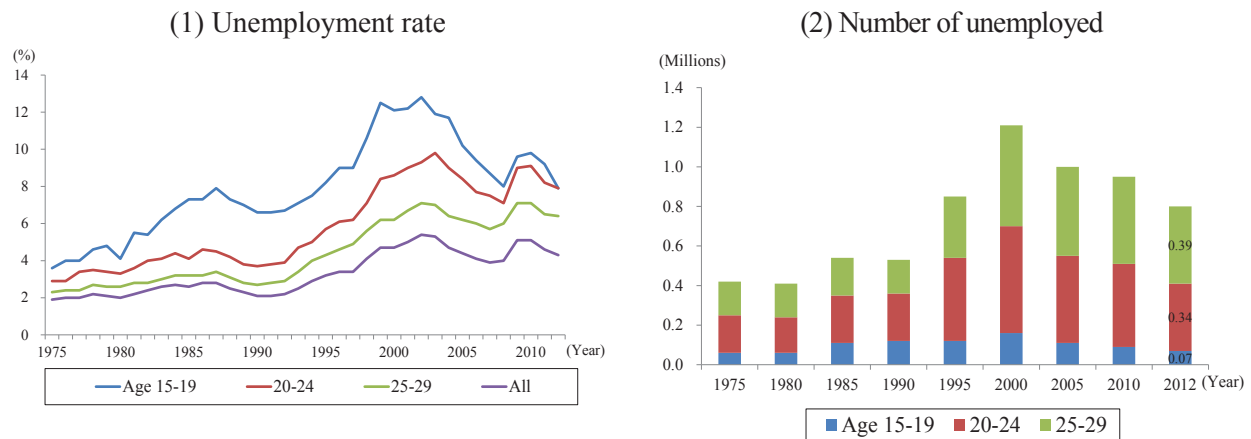
Section 1 Labor

1 Overview

(Unemployment)

○ The unemployment rate of young people has been improving; however, it has been consistently higher than that of all workers as a whole. (Figure 31)

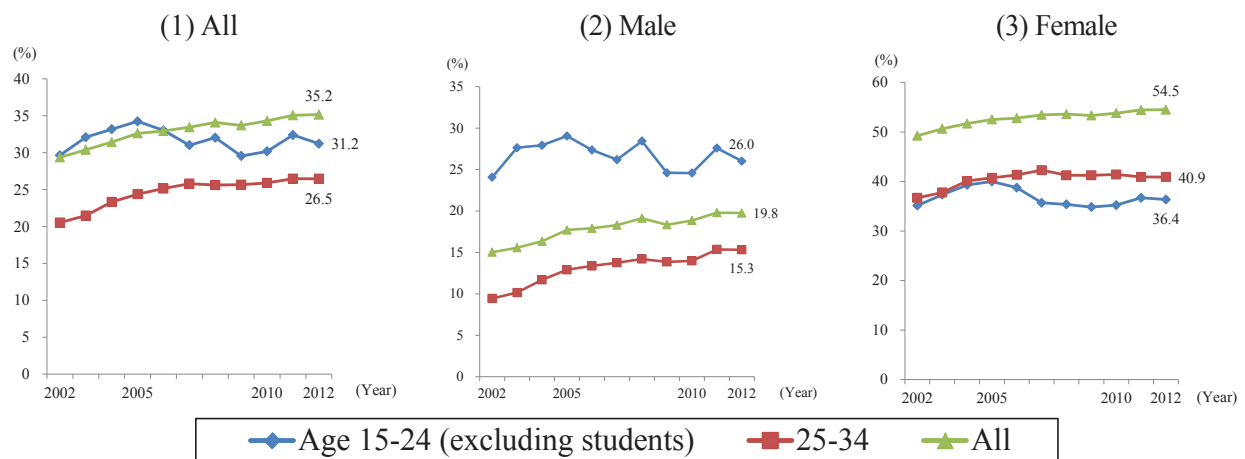
Figure 31 Overall unemployment rate



(Non-regular employment)

- The non-regular employment rate of young people is lower than that of all workers; however, it is gradually increasing (Figure 32).

Figure 32 Non-regular employment rate

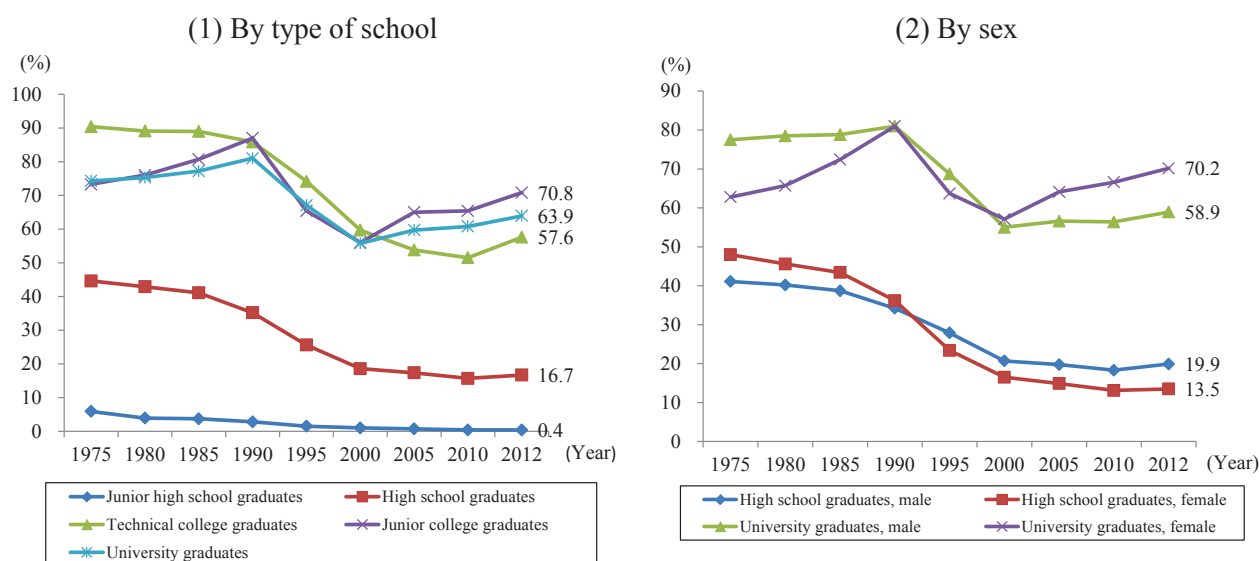


2 Employment and separation

(Employment)

- The employment rate of junior high school graduates is 0.4%, that of high school graduates is 16.7%, and that of university graduates is 63.9% (Figure 33).

Figure 33 Employment rate



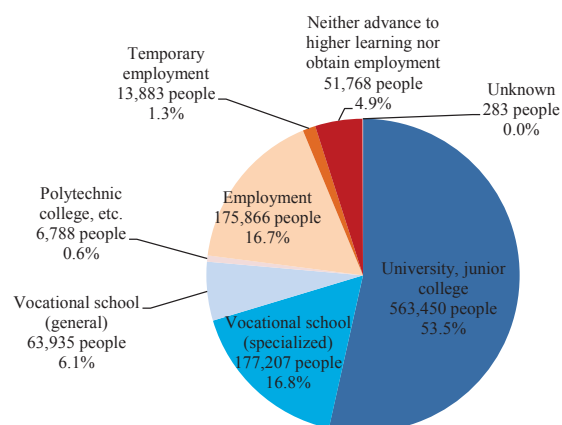
Source: “Basic School Survey,” MEXT

Note 1: This is the percentage of students who have obtained employment of students who graduate in March each year.

2: Junior high schools include lower secondary schools, and high schools include higher secondary schools.

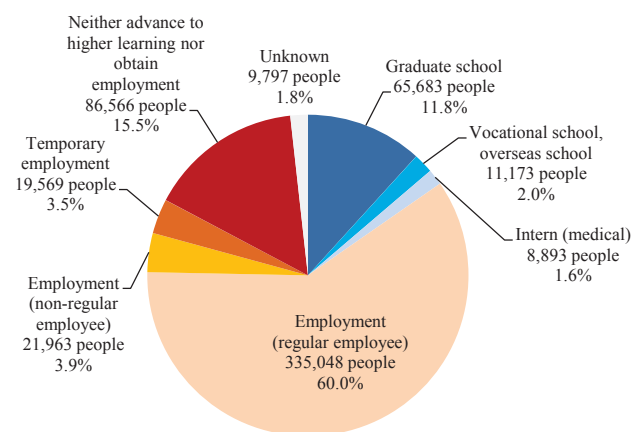
○ 4.9% of high school graduates and 15.5% of university graduates neither advance to higher learning nor obtain employment (Figure 34, Figure 35).

Figure 34 Status of high school graduates (March 2012)



Source: “Basic School Survey,” MEXT

Figure 35 Status of university graduates (March 2012)

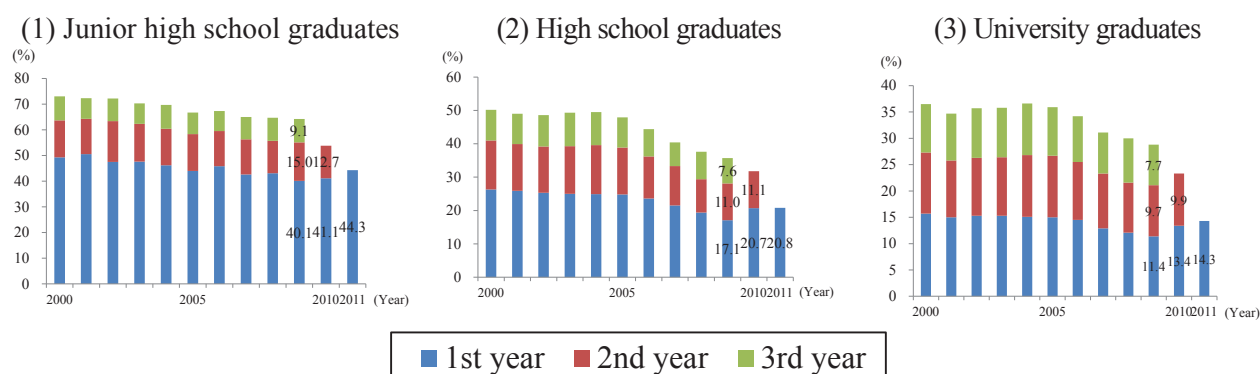


Source: “Basic School Survey,” MEXT

(Separation from employment)

○ As for the rate of job separation within three years of employment of new graduates, that of junior high school graduates who graduated in March 2009 is 64.2%; that of high school graduates is 35.7%; and that of university graduates is 28.8% (Figure 36).

Figure 36 Job separation rate for each period of employment for new graduates



Source: “Survey on the Status of Employment and Separation of New Graduates,” Ministry of Health, Labour and Welfare

Note 1: These figures are calculated based on records of people covered by unemployment insurance managed by MHLW.

2: People are classified by educational background using the date of the insured person’s most recently acquired qualification and their date of birth.

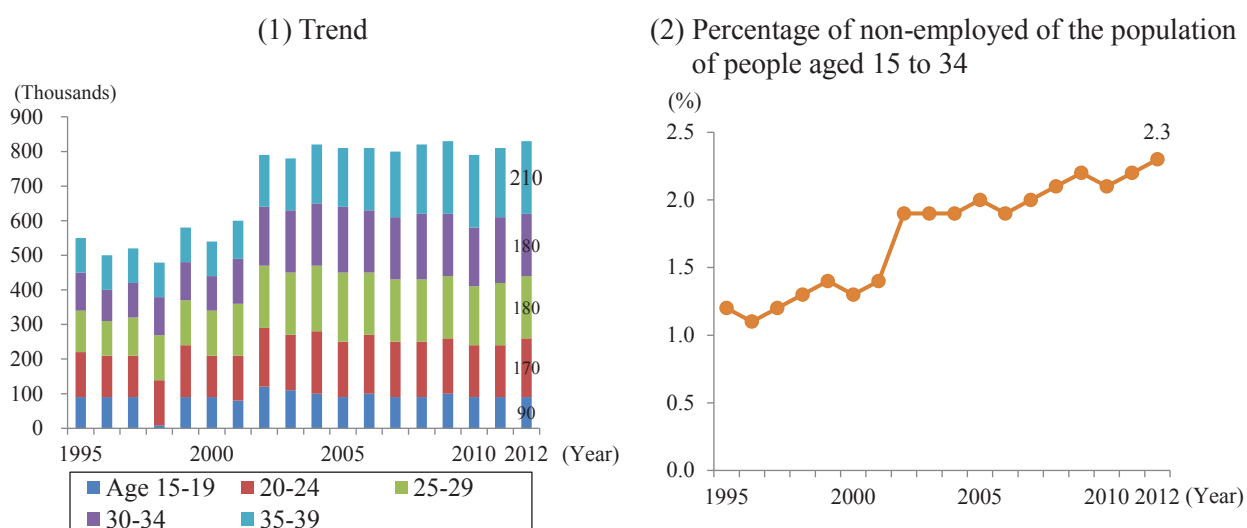
Section 2 Non-employed Young People, “Freeters” and Socially Withdrawn People

1 Non-employed young people and “freeters”

(Non-employed young people)

- There are 630,000 non-employed young people aged 15 to 34, who account for 2.3% of the population of people aged 15 to 34 (Figure 37).

Figure 37 Number of non-employed young people



Source: “Labour Force Survey,” MIC

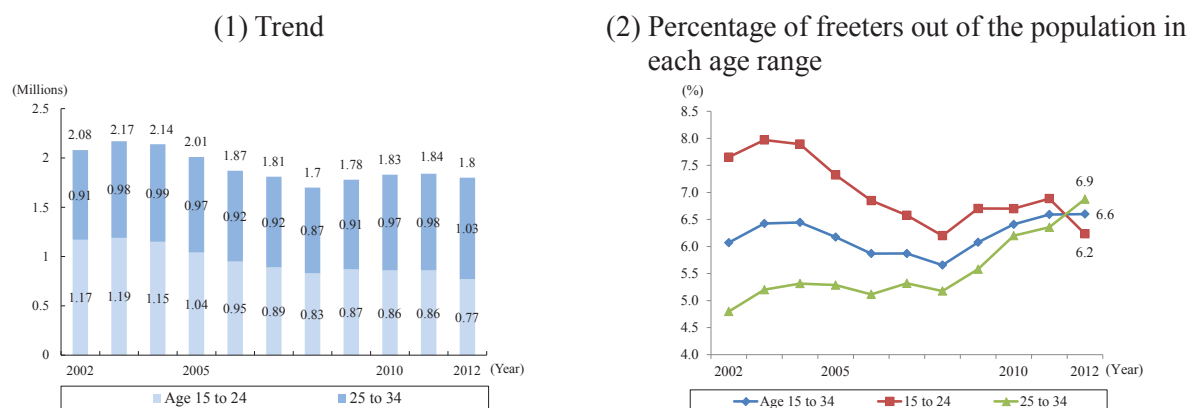
Note 1: Non-employed young people here mean those of the population of people aged 15 to 34 who are not in the labor force who are neither homemakers nor attend school. The graph includes the figures for people aged 35 to 39 for reference.

2: The figures for 2013 exclude those for Iwate, Miyagi and Fukushima.

(“Freeters”)

- There are 1,800,000 freeters aged 15 to 34, who account for 6.6% of the population of people aged 15 to 34 (Figure 38).

Figure 38 Number of freeters (part-time workers and those who want part-time jobs)



Source: “Labour Force Survey,” MIC

Note: “Freeters” here mean graduates (men or unmarried women) who fall under one of the following three categories: 1) employees who are classified as “part-time workers” at their workplace, 2) unemployed people who are looking for a part-time job, or 3) those who have not been offered employment and want to have a part-time job (among “others” who are not in the labor force and neither are homemakers nor attend school).

2 Socially withdrawn people (“hikikomori”)

- There are estimated to be 696,000 people who are socially withdrawn in a broad sense, including “those who usually stay at home and go out only when they have something to do which is related to their interests” (Figure 39).

Figure 39 Definitions of groups of socially withdrawn people and their estimated numbers

	Each percentage of valid responses (%)	Estimated number across the country (Thousands)
Those who usually stay at home and only go to a nearby convenience store	0.40	153.0
Those who go out of their rooms but not out of their houses	0.09	35.0
Those who rarely go out of their rooms	0.12	47.0
		236 thousand (Note 4)
Those who usually stay at home and go out only when they have something to do which is related to their interests	1.19	Quasi-withdrawn people 460 thousand
Total	1.79	Socially withdrawn people, in a broad sense 696 thousand

Source: “Survey on the Attitudes of Young People” (fact-finding survey on socially withdrawn people), Cabinet Office

Note 1: The survey was conducted on 5,000 people aged 15 to 39, and 3,287 people (65.7%) gave an answer.

- The figures are only for those who have been in the above categories for six months or more. They exclude those who gave schizophrenia or a physical illness as “the cause of their present condition,” those who answered, “I work at home,” and those who answered, “I do housework or look after my child” to the question, “What do you often do when you are at home?”
- The estimated number across the country is each percentage of valid responses multiplied by 38,800,000 (the population of people aged 15 to 39 in MIC’s “Population Estimates” [2009]).
- The number of socially withdrawn people in a narrow sense, 236,000, almost agrees with the estimated number of households, 255,000, provided in MHLW’s “Guidelines for Evaluation and Support for Socially Withdrawn People.”

Section 3 Career Education

1 Workplace experience and internships

(Junior high school and high school)

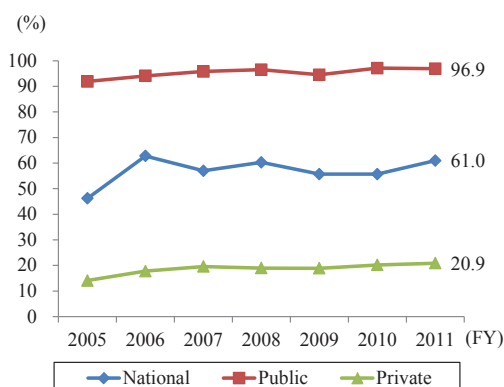
- The percentage of junior high schools that offer students workplace experience and high schools that offer students internship opportunities is generally on the increase (Figure 40, Figure 41).

(University)

- 34.8% of universities provide internship opportunities as courses throughout the university while 32.9% of universities provide them in some of their departments (Figure 42).

Figure 40 Workplace experience provided by junior high schools

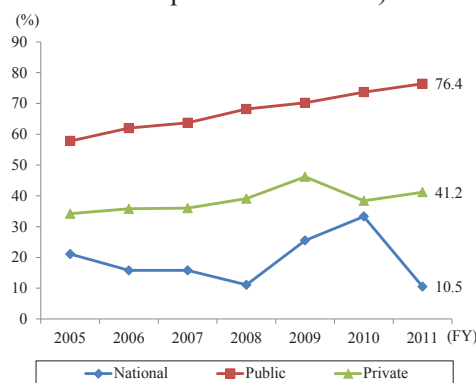
Percentage of schools providing workplace experience



Source: “Survey on Work Experience and Internships Provided by Schools,” National Institute for Educational Policy Research

Figure 41 Internships provided by high schools

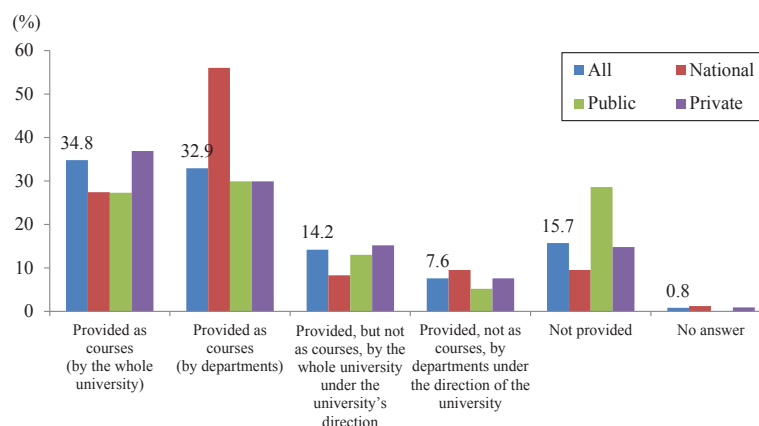
Percentage of schools providing internships (full-time schooling, part-time schooling and correspondence courses)



Sources: “Survey on Work Experience and Internships Provided by Schools,” National Institute for Educational Policy Research and materials provided by MEXT

Note: “The number of students who have participated” means the number of students in the third year who have participated at least once during their three years at school.

Figure 42 Internships provided by universities (FY 2012)



Source: “Survey on Activities to Support Students Provided by Universities, Junior Colleges and Technical Colleges” (FY 2010), Japan Student Services Organization (2011)

Note: The survey was conducted on universities across the country on September 1, 2010. 94.7% of the universities gave an answer.

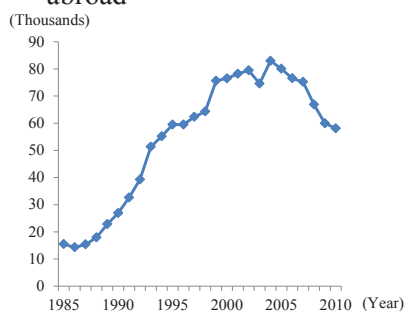
Section 4 International Exchange

1 Students studying abroad and children who have returned from overseas

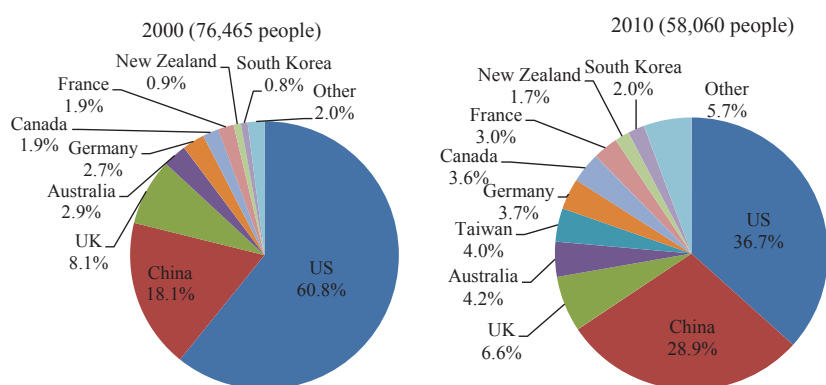
- The number of students studying abroad has continued to decline (Figure 43 (1)).
- Destinations for studying abroad have diversified (43 (2)).

Figure 43 Japanese students studying abroad

(1) Number of students studying abroad



(2) Major destinations



Source: "Circumstances of Japanese Students Studying Abroad," MEXT

Note: The results were compiled by MEXT based on the following materials.

OECD "Education at a Glance"

Students who are enrolled in a regular course at an institution of higher education and "do not settle down or live permanently in the host country" or "do not have the citizenship of the host country"

UNESCO Institute for Statistics

Students who are enrolled at an institution of higher education and "do not settle down or live permanently in the host country"

Institute of International Education (IIE) "Open Doors"

Students who are enrolled at an institution of higher education in the U.S. and do not have American citizenship (including permanent residents).

Education Office of the Chinese Embassy

Students who are enrolled at a Chinese university with a student visa (X visa (stay of 180 days or more to study)) or a visitor visa (stay of less than 180 days)

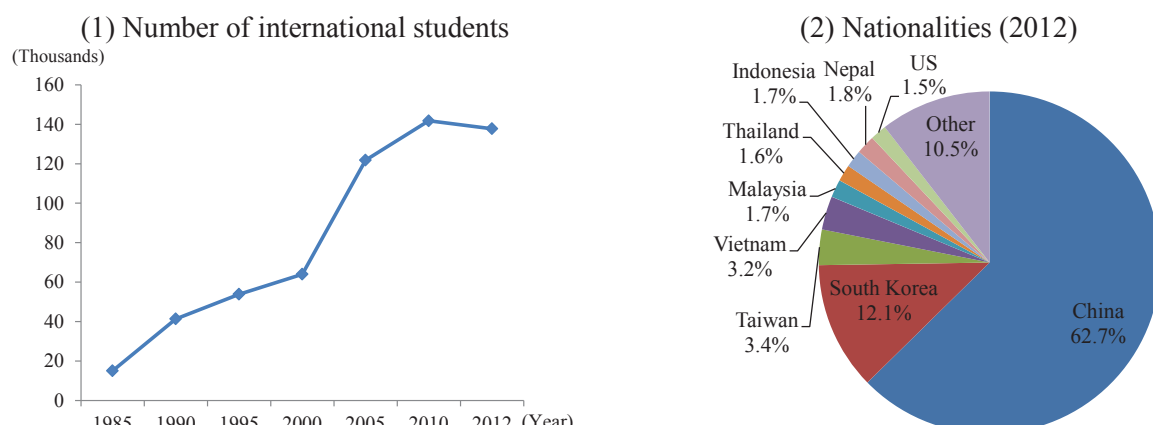
Ministry of Education of Taiwan

Students who are enrolled at an institution of higher education in Taiwan (including students studying for a short time)

2 Number of international students and foreign children

- The number of international students has stopped growing (Figure 44).

Figure 44 International students



Sources: “International Students in Japan,” Japan Student Services Organization and “Overview on Foreign Students in Japan,” MEXT

Note: “International students” are foreign students who receive education at a university (including graduate school), a junior college, a technical college, a vocational college (special course) or an educational facility for a preparatory course to enter a university in Japan. They must have the proper status of residence to study in Japan (study visa) provided for in the Appended Table 1 of the Immigration Control and Refugee Recognition Act.

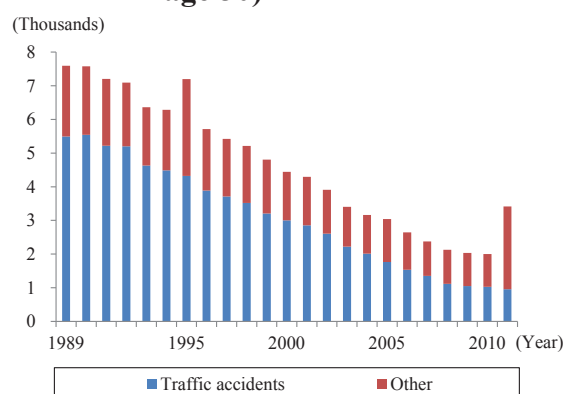
Chapter 5 Safety and Problematic Behavior

Section 1 Accidents and disasters

1 Unforeseen accidents and traffic accidents

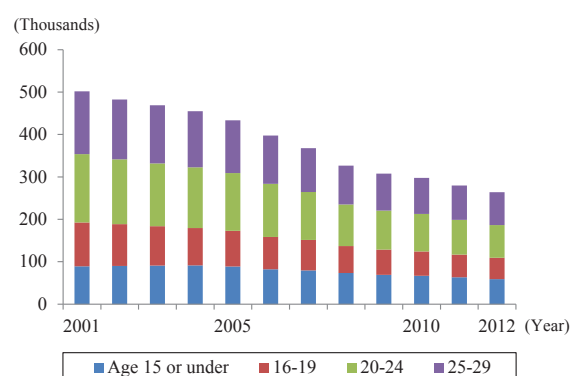
○ The number of deaths caused by unforeseen accidents peaked in 1989 and then declined; however, it increased in 2011 because of the Great East Japan Earthquake. The number of casualties caused by traffic accidents has been on the decrease (Figure 45, Figure 46).

Figure 45 Number of deaths caused by unforeseen accidents (under age 30)



Source: “Vital Statistics,” Ministry of Health, Labour and Welfare

Figure 46 Number of casualties caused by traffic accidents



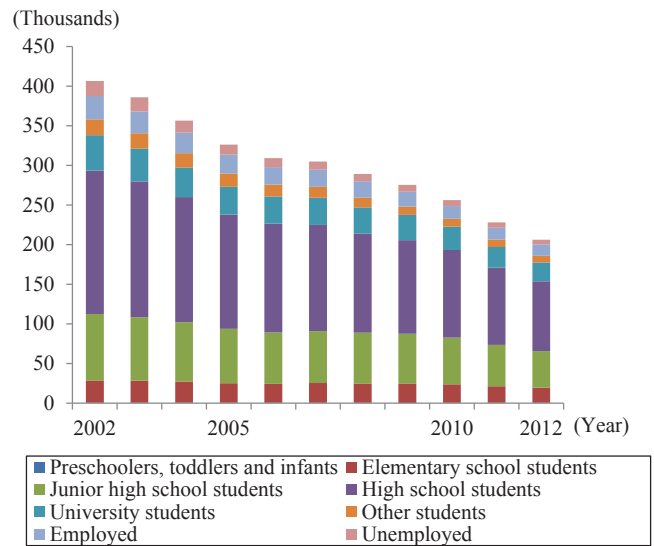
Source: “Circumstances of Traffic Accidents,” NPA

Section 2 Harm Caused by Crimes and Abuse

1 Criminal harm (Circumstances of criminal offenses in which the victims were under the age of 20)

- The number of criminal offenses known to the police in which the victims were under the age of 20 has decreased in recent years (Figure 47).

Figure 47 Number of criminal offenses known to the police in which the main victims were under the age of 20

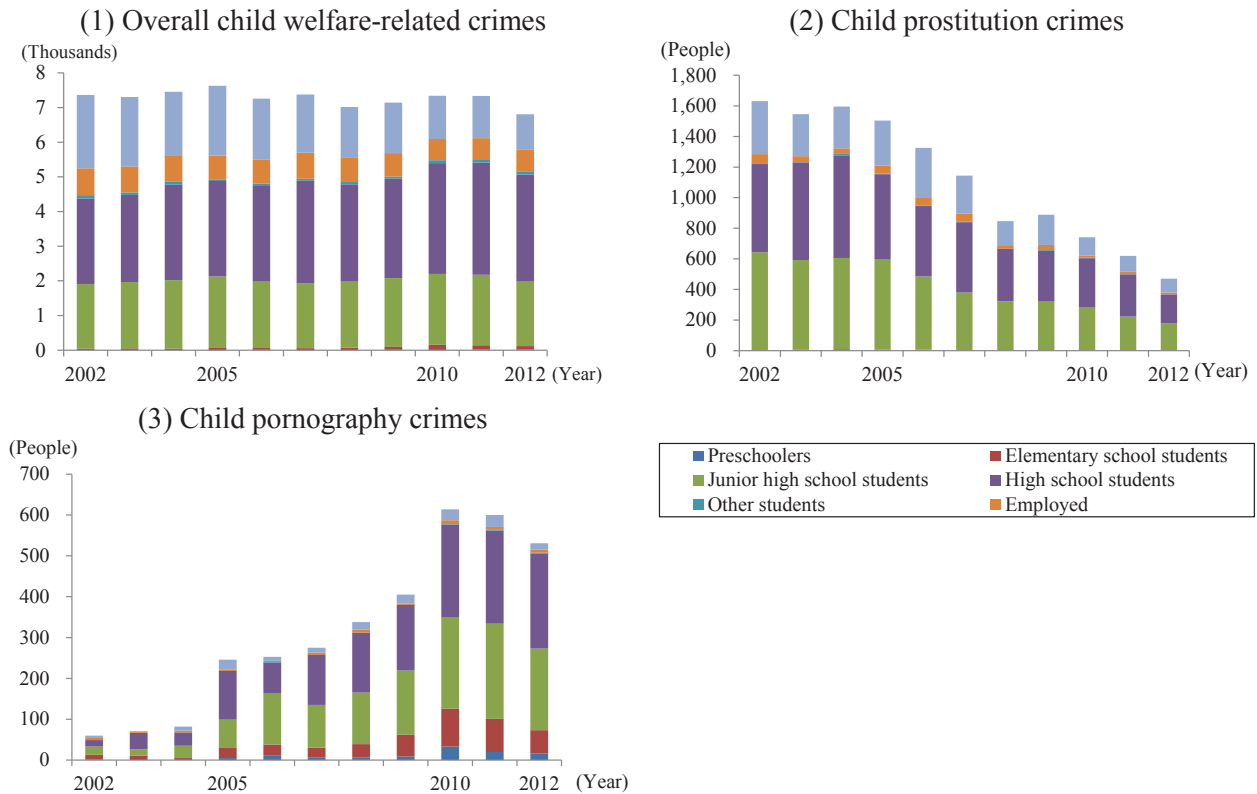


Sources: “Overview of the State of Juvenile Guidance and Protection” and “State of Juvenile Delinquency,” National Police Agency

(Criminal harm that endangers the welfare of people under the age of 20)

- The number of victims under the age of 20 of child welfare-related crimes has remained largely unchanged (Figure 48 (1)).
- The number of victims of child pornography crimes is 1,264 (including the victims of cases that were found to be crimes by determination of the age of the victims). About half of them are elementary school children or younger children (Figure 48 (3)).

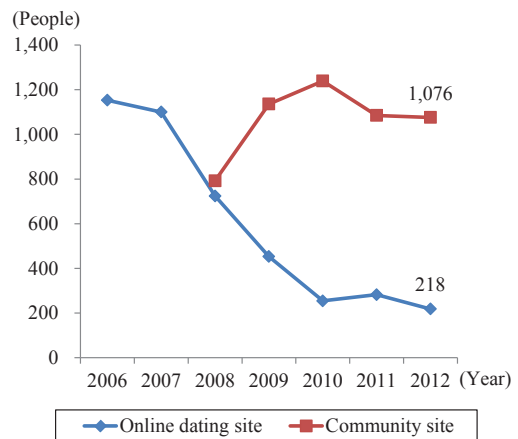
Figure 48 Victims under the age of 20 of child welfare-related crimes



Sources: "Overview of the State of Juvenile Guidance and Protection" and "Circumstances of Arrests for Child Abuse and Welfare-related Crimes," National Police Agency
 Note: For child pornography crimes, the number of newly identified victims is calculated each year. Other than this, in some cases, the determination of age is conducted based on a picture of an unidentified child victim to build a criminal case.

○ The number of victims under the age of 18 of crime linked to online dating sites greatly decreased and subsequently has remained unchanged for the past few years (Figure 49).

Figure 49 Victims under the age of 18 of crime linked to online dating sites



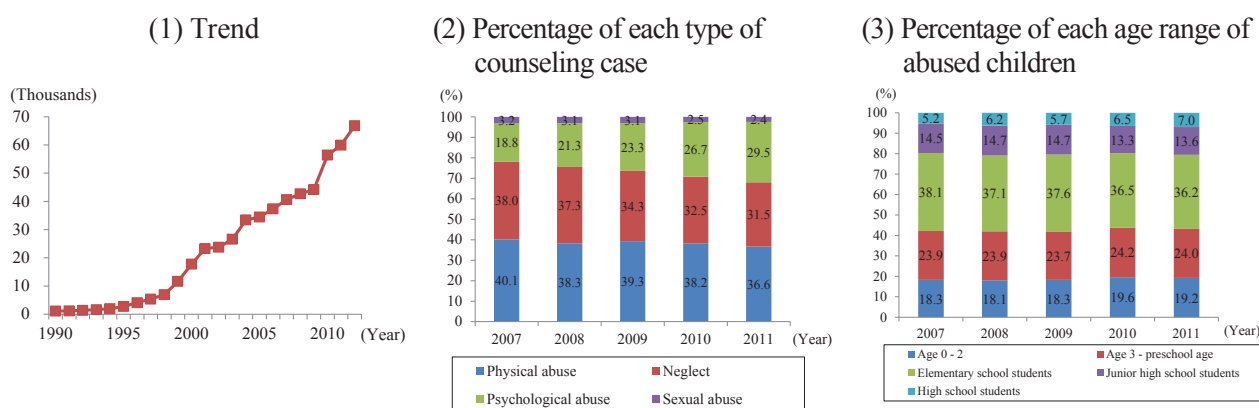
Source: "Circumstances of and Measures against Crimes Linked to Online Dating Sites," National Police Agency

2 Circumstances of child abuse

(Number of cases of counseling provided by child counseling centers)

- The number of cases of counseling on child abuse has been increasing year after year (Figure 50 (1)).
- Counseling on physical abuse accounts for the highest percentage, followed by neglect and then psychological abuse (Figure 50 (2)).
- More than 40% of abused children are preschool children (Figure 50 (3)).

Figure 50 Number of cases of counseling on child abuse provided by child counseling centers



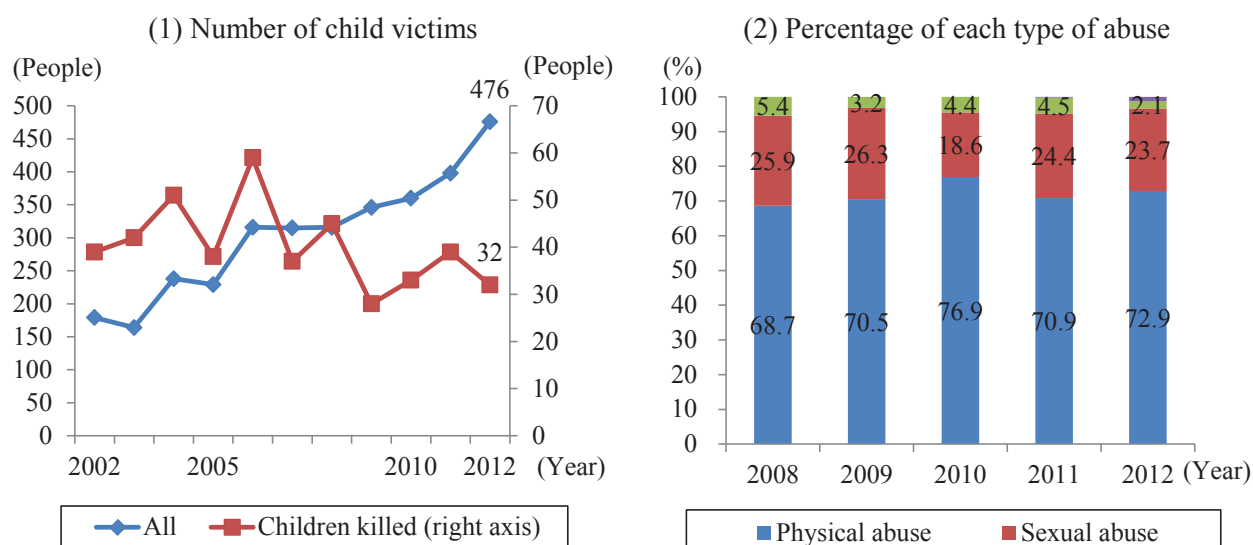
Source: "Report on Social Welfare Administration and Services," Ministry of Health, Labour and Welfare

Note: The figures for FY 2010 exclude those for Fukushima because of the Great East Japan Earthquake.

(Number of arrests for child abuse)

- The number of child abuse cases in which the police make arrests has been increasing year after year (Figure 51 (1)).
- Physical abuse and sexual abuse account for large percentages (Figure 51 (2)).

Figure 51 Number of child abuse cases in which the police made arrests



Sources: "Overview of the State of Juvenile Guidance and Protection" and "Circumstances of Arrests for Child Abuse and Welfare-related Crimes," National Police Agency

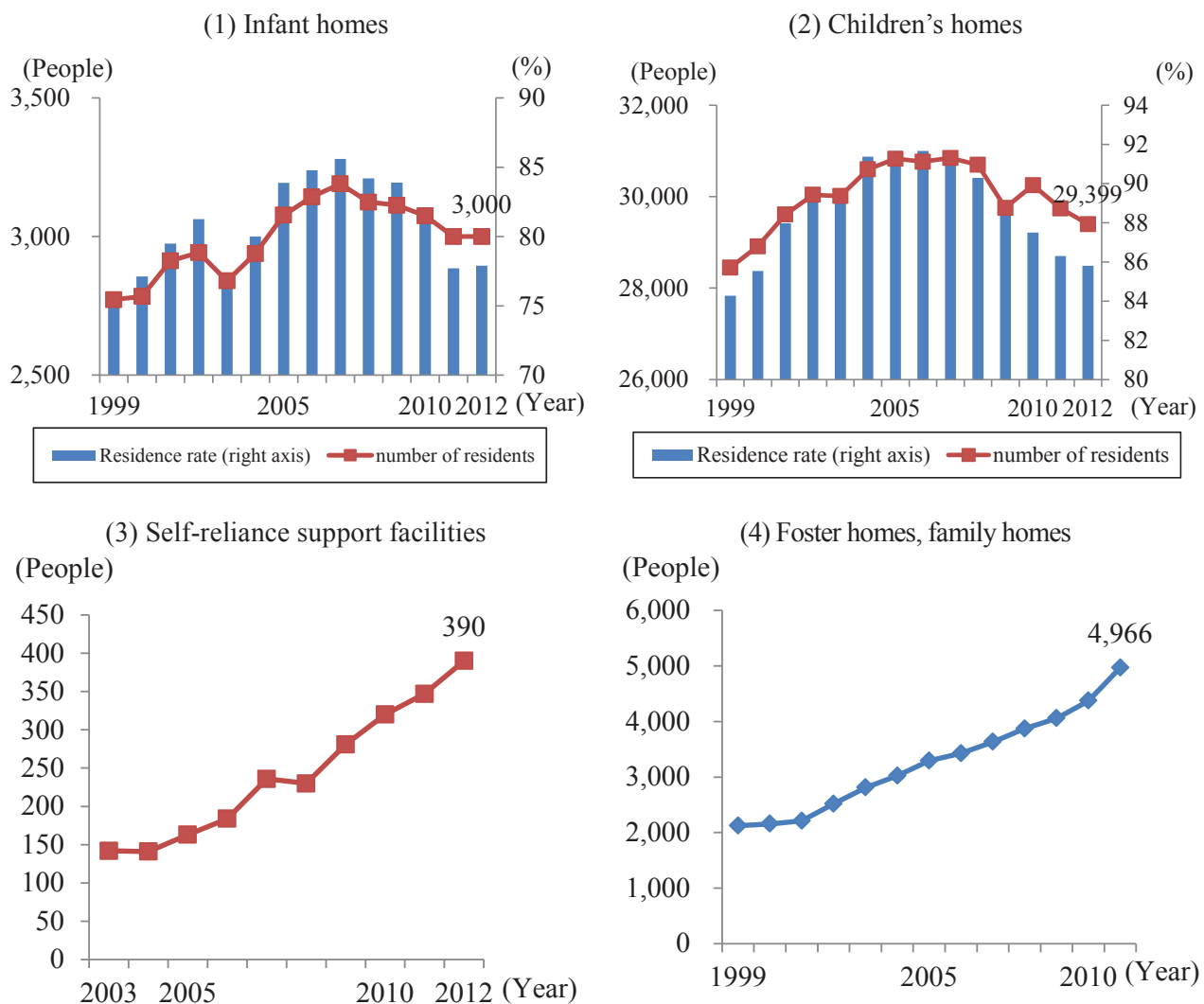
Note: The figures above do not include cases of murder-suicide or murder and abandonment immediately after childbirth.

3 Circumstances of children housed in children's homes, etc.

(Number of children housed in facilities or foster homes)

- The numbers of children in infant homes and children's homes are on the decline whereas the numbers of children in self-reliance support facilities and foster homes are increasing (Figure 52).

Figure 52 Number of children housed in children's homes, etc.



Sources: "Report on Survey of Social Welfare Institutions" and "Report on Social Welfare Administration and Services," Ministry of Health, Labour and Welfare

Note 1: The residence rate is the number of child residents divided by the capacity of those facilities. Since 2006, the total capacity has excluded the capacity of facilities where the number of residents is unknown.

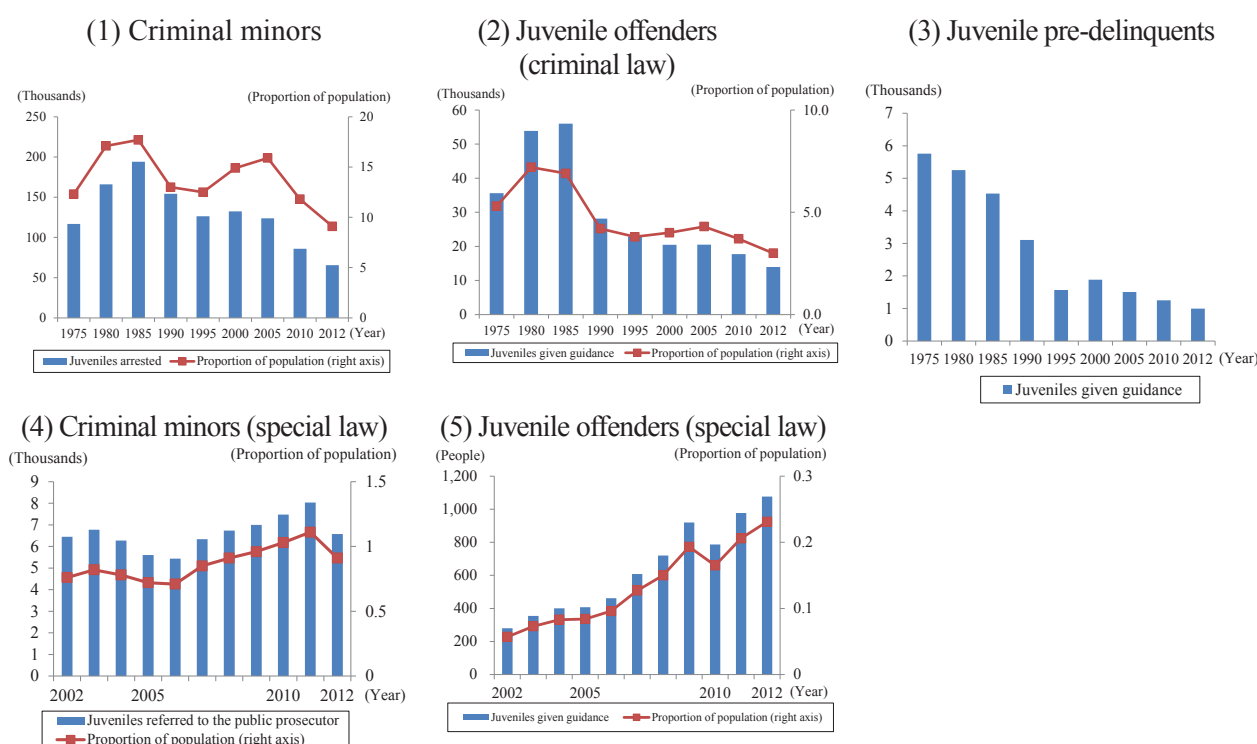
2: The source of the figures for infant homes and children's homes was the "Report on Survey of Social Welfare Institutions" until 2009; the source of the figures has been a survey conducted by MHLW since 2010. The source of the figures for foster homes and family homes is the "Report on Social Welfare Administration and Services." (Note that the figures for 2010 were surveyed by MHLW.)

Section 3 Delinquency and Problematic Behavior

1 Criminal minors (aged 14 to 19), juvenile offenders (under 14) and juvenile pre-delinquents

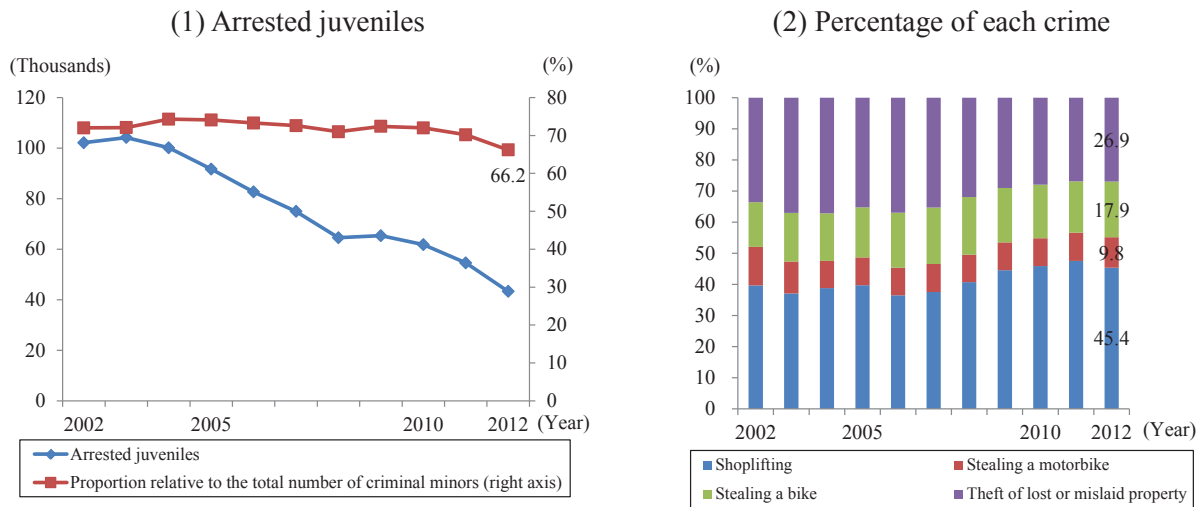
○ The numbers of criminal minors and juvenile offenders (for violation of a criminal law) who were arrested or given guidance are on the decline whereas the numbers of criminal minors (for violation of a special law such as the Minor Offenses Act) and juvenile offenders (for violation of a special law) are on the rise (Figure 53).

Figure 53 Criminal minors, etc. who were arrested or given guidance



○ The number of juveniles who were arrested for initial-type delinquency (including shoplifting, stealing a bike, stealing a motorbike and theft of lost or mislaid property) has decreased in the past 10 years (Figure 54).

Figure 54 Initial-type delinquency



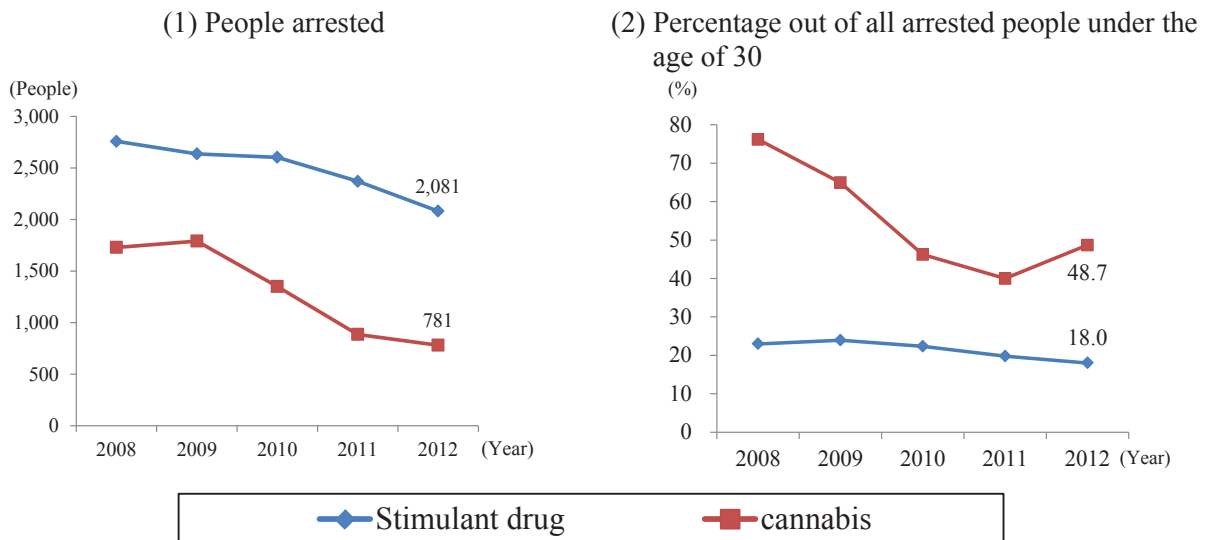
Sources: "Overview of the State of Juvenile Guidance and Protection" and "State of Juvenile Delinquency," National Police Agency

2 Problematic behavior

(Drug abuse)

- The number of people under the age of 30 who were arrested in stimulant drug cases or cannabis cases is on the decline (Figure 55).

Figure 55 People under the age of 30 who were arrested for drug abuse



Source: "Drugs and Firearms," National Police Agency

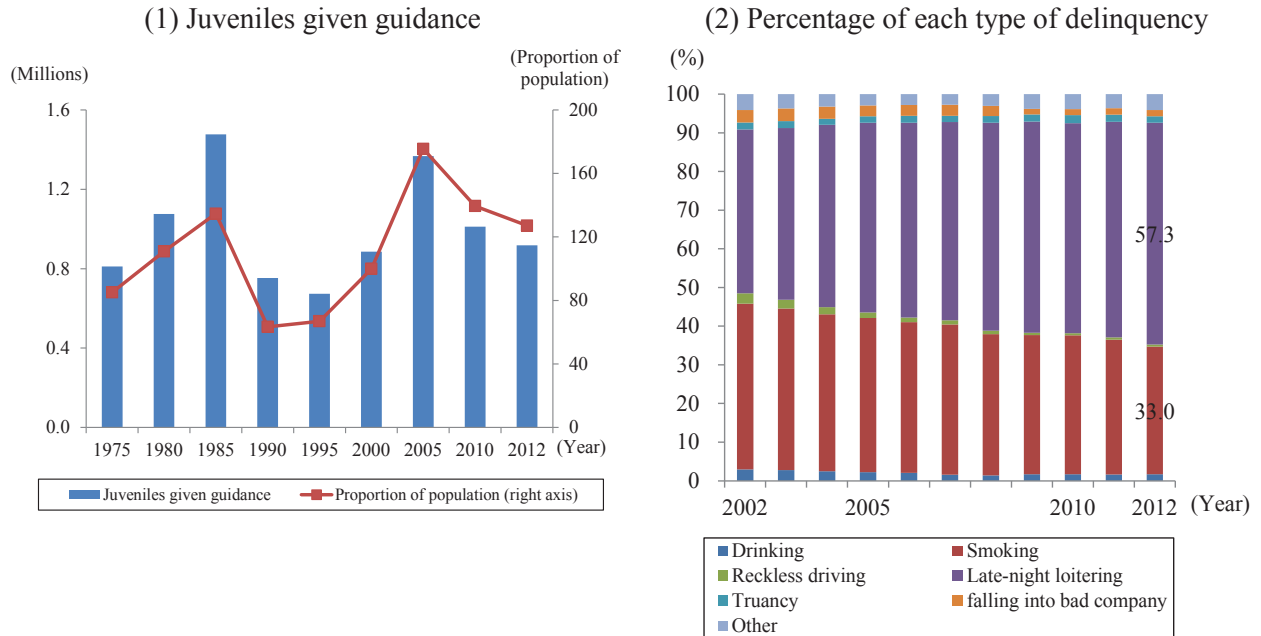
(Delinquency)

- Most of the juveniles given guidance by the police were given guidance for late-night loitering and smoking. The percentage of cases of late-night loitering has increased in recent years (Figure 56).

(Domestic violence)

- The number of domestic violence cases recognized by the police has sharply increased in the past few years. The percentage of cases involving culprits who are junior high school children students has risen (Figure 57).

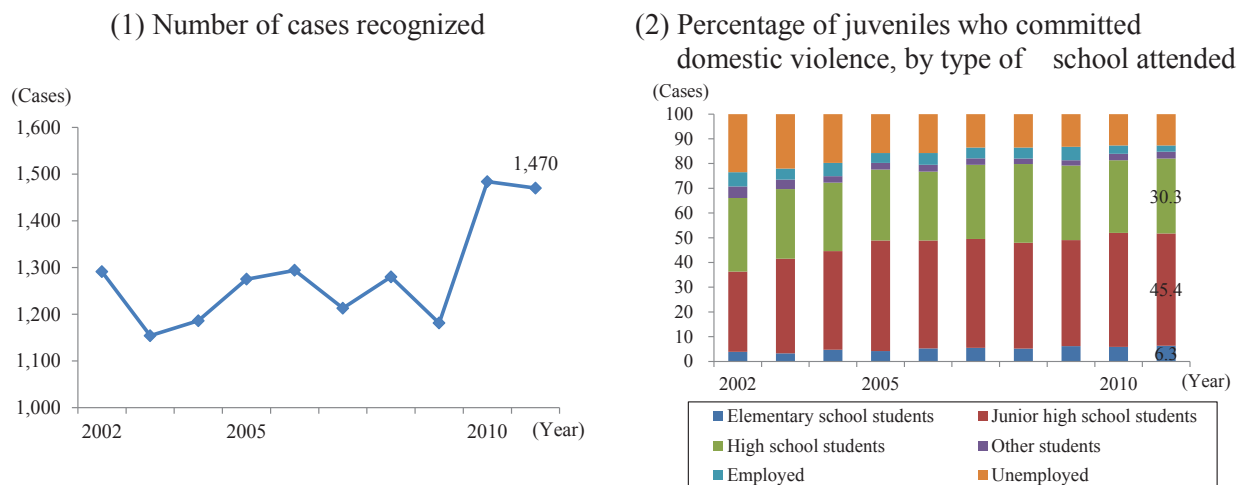
Figure 56 Juvenile delinquents given guidance by the police



Sources: “Overview of the State of Juvenile Guidance and Protection” and “State of Juvenile Delinquency,” National Police Agency

Note: The proportion of population is the number of those given guidance per 1,000 juveniles aged 14 to 19

Figure 57 Domestic violence



Source: “Overview of the State of Juvenile Guidance and Protection,” National Police Agency

Chapter 6 Life Activities and Attitudes

Section 1 Accidents and disasters

1 Life Activities

(Wake-up time and bedtime)

○ Children get up and go to bed earlier than five years ago (Figure 58).

Figure 58 Wake-up time and bedtime

(1) Average wake-up time (weekdays)

	2006	2011
Age 10-14	6:44	6:38
15-19	7:01	6:54
20-24	7:53	7:56
25-29	7:20	7:17
Elementary school students (age 10 and above)	6:44	6:38
Junior high school students	6:45	6:41
High school students	6:43	6:36
Other students	7:59	7:55

(2) Average bedtime (weekdays)

	2006	2011
Age 10-14	22:30	22:24
15-19	23:58	23:48
20-24	0:31	0:31
25-29	0:05	0:07
Elementary school students (age 10 and above)	22:02	21:57
Junior high school students	23:04	22:55
High school students	23:50	23:42
Other students	0:47	0:37

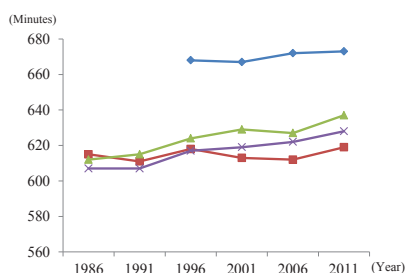
Source: "Basic Survey on Social Life," Ministry of Internal Affairs and Communications

(Time for sleep and meals, time for work and housework, and free time)

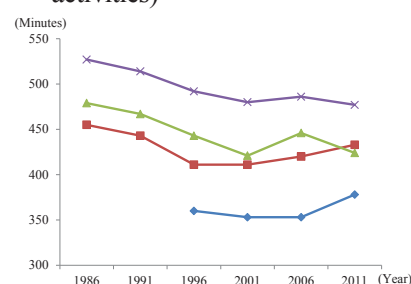
○ The time for sleep and meals has increased. Teenagers have less free time (Figure 59).

Figures 59 Primary activities, secondary activities, tertiary activities

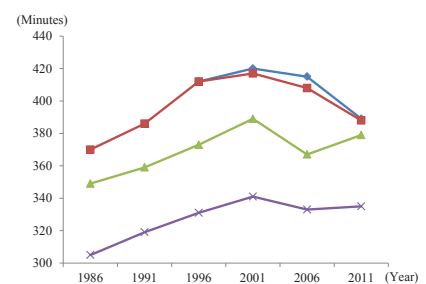
(1) Sleep and meals (primary activities)



(2) Work, housework and schoolwork (secondary activities)



(3) Each person's free time (tertiary activities)



Source: "Basic Survey on Social Life," Ministry of Internal Affairs and Communications

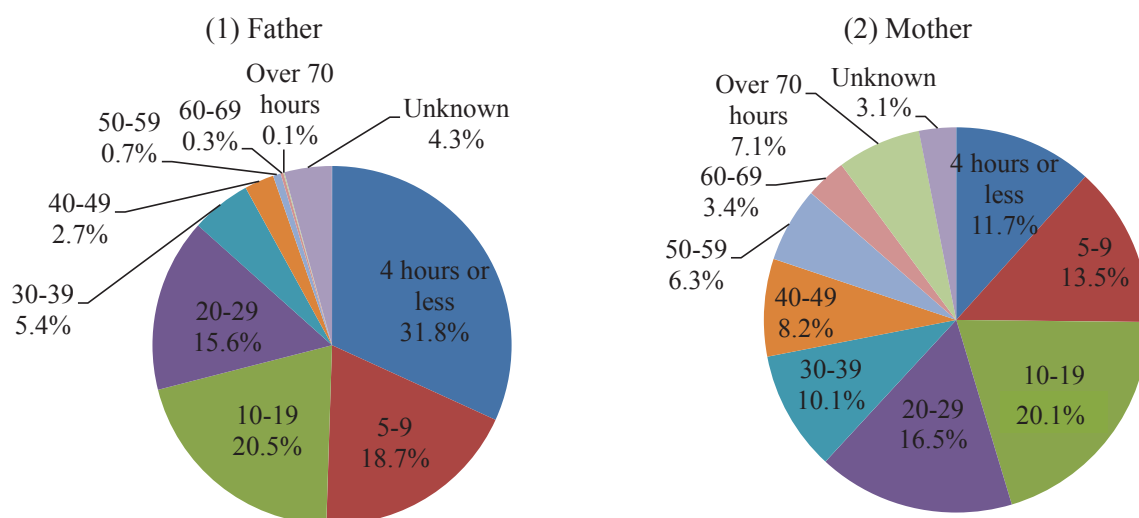
Note: Primary activities mean physiologically necessary activities such as sleep and meals. Secondary activities mean obligatory activities in one's social life such as work, housework and schoolwork. Tertiary activities mean activities done during one's free time.

2 Behavior

(Relations with parents)

- The highest percentages of children have conversations with their fathers for “4 hours or less” and with their mothers for “10 to 19 hours” a week (Figure 60).

Figure 60 Time for conversations between parents and their children per week (2009)

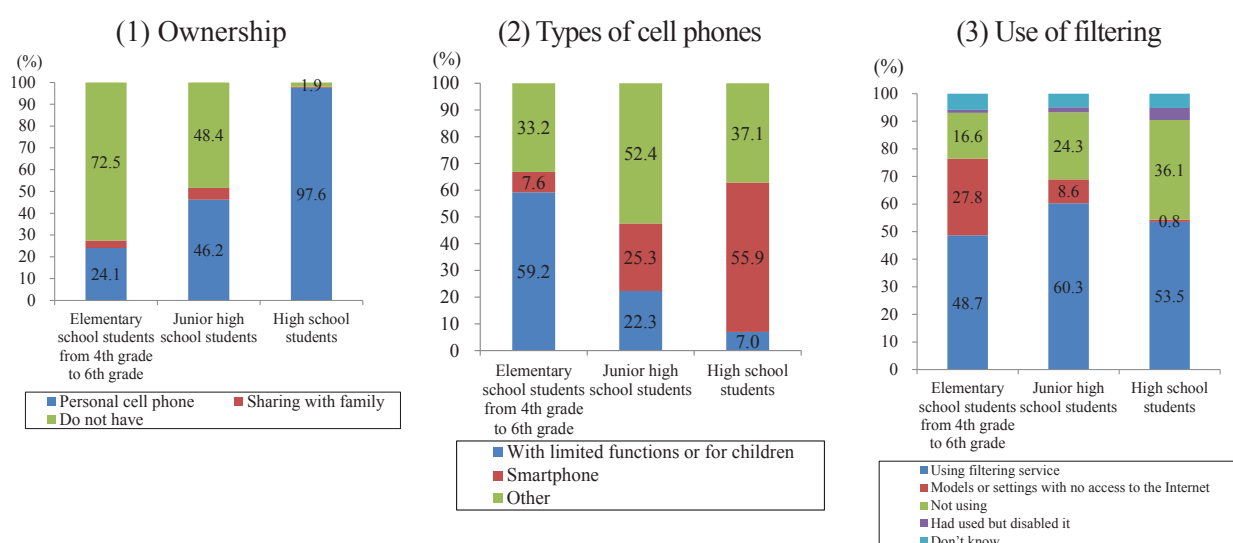


Source: “Nationwide Survey on Families and Children,” Ministry of Health, Labour and Welfare

(Use of cell phones and the Internet)

- More than 90% of high school students have a cell phone. About half of them have limited Internet access (Figure 61).

Figure 61 Usage patterns of cell phones (including PHS and smartphones) (2012)



Source: “Fact-finding Survey on Internet Use Environment of Young People,” Cabinet Office

Note: These are the results of a survey of people aged 10 to 17

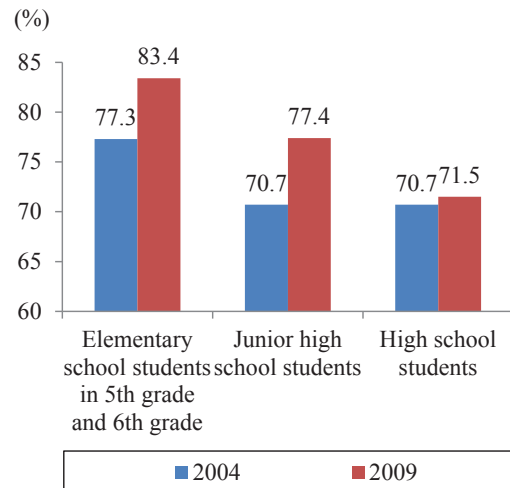
Section 2 Attitudes

1 Feelings of happiness, anxiety and worries

(Feelings of happiness)

- The percentage of students in elementary school, junior high school and high school who feel they are happy has increased (Figure 62).

Figure 62 Feelings of happiness



Source: "Nationwide Survey on Families and Children," Ministry of Health, Labour and Welfare

Note 1: "High school students" means the total sum of students in high schools, vocational training schools, vocational schools and miscellaneous schools.

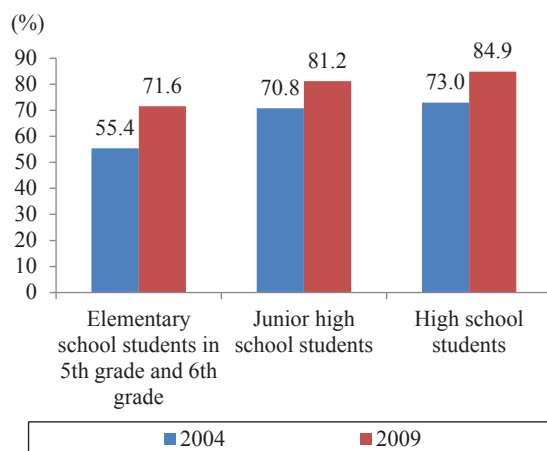
2: The "students who feel they are happy" refers to the total sum of students who answered "I am very happy" or "I am sort of happy" to the question "Do you feel you are happy now?"

(Anxiety and worries)

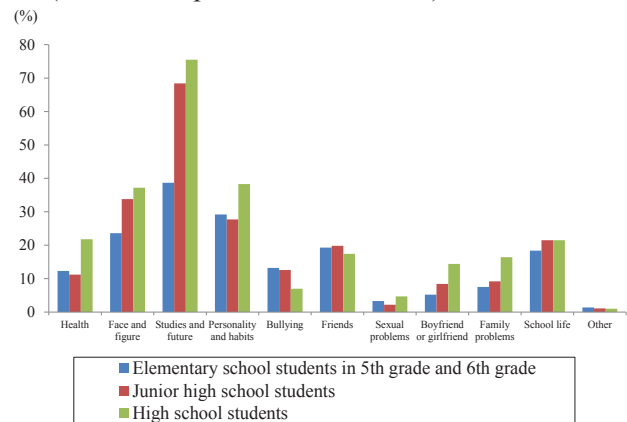
- The percentage of elementary school students, junior high school students and high school students who have anxiety and worries has increased (Figure 63 (1)).
- Their anxiety and worries are mainly about their studies and future (Figure 63 (2)).

Figure 63 Anxiety and worries

(1) Percentage of the children who have anxiety and worries



(2) What they have anxiety and worries about (2009, multiple answers allowed)



Source: "Nationwide Survey on Families and Children," Ministry of Health, Labour and Welfare

Note: "High school students" means the total sum of students in high schools, vocational training schools, vocational schools and miscellaneous schools.

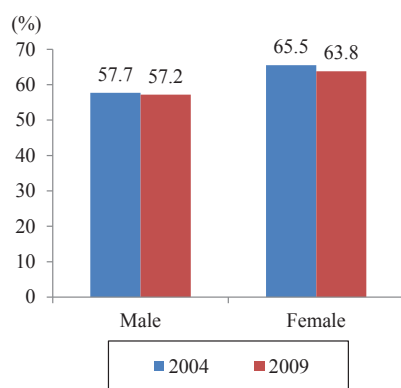
2 Intention to marry, life course

(Intention to marry)

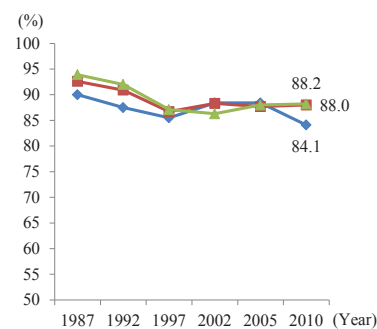
- Around 90 percent of unmarried people have had the intention to marry throughout the period surveyed (Figure 64).

Figure 64 Percentage of those who have the intention to marry

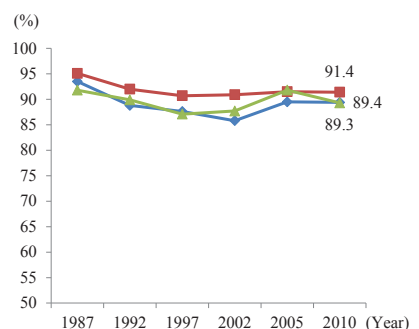
(1) Junior high school students and high school students



(2) People aged 18 or over (male)



(3) People aged 18 or over (female)



Sources: “Nationwide Survey on Families and Children,” Ministry of Health, Labour and Welfare and “National Fertility Survey” (Survey of Unmarried People), National Institute of Population and Social Security Research

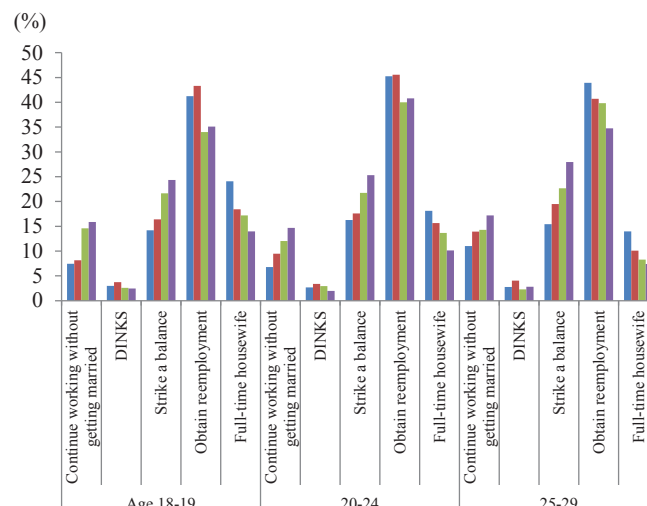
- Note 1: The figures in the graph (1) are the percentages of students in junior high school, high school, vocational training school, vocational school and miscellaneous schools who chose: “I want to get married” from among the choices: “I want to get married,” “I do not want to get married,” and “I have no idea yet.”
- Note 2: The figures in graphs (2) and (3) are the percentage of those who chose: “I will get married someday” from among these choices: “I will get married someday,” “I will never get married,” and “I have no idea.”

(Thoughts about one’s life course)

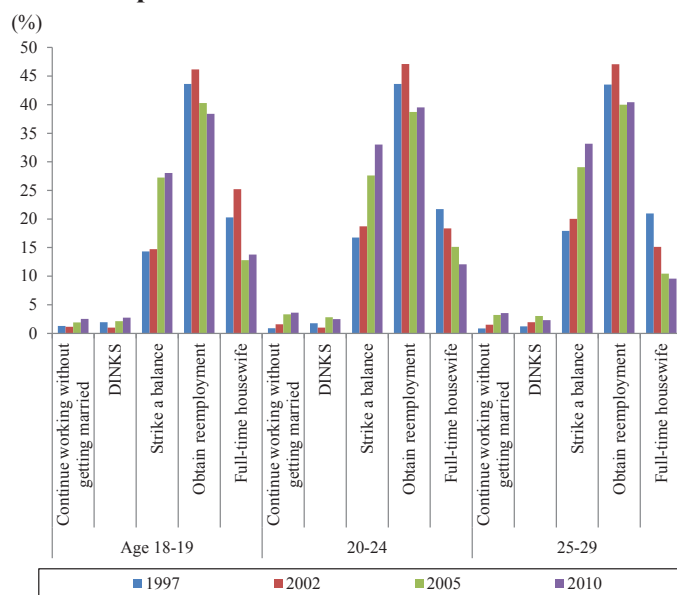
- The percentage of the men and women who want to strike a balance between work and family has increased (Figure 65).

Figure 65 Thoughts about one’s life course

(1) Women’s plans for their life courses



(2) Life courses men want their partners to take



Source: “National Fertility Survey” (Survey of Unmarried People), National Institute of Population and Social Security Research

Note 1: “Women’s plans for their life courses” are the courses they think they are likely to take, not their ideal life courses.

2: Each kind of life course is described as follows:

Continue working without getting married: to continue working without ever getting married

DINKS: to get married but have no children and to continue working one’s whole life

Strike a balance: to get married, have children, and to continue working one’s whole life

Obtain reemployment: to get married and have children, to quit work at the time of marriage or childbirth, and to obtain reemployment after finishing taking care of one’s children

Full-time housewife: to get married and have children, to quit work at the time of marriage or childbirth and to obtain no employment after that

Special Feature: Activities to Develop Young People in Local Communities

1 Introduction

- The local community is the place where children and young people come in contact with many different people, learn various things and live together, thus playing a key role in developing young people.
- This section presents the current state of youth centers (and their efforts), which have been established in local communities to carry out activities for developing young people, such as counseling, protection, and the prevention of delinquency. Activities of individuals and NPOs that are engaged in developing youth in local communities are also described.

2 Youth Center

(1) What is a youth center?

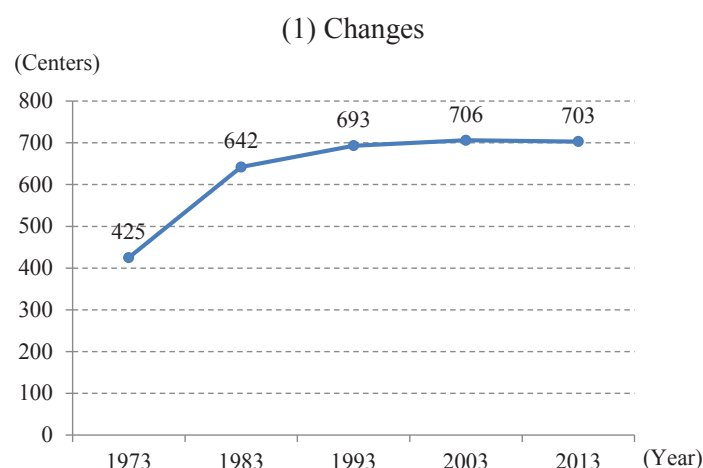
- Youth centers (such as juvenile guidance centers, youth development centers, youth guidance centers, youth counseling centers and youth centers (hereinafter referred to as “Centers”)) are the institutions established in cities, towns and villages across the country with the aim of developing young people.
- These centers provide counseling for children, young people and their guardians about their worries such as bullying, truancy and delinquency. The centers also conduct street guidance activities¹ for young people who have fallen into delinquency and misbehavior. In addition, according to the actual situation of each community, the centers perform various activities such as “cleaning up” harmful environments², holding various events for publicity and awareness, supporting employment and providing places for young people.

(2) Overview

1) Number of Centers

- As of 2013, there are 703 Centers across the country. The number of the Centers has remained largely unchanged since the 2000s (Figure 1).

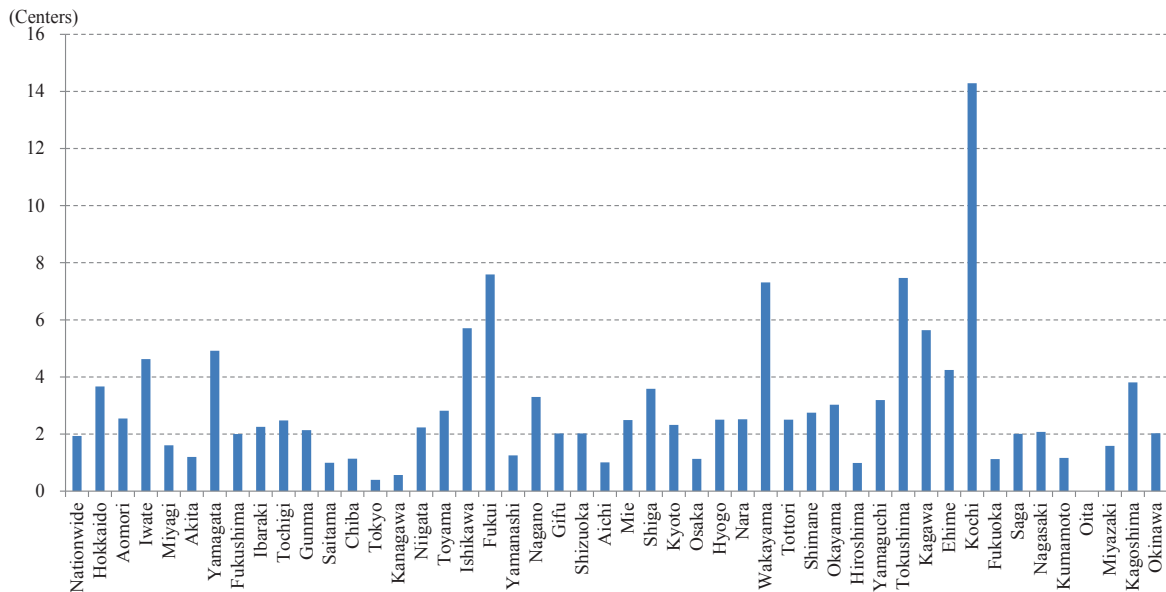
Figure 1 Number of youth centers



¹ The staff at the Centers gives advice and guidance to young people who have fallen into delinquency and misbehavior, such as smoking, drinking or loitering in the middle of the night, around entertainment districts, stations and parks. If necessary, they inform guardians, schools and the police in order to give these young people a helping hand before they get into a serious situation.

² This refers to the elements in the social environment that are considered to be harmful to the healthy development of young people. These include publications and various media that could strongly stimulate sexual urges or encourage violence and cruelty as well as amusement facilities and adult entertainment businesses that provide sensual pleasure in the middle of the night.

(2) Number of Centers in each prefecture (per 100,000 people under age 30) (2013)



Source: Surveyed by the Cabinet Office

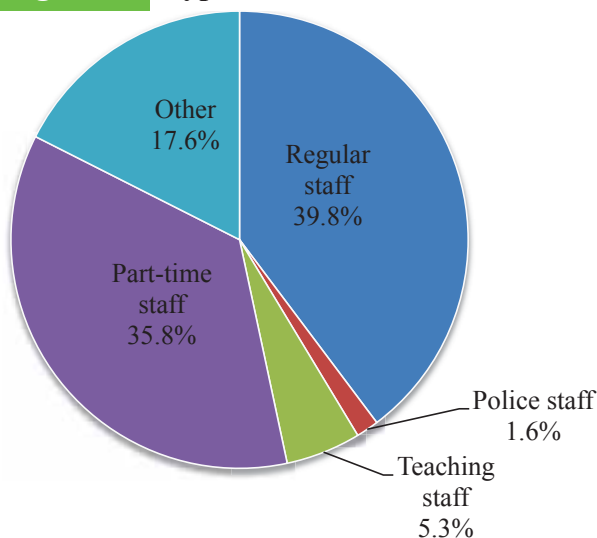
2) Staff

- Most of the staff is regular staff (39.8%) and part-time staff (35.8%) from local municipalities. There are also a small numbers of teaching staff (5.3%) and police staff (1.6%) in some Centers (Figure 2).

3) Number of juvenile officers

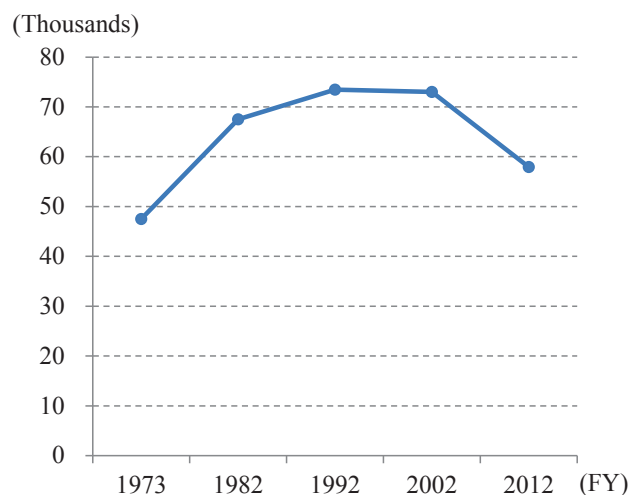
- Juvenile officers are commissioned by local municipalities to perform street guidance activities and counseling activities; contact or notify families, schools and the police of young people taken into protective custody; “clean up” environments and conduct publicity work.
- In FY 2012, approximately 60,000 juvenile officers worked at the Centers (Figure 3).

Figure 2 Types of staff



Source: Surveyed by the Cabinet Office
Note: The term “other” refers to workers at Centers that are operated under subcontract or under the designated manager system.

Figure 3 Number of juvenile officers



Source: Surveyed by the Cabinet Office
Note: A juvenile officer is a person who is commissioned by a local municipality to perform street guidance activities and counseling activities.

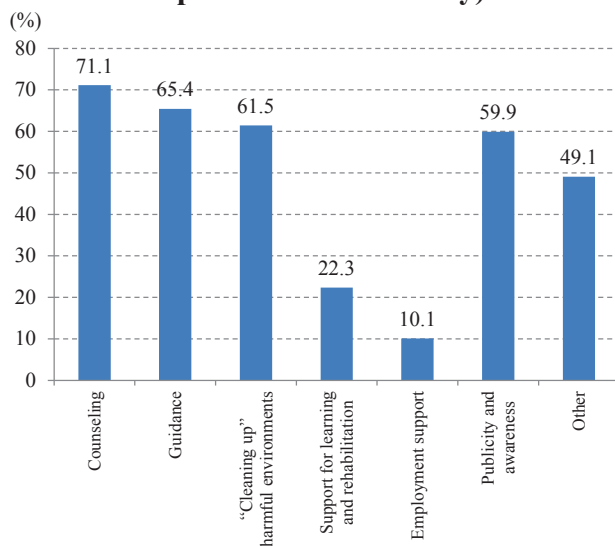
4) Activities

- Many activities are related to the prevention of delinquency, such as counseling activities (71.1%), guidance activities (65.4%) and “cleaning up” harmful environments (61.5%). Half of all the Centers perform activities for publicity and awareness (59.9%) (Figure 4).
- They also provide support for learning and rehabilitation (22.3%) and employment support (10.1%).
- There are 31 Centers in the country (4.4%) that are performing all of these activities.

5) Comprehensive Counseling Centers for Children and Young People based on the Act on Promotion of Development and Support for Children and Young People

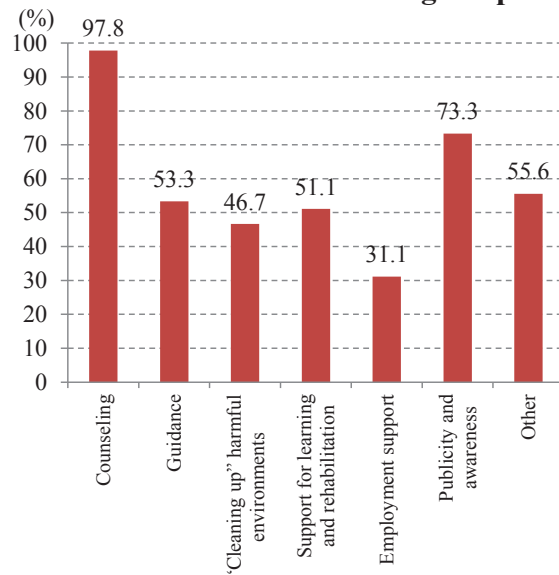
- Forty-five Centers (6.4%) out of all 703 Centers in the nation are positioned as Comprehensive Counseling Centers for Children and Young People based on Article 13 of the Act on Promotion of Development and Support for Children and Young People.
- Almost all of these Centers (97.8%) conduct counseling activities. Compared to all the Centers as a whole, a high percentage of these Comprehensive Counseling Centers provide rehabilitation support and employment support (Figure 5).

Figure 4 Activities
(percentage of Centers that perform each activity)



Source: Surveyed by the Cabinet Office
Note: Multiple answers allowed

Figure 5 Activities of Comprehensive Counseling Centers for Children and Young People

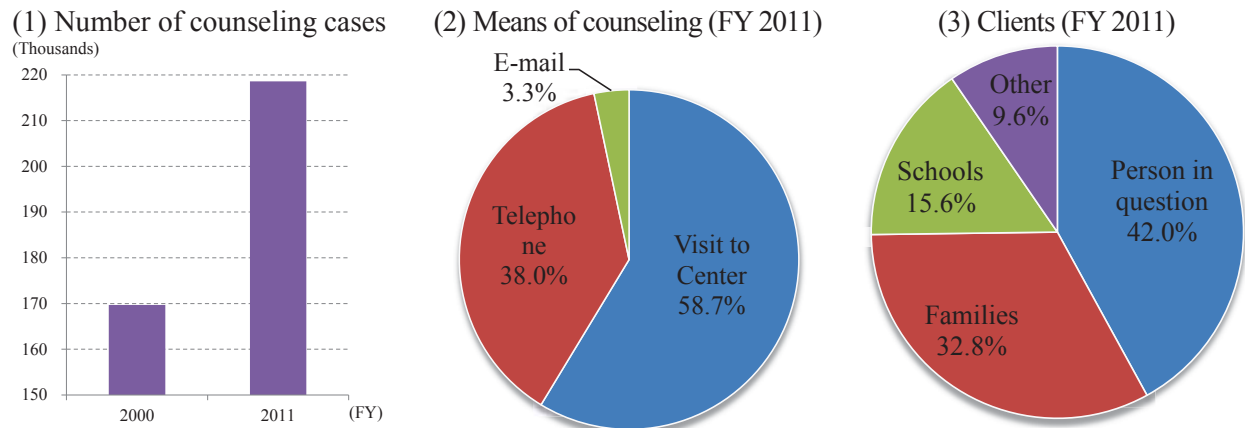


Source: Surveyed by the Cabinet Office
Note: Multiple answers allowed

6) Number of counseling cases

- There were approximately 220,000 counseling cases as a whole in FY 2011. Compared to 2000, about 10 years previous, the number of counseling cases has increased by approximately 50,000 while the number of Centers has remained largely unchanged (Figure 6 (1)).
- Counseling sought by people with problems (42.0%) accounts for the largest percentage, followed by their families (32.8%), and then their schools (15.6%) (Figure 6 (3)).

Figure 6 The state of counseling activities

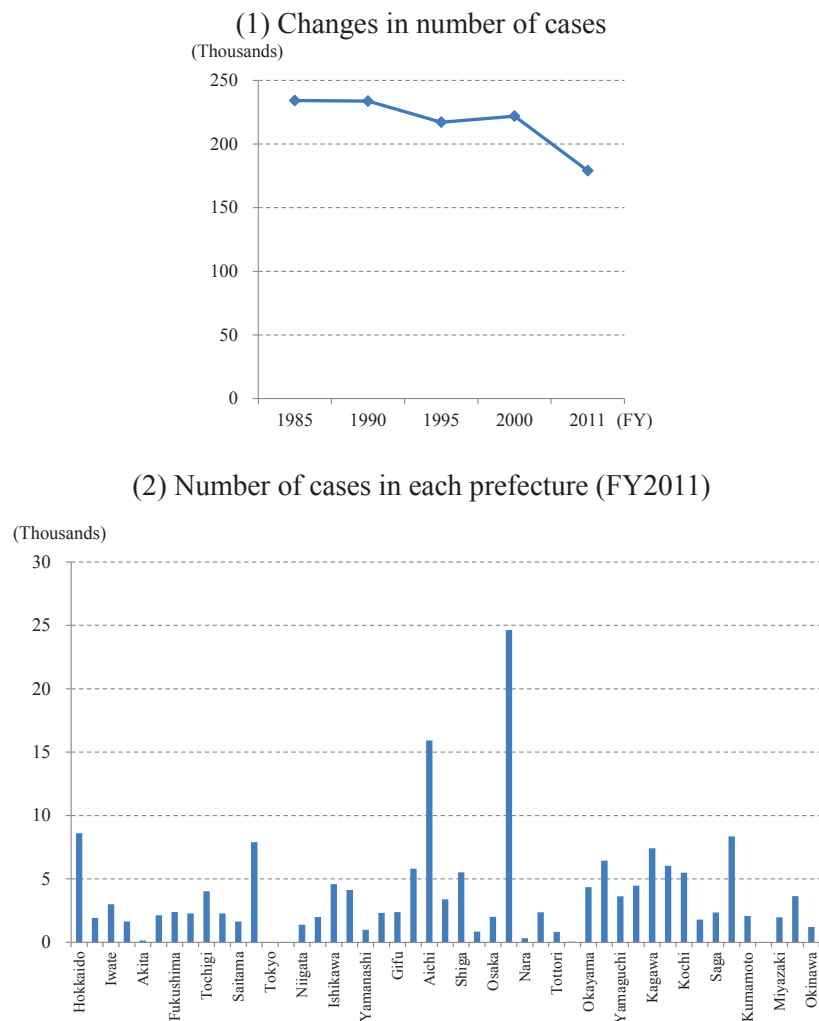


Source: Surveyed by the Cabinet Office

7) Street guidance

- There were approximately 180,000 cases of street guidance in FY 2011. The number has been on the decline for the past 30 years, and the rate of decline has increased in recent years (Figure 7).

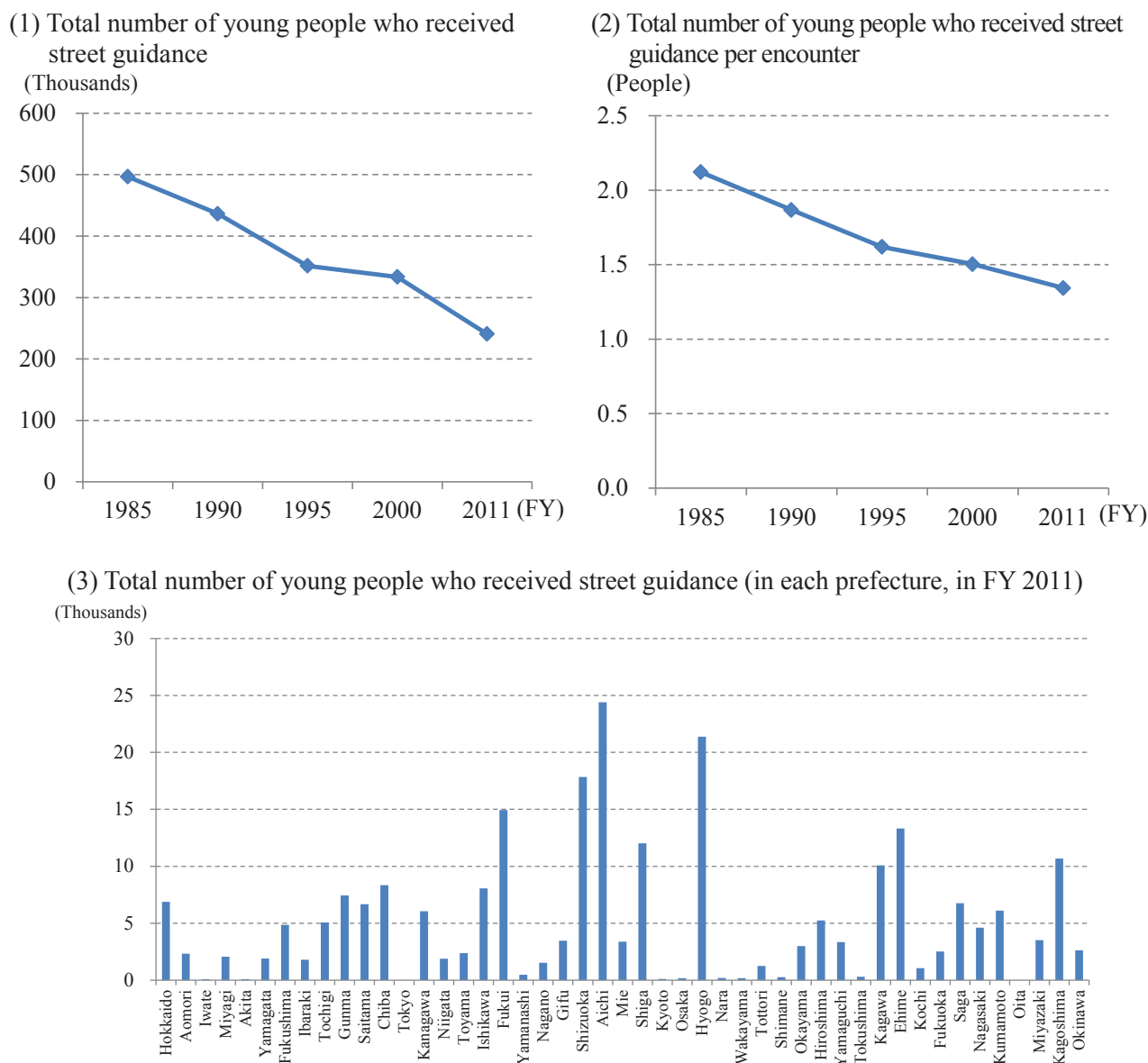
Figure 7 State of implementation of street guidance



Source: Surveyed by the Cabinet Office

- Approximately 240,000 young people received street guidance in FY 2011. This number is on the decline (Figure 8).

Figure 8 Young people who received street guidance



Source: Surveyed by the Cabinet Office

- In FY 2011, 1,274 cases of street guidance were reported to the police (0.5% of all the young people who received street guidance), while 3,237 cases were reported to schools and families (1.3%).

(3) Activities in detail

1) Ichihara Youth Guidance Center

- This Center was established in 1972 for the purposes of promoting the healthy development of children and young people living in the city and preventing their delinquency.
- The Center is consulted by young people with problems, their guardians and their schools (more than 500 cases a year). After being consulted, the Center interviews them or introduces relevant specialized institutions to them.
- The Center carries out street patrols in an effort to prevent delinquency. In collaboration with the

city's crime prevention office, the police and juvenile officers (volunteers commissioned by the city), the staff of the Center carried out patrols a total of 650 times throughout the year (in FY 2011) around the times when children go to or leave school and in the evening. They patrol the places where children may get together or dangerous places that may lead to delinquency and crimes. They also strive to find any suspicious people.

- The information gleaned on patrol is distributed to residents in the city through a mailing list called Life Reassurance Mail.
- In addition to guidance activities, they put emphasis on a friendly-greeting campaign while on patrol. When it is the time for children to go home, the staff gently urges them to go straight home, saying, "Go home now."
- As part of their campaign to prevent delinquency, the Center collects posters and slogans from elementary school students, junior high school students and high school students in the city and holds exhibitions of their works. The staff from the Center goes to schools and gives children visiting workshops on the prevention of drug abuse, how to use a cell phone safely, morals and norm consciousness (Figure 9).
- The Center provides support for children who have come back home from a detention home to return to the community (school). It holds interviews with them for a few days and gives them advice on how to treat their family and people around them after coming back to the community (school).
- Since FY 2012, the Center has been positioned as a Comprehensive Counseling Center for Children and Young People based on the Act on Promotion of Development and Support for Children and Young People. Thus the Center has come to give counseling to NEET (young people Not in Education, Employment or Training) and socially withdrawn children, in addition to counseling on healthy development and delinquency, which have been provided for a long time.
- When giving counseling, the Center also acts as an intermediary by introducing specialized institutions or organizations collaborating with the Center to clients, such as the local youth support station or a mutual self-help group for withdrawn young people (Figure 10).
- Such horizontal connections are very important in dealing with various worries children have and to giving them counseling.

Figure 9

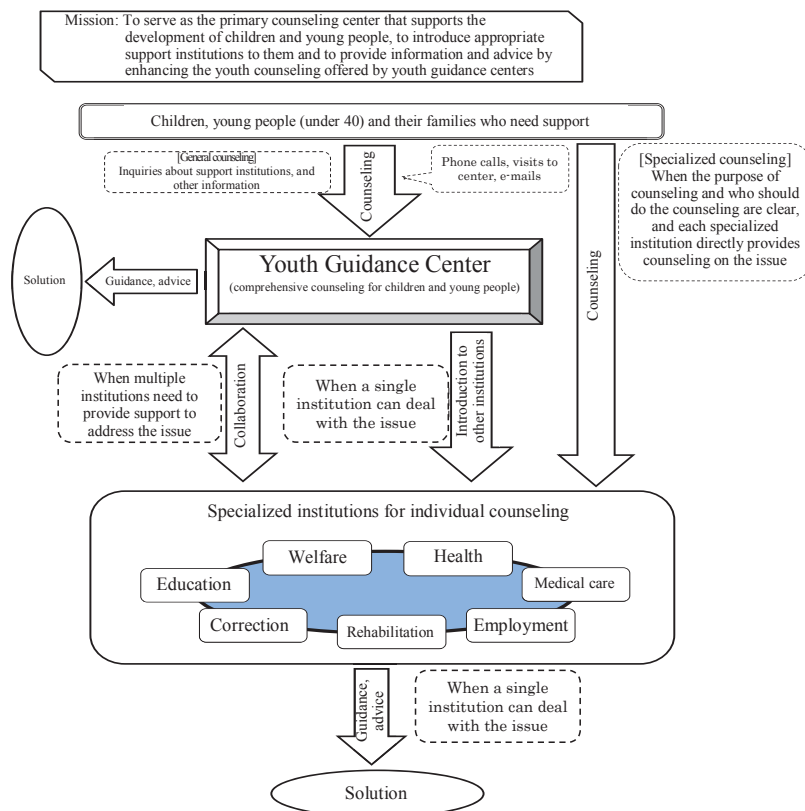
Children are learning how to use a cell phone safely at a visiting workshop



Source: Material provided by Ichihara Youth Guidance Center

Figure 10 Comprehensive counseling provided by Ichihara Youth Guidance Center

<Conceptual diagram of comprehensive counseling for children and young people>



Source: Material provided by Ichihara Youth Guidance Center

2) Hiroshima City Comprehensive Youth Counseling Center

- This Center provides counseling on bullying and truancy. Full-time counselors provide support for children with problems to reform by encouraging them to get a job or go to school.
- Full-time counselors conduct street counseling. In collaboration with the police and schools, they keep tabs on delinquents to be supported, build relationships with them, and provide guidance and advice for them so that they can be rehabilitated (Figure 11).
- Some young people manage to handle both their job and schoolwork after receiving guidance and advice for a long time, but in some cases the Center loses contact with them and cannot provide support (Figure 12).
- With the recent decrease in motorcycle gangs and proliferation of mobile phones, understanding the actual nature of delinquency is more difficult now than it was several years ago. The Center has difficulties in keeping tabs on the children in need of support and in providing support for them even if the staff comes in contact with them. The Center is striving to find those children as soon as possible in close cooperation with the local community and organizations concerned.

Figure 11 Support given at Hiroshima City Comprehensive Youth Counseling Center, and its results

<Results for FY 2011>
 Employment support: 28 cases
 Schooling support: 12 cases



A volunteer providing learning support

Source: Material provided by Hiroshima City Comprehensive Youth Counseling Center

Figure 12 An example of rehabilitation after providing guidance and advice for a long time.

An eighth grader who was in the early stages of delinquency started shoplifting and stole a motorcycle. When he grew close to motorcycle gangs in the ninth grade, his guardian consulted the Center for the first time. Over the next four years, the Center provided guidance and advice for the boy and his guardian. He reformed and then fell back into delinquency repeatedly during this time. However, after the staff patiently encouraged him and gave him guidance, he decided to aim to be approved to graduate high school and began attending school. Currently, he is working hard at his job and schoolwork every day.

Source: Material provided by Hiroshima City Comprehensive Youth Counseling Center

3 People Taking on the Responsibility of Developing Young People³

(1) Prefectural Assemblies for Youth Development, Municipal Assemblies for Youth Development

- Prefectural Assemblies for Youth Development (hereinafter referred to as “Prefectural Assemblies”) and Municipal Assemblies for Youth Development (hereinafter referred to as “Municipal Assemblies”) are organizations that are promoting a national campaign to develop young people. There is a Prefectural Assembly in every prefecture except Kanagawa Prefecture. There are 1,209 Municipal Assemblies for Youth Development across the country.
- These organizations hold inspiring events such as the “Convention for Young People’s Opinions,” and “Local Convention for Youth Development,” and conduct various campaigns such as “When adults change, children will change,” “Family Day” and the “Friendly-Greeting Campaign.” In addition, according to the actual situation of each community, the organizations perform various activities for publicity and awareness. These include honoring young people and organizations for young people as well as producing brochures and posters for the prevention of delinquency and for the healthy development of young people.

<Distinctive Initiatives (1)>

Dream Carrier Project (Hiroshima Prefectural Assembly for Youth Development)

- This project, which was started in 2004, is designed to develop young people who have a rich imagination and are independent by making elementary school children’s dreams come true together with people in the community while also gaining the cooperation of “dream carriers (famous people or experts related to their dreams).” The project aims to make activities for youth development take root in the community in cooperation with people living there.
- The project invites children in Hiroshima Prefecture to submit their dreams every year, and so far 58 dreams have come true (Figure 13).

³ The organizations and individuals presented here are those who were selected in the “Commendations for Youth Development and Child-Rearing Support” and the “Project to Present Cases of Youth Development and Child-Rearing Support,” conducted by the Cabinet Office.

Figure 13

A dream, “I want to make a koto, a traditional craft of Fukuyama, and want many people to listen to it,” came true.



The student is making a Fukuyama koto under the guidance of a dream carrier (craftsman).

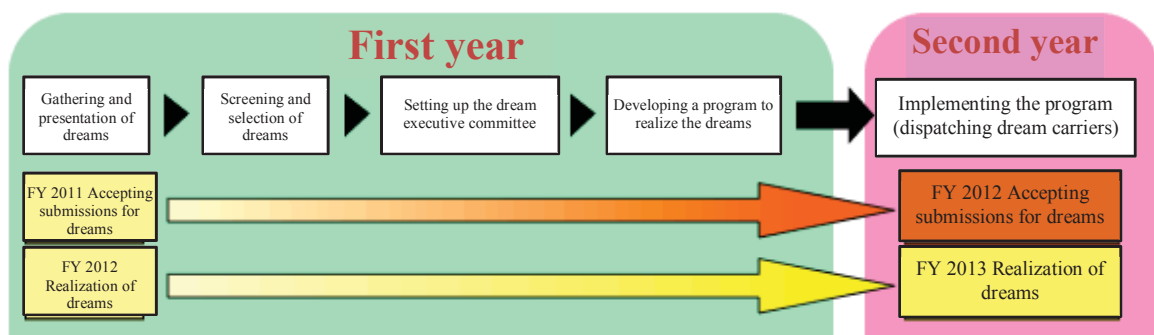


They are playing the kotos they made.

Source: Material provided by Hiroshima Prefectural Assembly for Youth Development

- The selection committee examines the submitted dreams and chooses about 10 dreams. Next, an organization to help realize the dreams (executive committee) is set up in cooperation with people at school and in the community, and organizations for youth development. Then the executive committee develops a program and takes about a year to realize the dream together with children (Figure 14).

Figure 14 Flowchart of dreams to be realized



Source: Website of Hiroshima Prefectural Assembly for Youth Development (<http://www.hiro-payd.or.jp/>)

- Children who realized their dreams felt: “I learned about the culture and traditions of our community,” and “I was glad that I was able to delight the people in the community who I always owed so much to.” Adults who participated in the project felt: “We were able to deepen the bonds between the people living in the community,” and “I was surprised at how much the children have developed.” The children, adults and other people in the community shared a sense of fulfillment and a feeling of achievement, and they thanked each other.

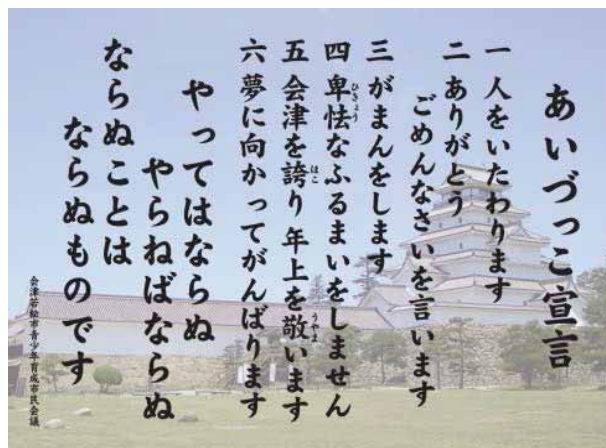
<Distinctive Initiatives (2)>

Citizens make a united effort to foster children's spirits (Aizuwakamatsu Municipal Assembly for Youth Development)

- The Municipal Assembly consists of citizens such as the heads of the districts, PTA members and local welfare commissioners who are recommended by the Youth Development Promotion Associations, which are organized in 14 districts of the city. With the mayor as the chairperson, the citizens are all running a citizen's movement together for the healthy development of the children.
- In February 2002, the Municipal Assembly formulated the “Declaration of the Children of Aizu,” a citizen's action plan to foster young people's spirits (Figure 15). It is intended to allow citizens to make a united effort under a shared policy to foster young people's spirits.
- What the declaration states are universal morals consisting of six standards of conduct common to both adults and children along with concluding remarks. These words were quoted from “Ju's rules,”⁴ what clansmen's children traditionally were supposed to have in mind.
- It emphasizes the importance of controlling oneself and being considerate to others based the traditional teachings developed in Aizu.
- The declaration is not only for children but also for adults. For adults, it means that they should raise their children to be such Children of Aizu and that they should be role models for their children.
- In order to spread the message of the “Declaration of the Children of Aizu,” the following projects are being carried out (Figure 16).
 - All citizens join the “Good Morning” campaign.
 - First graders who can recite the “Declaration of the Children of Aizu” are awarded a certificate.
 - Elementary school students and junior high school students are invited to submit “A Promise to our Forefathers (a letter with a picture).”
 - A project for the dissemination of the “Declaration of the Children of Aizu” to private companies.
 - An essay contest, the collection of submissions for slogans and lectures regarding the “Declaration of the Children of Aizu.”

Figure 15

Declaration of the Children of Aizu



Source: Material provided by Aizuwakamatsu Municipal Assembly for Youth Development

⁴ In the Aizu domain, a samurai's boy would certainly have participated in a regional group called a “Ju” when he turned six years old. He naturally learned moral principles and basic rules to be observed by members of society, such as the respect due to his superiors and friendship with people about the same age when he played with his friends in the group before he entered a domain school at the age of 10.

Figure 16 Commendation ceremonies for the “Good Morning” campaign and “A Promise to our Forefathers (a letter with a picture)”



Source: Material provided by Aizuwakamatsu Municipal Assembly for Youth Development

- The staff are working on the project, hoping that people will learn the “Declaration of the Children of Aizu” when they are children; in adolescence, they will remember these words when they are in need or in hardship; when they become parents, they will use them as principles for raising children; when they have grandchildren, they will teach the Declaration to them; and in this way the Declaration will be food for the mind for the people of Aizu and other citizens of Aizu.

(2) Private organizations such as NPOs that conduct activities to develop young people

1) “Experiencing nature to promote contact with other people” (Killifish Foster Parents Club) (FY 2012 “Commendations for Youth Development and Child-Rearing Support,” Prime Minister's Award)

- This club was founded in Utsunomiya, Tochigi in 1995. Through activities to preserve the rich, natural environment around the children and to provide them with experiences of nature in a farming village and exchange programs, the club fosters children’s minds so that they can feel the importance of nature and the preciousness of life.
- In the “School in a Rice Field,” by using the resources of a farming community, the club provides elementary school children with opportunities to do farm work such as planting rice, pulling weeds and harvesting rice, to observe creatures living around a rice field and to hold a harvest festival. Through such hands-on environmental education to understand the blessings that come from rice fields, the program develops the children’s view of nature and view of life.
- The program has been highly esteemed as it allows children living in the Tokyo metropolitan area to develop a well-rounded character by experiencing a connection with nature.
- Participation of the whole family is also encouraged. The program provides not only an opportunity for contact between children and their parents, but also an opportunity to mingle with local people of different generations (Figure 17).

Figure 17 “School in a Rice Field”



Participants are investigating creatures in an irrigation ditch.



A harvest festival

Source: Material provided by Killifish Foster Parents Club

- 2) **“Having fun doing sustainable activities without much effort” (JESPAL) (FY 2012 “Commendations for Youth Development and Child-Rearing Support,” Minister of State for Special Missions’ Award)**
- Hoping for the healthy development of the children in the community, this organization was independently established in Kisarazu, Chiba in 1994 by active and former members of organizations for youth development such as PTA members, youth counselors and members of the Society for the Development of Children. Many people ranging from children to elderly people participate in the activities of this organization, which has contributed to strengthening the community.
 - Gatherings for radio calisthenics for community interaction are held at seven venues in the region every day during the summer holidays. Every year a total number of over 10,000 people participate in these exercises, which has led to interaction among generations.
 - Although these activities are mainly run by the members of JESPAL, officials of involved local organizations and junior high school students in the region also are engaged in running these activities (Figure 18).

Figure 18 Radio calisthenics for community interaction and another event



Radio calisthenics for community interaction performed on the grounds of a junior high school

Source: Material provided by JESPAL



Some members help with rice-cake pounding in an event held by a children’s organization

- JESPAL holds a summer camp, which is attended by about 100 people (children and their guardians). It also takes the initiative in removing illegal posters in cooperation with regional organizations such as organizations for youth development, the Society of Ward Mayors and clubs for the elderly, as well as the institutions concerned such as elementary schools, junior high schools and community centers.
 - The extensive activities of JESPAL have invigorated the activities of other existing organizations in the region such as PTAs, creating a synergistic effect. Its activities have been established as a sustainable system in the region. For example, elementary school students who have participated in a summer camp become leaders when they are in junior high school and give elementary school students guidance.
- 3) Creating places for infants, toddlers, elementary school students, junior high school students and high school students (Vanilla City English Center) (FY 2011 “Commendations for Youth Development and Child-Rearing Support,” Minister of State for Special Missions’ Award)**
- This organization was established in Hyogo in 2003 in order to promote the creation of places for young people. According to the developmental states of infants, toddlers (and their mothers), elementary school students, junior high school students and high school students, the organization provides them with different places.
 - “TREE house” is a place where infants, toddlers and their mothers can get together in a friendly and casual setting. It makes use of an abandoned store in a shopping area. The resident staff, including childcare workers and former kindergarten teachers, offers lessons for infants, toddlers and their mothers, reads picture books to them, and has them play traditional games and games using English.
 - The children’s adventure space, “Wood Land,” is a place where elementary school students in the community can play freely and at ease. The restrictions that parks typically have are kept to a minimum here. Wood Land thus allows children to play freely under this principle: “Play freely on your own.”
 - The Youth Yu-Yu Space named “Yu-Yu Tajima” is an open space for youth where young people can work on what they want to do freely and at ease. It plays a role of a “hang-out” where junior high school students and high school students can feel free to drop in after leaving school and can spend some time in a free space. This space allows club activities such as music and painting, volunteer activities such as cleaning, and various events that make use of the characteristics of the region (Figure 19).
 - Using these spaces and other places, the organization holds a wide variety of events that entertain both children and adults in every season, such as barbecue parties, Halloween parties, costume parties at Christmas, and a rice-cake-making festival. In this way, the organization provides opportunities for different generations to mingle with each other.

Figure 19 Events held at “Adventure Space” and the “Youth Yu-Yu Space”



Children enjoying a Halloween party at “Adventure Space”



High school students preparing for an event at the “Youth Yu-Yu Space.”

Source: Material provided by Vanilla City English Center

(3) Promoters for the national campaign for youth development, advisers for the promotion of the national campaign for youth development

- Promoters for the national campaign for youth development (hereinafter referred to as “Promoters”) are those who participate in the campaigns for youth development that are carried out by local governments, Prefectural Assemblies and Municipal Assemblies. There is a Promoter, who is commissioned by the head of the local government, in each small district such as a school district. The Promoter takes charge of activities for youth development in that particular district.
- Advisers for the promotion of the national campaign for youth development (hereinafter referred to as “Promotion Advisors”) are those who belong to the Prefectural Assembly as the representative of the region, participate in the projects of the prefectural campaigns for youth development, and provide information, guidance and advice for Promoters. They also keep tabs on the actual situation of children and young people in the region, communicate with municipalities, and cooperate with the activities of the organizations concerned.
- As of February 2013, there were a total of approximately 70,000 Promoters and Promotion Advisors working across the country.

1) Mr. Sakashi Kado (FY 2012 “Commendations for Youth Development and Child-Rearing Support,” Prime Minister's Award)

- After school and on weekends, he opens the workshop of his construction company to children and offers hands-on experience making things with carpenter's tools and pieces of wood to children who would otherwise tend to stay indoors playing games these days (Figure 20).

Figure 20 Children are doing woodworking



Source: Material provided by Mr. Sakashi Kado

- Mr. Kado gives children advice about worries they have at school and at home. He tackles truancy and bullying, helps delinquents to reform and works to solve problems such as the students' home environments, striving for the healthy development of young people. He has been performing these activities consistently for a long time from the viewpoint of children; thus they have great trust in him. Many children who cannot consult their school teachers or guardians come to his workshop and ask him for advice on their worries.
- He also gathered children who had not been chosen as regular players for junior high school or high school teams, formed a baseball team and an ekiden (long-distance relay road race) team from them, and had them participate in competitions. This way, he taught them the importance of self-confidence and teamwork.
- He has also worked on the “Greeting Campaign,” “Night Patrol to Prevent Delinquency,” “Community Friendship Camping,” “Cleanup Climb” and “Friendship Concert.”

2) Mr. Kenichiro Ishii (FY 2011 “Child and Youth Support Prize” awarded)

- He has worked to preserve the traditional culture of the region and to watch over children as part of his involvement with the community. Through the contact between adults and children during these activities, he has greatly contributed to fostering a sense of solidarity in them as the “children of Ujina” and to revitalizing the whole community.
- As a result of Mr. Ishii's approach, the “Ujina dance,” a cultural tradition of the Ujina District, has become an activity that is performed on sports days at junior high schools and elementary schools (Figure 21).
- “Children's #110 Emergency Houses Orienteering” is an event in which children visit the houses

and stores that are registered as “Children’s #110 Emergency Houses” and check their locations. By using stamps of popular cartoon characters for children to collect at each location, he made it more enjoyable for children to find out about the “Children’s #110 Emergency Houses.”

- During this event the children were able to meet the adults living in the “Children’s #110 Emergency Houses” whom they had rarely seen, and the adults living in the community treated them gently and patiently.

Figure 21 Children are practicing the Ujina dance



Source: Material provided by Mr. Kenichiro Ishii

Figure 22 A scene from the “Children’s #110 Emergency Houses Stamp Rally”



Source: Material provided by Mr. Kenichiro Ishii

(4) Other people engaged in developing young people

1) Mr. Mutsuo Yamanaka (FY 2011 “Commendations for Youth Development and Child-Rearing Support,” Minister of State for Special Missions’ Award)

- Mr. Yamanaka has contributed to the activities of the Society for the Development of Children (an organization for fostering children in the community) in Koyama, Tochigi since 1979.
- He proposed the “Child Development Forum,” “Children’s Festival” and “High School Students’ Forum,” which have been held every year. These events provide children with various experiences such as experience playing and experience working. The number of participants in these events has been increasing year after year, and these events have produced many community leaders.
- At the “High School Students’ Forum,” students discuss the subject of the activities conducted in the community. The goal is to enhance their willingness to contribute to the community through the exchange of opinions. Any high school student who wants to moderate the meeting is given facilitator training before the forum is held. During the forum, high school students hold vibrant discussions. This event enables high school students who often tend to become inward-looking to turn their attention outward to society. It also plays an important role in raising their awareness of their usefulness as human beings and in improving their communication skills in order to increase awareness of the issues they have (Figure 23).

Figure 23 “Children’s Festival” and “High School Students’ Forum”



Children enjoy making bamboo helicopters during the “Children’s Festival”



High school students receive facilitator training before the “High School Students’ Forum”

Source: Material provided by Mr. Mutsuo Yamanaka

2) Mr. Kiyomitsu Iuchi (FY 2011 “Commendations for Youth Development and Child-Rearing Support,” Minister of State for Special Missions’ Award)

- Since 1989, in Chiba Prefecture, Mr. Iuchi has provide support for delinquents to help them reform by offering advice 24 hours a day, 365 days a year and creating opportunities for activities for them.
- He gives young people counseling during times when public institutions are closed (holidays, nighttime) and visits their homes to provide counseling in order to solve their problems together with them, their guardians and the institutions concerned (Figure 24).
- He also founded a soccer team, “FC Tsubakimori” to help delinquents reform. The team played friendly matches with a local company team, a high school team and a police team. Holding these games has contributed to revitalizing the community (Figure 25).
- In 2002, Mr. Iuchi established a youth support center, Yukon Juku. He cleaned streets and picked weeds in a village forest together with boys and girls who had drifted into delinquency and their parents. He has also trained boys who have reformed as staff members for Yukon Juku, thus working to develop his successors.

Figure 24 Mr. Iuchi gives counseling



Source: Material provided by Mr. Kiyomitsu Iuchi

Figure 25 The soccer team supports the rehabilitation of delinquents



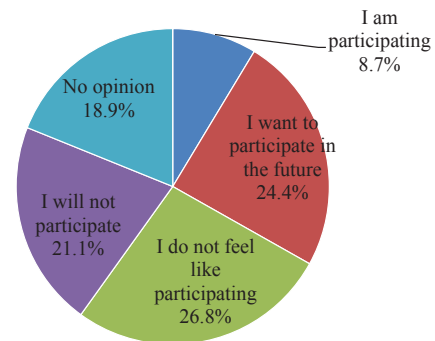
Source: Material provided by Mr. Kiyomitsu Iuchi

4 Conclusions

- Although the numbers of Youth Centers and juvenile officers have been on the decline, they are performing various activities ranging from street guidance to counseling to employment support. These Centers are still playing an important role as a base for the healthy development of young people in the community.
- The activities of the individuals and organizations described here have led to an improvement in the norm consciousness and self-affirmation of children and young people. Therefore, they have great significance in terms of the healthy development of young people.
- However, only 8.7% of Japanese people are engaged in these activities, thus the Centers are facing problems such as a shortage of workers and the aging of workers. In order to further promote activities for developing young people, it is important to have as many people as possible to be interested in these activities and to broaden the range of people who are engaged in these activities by involving those who are interested (24.4%) (Figure 26).

Figure 26

Percentage of those who are participating in youth development activities or those who want to participate (FY 2012)



Source: "FY 2012 Survey on Attitudes about a Cohesive Society," Cabinet Office

Part 2 Status of the Implementation of Measures to Support the Development of Children and Young People

Chapter 1 Promoting Measures to Support the Development of Children and Young People in a Comprehensive and Systematic Manner

Section 1 Formulating the National Youth Development Policy (2008)

- The numbers of “NEETs” (not in employment, education or training) and permanent part-timers (“freeters”) have remained high. Our society has been flooded with various kinds of information, and the means of communication have been diversified. In order to respond to this situation, the National Youth Development Policy was formulated in December 2008 (decision by the Headquarters for Youth Development on December 12, 2008).

Section 2 Establishment of the Act on Promotion of Development and Support for Children and Young People and the measures based on it

(Establishment and enforcement of the Act on Promotion of Development and Support for Children and Young People)

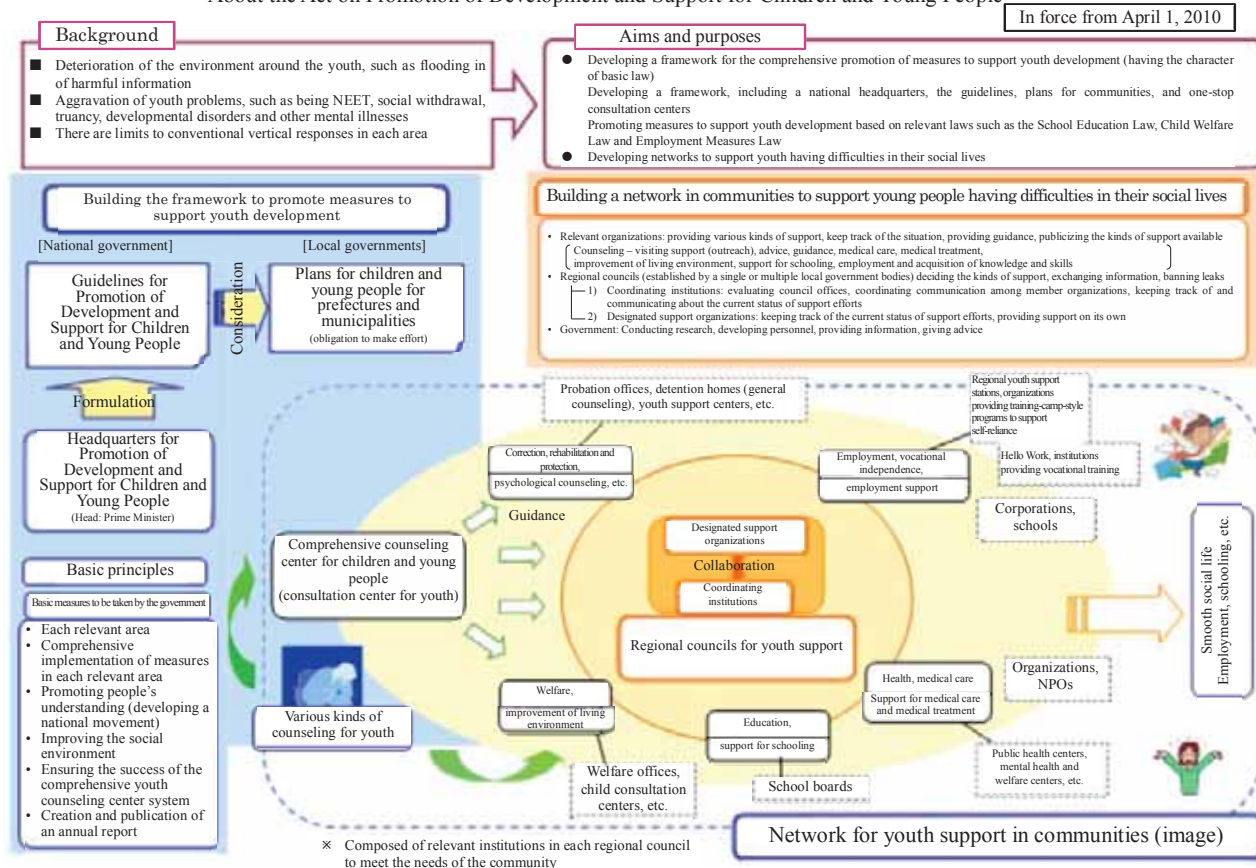
- At the 171st Session of the National Diet in 2009, the government submitted a bill to promote comprehensive measures for youth. The House of Representatives amended the bill and unanimously approved the Act on Promotion of Development and Support for Children and Young People (hereinafter referred to as the “Act”) in July 2009. The Act came into force on April 1, 2010 (Figure 1). The main provisions of the Act are as follows:
 - Guidelines to establish a headquarters and to promote measures to support the development of children and young people (hereinafter referred to as the “Guidelines”); development of plans for local communities and a framework including “one-stop consultation centers”
 - Development of regional networks to support children and young people who have difficulties in their social lives.

Figure 1

Outline of the Act on Promotion of Development and Support for Children and Young People

About the Act on Promotion of Development and Support for Children and Young People

In force from April 1, 2010



Source: Website of the Cabinet Office (<http://www8.cao.go.jp/youth/contents.html>)

(Formulating the Guidelines based on the Act on Promotion of Development and Support for Children and Young People)

- As a special institution based on Article 26 of the Act, the Headquarters for Promotion of Development and Support for Children and Young People was established in the Cabinet Office. It is composed of the Prime Minister (head) and all other Cabinet ministers.
- On July 23, 2010, the Headquarters formulated guidelines to promote measures for supporting the development of children and young people ("Vision for Children and Young People") based on the Act.

(Investigation and evaluation of measures based on the Guidelines)

- In order to promote implementation of the Guidelines and to investigate and evaluate the status of the implementation of the measures based on the Guidelines, in July 2011, it was decided to hold an expert meeting on the investigation and evaluation of promotion of development of children and young people.

Chapter 2 Providing Support for the Healthy Development of All Children and Young People

Section 1 Supporting Self-Development of Children and Young People

1 Acquiring abilities for everyday life

(1) Forming basic life habits

(Measures in school education)

- The Government Guidelines for Teaching, revised in 2008 and 2009¹, (hereinafter referred to as the “New Government Guidelines for Teaching”) plan to improve moral education. It emphasizes guidance on morals to ensure that children, especially those in the lower classes at elementary school, learn basic rules regarding their life habits and their social lives, such as greetings, making moral judgments, and not doing what one must not do.
- MEXT is taking the following measures:
 - MEXT will distribute copies of “Notebook of the Heart” to all elementary school students and junior high school students to be used in FY 2013.
 - MEXT hosts the “Conference on the Improvement of Moral Education” to examine the current status of and issues relating to moral education and to study how the curriculum should be set up under a new framework based on the policy on revising “Notebook of the Heart,” measures to improve teachers’ leadership and the character of morality.
 - In order to provide support for a variety of kinds of moral education according to the actual condition of each school or community, MEXT will provide support for activities to collect examples from across the country, to provide information, and to adopt distinctive kinds of moral education and teaching materials

(Promoting a national campaign “Early to Bed, Early to Rise, Don’t Forget Your Breakfast”)

- MEXT is promoting a national campaign “Early to Bed, Early to Rise, Don’t Forget Your Breakfast.”²
- As the executive office of the National Council for “Early to Bed, Early to Rise, Don’t Forget Your Breakfast,” the National Institution for Youth Education is making an effort to improve the rhythm of daily life for children. Educational facilities for youth provide schools and youth organizations with many places and opportunities for learning.³

(Promoting food education [“Shokuiku”])

- The Second Plan for Promoting Shokuiku (decision by the Shokuiku Promotion Council in March 2011) aims, by FY 2015, to reduce the percentage of “students in fifth grade who answer that they rarely have breakfast” to 0%.
- The Cabinet Office created “A Guide to ‘Shokuiku’” to allow all citizens to make their own appropriate efforts regarding their diets, and released it to the public in May 2012.
- MEXT is increasing the distribution of nutrition instructors who provide guidance on food to each prefecture.
- The Ministry of Health, Labour and Welfare is providing learning opportunities and information on food for pregnant women, nursing mothers and families with children. It started the use of the new maternal and child health handbook in FY 2012. It also created the “Guidelines for Provision of Meals at Nursery Schools” in March 2012.
- The Ministry of Agriculture, Forestry and Fisheries is providing support for food education to encourage children and young people to practice “Japanese eating habits” that provide an

¹ MEXT revised the Government Guidelines for Teaching for elementary schools and junior high schools in March 2008 and those for high schools in March 2009.

² http://www.mext.go.jp/a_menu/shougai/asagohan/index.htm

³ <http://www8.cao.go.jp/syokuiku/data/guide/index.html>

excellent nutritional balance.

- The Food Safety Commission of the Cabinet Office provides information on food safety for children on its website. In addition, it holds the “Junior Food Safety Commission” for fifth and sixth graders and their guardians during summer vacations.

(2) Developing communication skills and norm consciousness

- Throughout various educational activities at school, teachers tell students to have compassion for others and to open-mindedly respect others’ opinions and viewpoints different from their own. In addition, they emphasize the development of communication skills and provide lessons which profoundly incorporate presentations and discussion.
- Educational facilities for youth provide various opportunities for hands-on experiences such as experiencing nature and the experience of lodging together for the purpose of nurturing social skills and cooperative attitudes.
- The police offer classes to prevent delinquency by sending officers to schools or in cooperation with volunteer youth officers.

(3) Improving physical fitness

(Promoting activities to improve physical fitness in local communities)

- MEXT is promoting activities to improve physical fitness at school and in local communities and disseminating and publicizing a program to improve physical fitness according to the developmental stages of the children. In FY 2013, it will carry out a model project intended to establish activities to be carried out by the whole local community.

(Promotion of physical education and sports club activities at school)

- MEXT created guidance materials for martial arts courses that have been compulsory at junior high schools since 2012.

2 Providing opportunities for various activities

(1) Securing opportunities for group play

- The Ministry of Health, Labour and Welfare is promoting the establishment of children’s centers⁴. As of October 1, 2011, there were 4,318 children’s centers across the nation.
- MEXT and MHLW are promoting the creation of safe and sound places for children to stay after school.

(2) Promotion of reading activities

- MEXT is promoting children’s reading activities by accelerating the formation of municipal plans and by holding the “Forum for the Promotion of Children’s Reading Activities” in accordance with the Act on the Promotion of Children’s Reading and the Third Basic Plan Concerning the Promotion of Reading Activities by Children⁵.

(3) Various activities in local communities

(“Let’s Have a Great Experience in Nature” campaign)

- The National Institution for Youth Education is promoting the “Let’s Have a Great Experience in Nature” campaign.⁶

(Environmental education)

- The Ministry of the Environment and other relevant ministries are providing opportunities for life-long, high-quality environmental education at home, school, in offices, in local communities and other all places. This policy is based on the “Act on Promoting Environmental Conservation Activities through Environmental Education” and the “Basic Policy on Enhancing Environmental Conservation Activities and Motivation on Environmental Conservation and Promoting Environmental Education and Collaborative Efforts (Cabinet decision in June 2012).”

⁴ A type of children’s recreational facility provided for in Article 40 of the Child Welfare Law

⁵ http://www.mext.go.jp/a_menu/sports/dokusyo/

⁶ <http://www.niye.go.jp/services/taikennokaze/>

Affiliated organizations include: CONE, National Institution for Youth Education, National Kominkan Association, National Federation of Kodomo-kai, Scout Association of Japan, Girl Scouts of Japan, National Congress of Parents and Teachers Associations of Japan, National Recreation Association of Japan, National Camping Association of Japan, Japan Lullaby Association, National Association of Sports Promotion Committees, Japan Radio Exercise Association, and Japan Junior Sports Clubs Association.

- The Ministry of the Environment is promoting environmental education from the viewpoint of ESD (Education for Sustainable Development) through the development and demonstration of environmental programs based on ESD.⁷
- MEXT is promoting the development of the “eco-school” (environmentally-friendly school facilities) where solar electric generation is used in environmental education. Youth educational facilities provide opportunities for hands-on experiences in environmental education by taking advantage of the rich natural environment.

(Experiencing nature)

- MEXT is working on the training of leaders for outdoor activities and conducting publicity work so that families and corporations understand the significance of outdoor activities.
- The National Institution for Youth Education is providing opportunities and places for outdoor activities by taking advantage of the locations and features of national youth education facilities.
- In collaboration with MEXT, the Forestry Agency is promoting the “Project to Promote Forest Kids Club Activities⁸,” which offers children opportunities for various hands-on activities in the forest. It is also working to set up “Yu-Yu no Mori” in the national forests, providing places for hands-on activities for school children⁹ (Figure 2).

Figure 2 Examples of “Yu-Yu no Mori” in use



Building a secret base



Climbing trees



Putting up a bird house



Experiencing forestry



Class in the forest

Source: Website of the Forestry Agency:
http://www.rinya.maff.go.jp/j/kokuyu_rinya/kokumin_mori/katuyo/kokumin_sanka/kyouteiseido/kyoteiseido.html

- The Ministry of the Environment provides opportunities for children to have contact with nature during “Green Month” (April 15 – May 14), the “Commune-with-nature Campaign” (July 21 – August 20), and “Month for Hiking Nature Trails across the Country” (October).

⁷ http://www.env.go.jp/policy/suishin_ho/

⁸ Website of the Children Forest Museum of the Forestry Agency: <http://www.rinya.maff.go.jp/kids/top.html>

⁹ http://www.rinya.maff.go.jp/j/kokuyu_rinya/kokumin_mori/katuyo/kokumin_sanka/kyouteiseido/kyoteiseido.html#yu-yu

(Places for social volunteer activities and sports activities provided by the police)

- The police are working to secure opportunities for various activities for young people and to create places for them. These include social participatory activities — activities to create a more attractive environment, social volunteer activities, and chance to experience the manufacturing process — and sports activities, including judo and kendo classes for youths, using training halls belonging to police stations.

(Encouraging cultural activities)

- MEXT is promoting activities for children to experience culture and art, for example, by providing an opportunity to have contact with performing arts such as orchestra performances and appreciate them.

(Promoting “flower education”)

- Collaborating with MEXT and MLIT, the Ministry of Agriculture, Forestry and Fisheries is promoting “flower education,” which provides children with opportunities to have contact with plants and flowers so that they can develop feelings of kindness and beauty.

(Promoting coexistence of cities and villages and exchanges between them)

- MAFF, MEXT and MIC have been running the “Agricultural, Mountain and Fishing Villages Exchange Project for Children,” which provides elementary school children with opportunities to stay in agricultural, mountain and fishing villages for long periods of time. These ministries will continue to provide support for this project in FY 2013.

(Research on the promotion of hands-on activities)

- In 2013, MEXT will conduct a new survey on young people’s life experiences and experiences of nature and a research study on evaluating and honoring hands-on activities.

(4) Approaches to lifelong learning

(Appropriate evaluation of learning outcomes)

- MEXT is working to ensure and improve the quality of certification examinations that are administered by private companies in the education industry.

(Women’s lifelong learning)

- MEXT is providing information on its support for women’s life planning.

3 Improvement of academic abilities

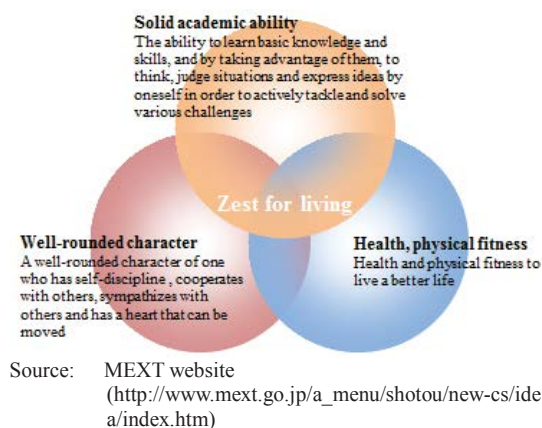
(1) Establishing “solid academic abilities,” including knowledge, skills, thinking power, judgment, power of expression and desire to learn

- In order to smoothly implement the New Government Guidelines for Teaching, MEXT is providing support for an increase in the number of teachers, the creation and distribution of necessary new teaching aids, and the improvement of equipment for science education. It is also supporting the improvement of educational activities about science, mathematics, foreign languages and other subjects.

In 2013, MEXT is planning:

- to fully conduct a national assessment of academic abilities to keep track of the academic abilities of all the students in the sixth grade and ninth grade, to analyze changes over the years, the situation of students’ households and academic abilities, and to conduct an additional survey that will contribute to the validation and improvement of small classes.
- to establish grant-aided projects to assign assistants for scientific experiments to elementary schools and junior high schools for the promotion of science education, and to increase grants to improve equipment (Figure 3, Figure 4).

Figure 3 Principles of the New Government Guidelines for Teaching



(2) Ensuring basic academic abilities

- MEXT has been assigning more than the usual number of teachers to elementary schools that give meticulous guidance through small classes, differentiated guidance according to the students’ level of proficiency and team teaching, as well as the schools that provide special courses. In 2012, 41,523 additional teachers were assigned to such schools. In 2013, MEXT will increase the additional number of teachers assigned to elementary schools that provide special courses to 400. It will also implement the “Project to Dispatch Teaching Staff for Supplementary Classes — taking advantage of support staff to vitalize schools.” In this project, a total of about 7,000 teachers (the equivalent of 2,100 full-time teachers) living in each region will be newly assigned to teach after school or on Saturdays in order to improve students’ academic abilities.

(3) Ensuring the quality of high school education

- MEXT is implementing various measures such as promoting school evaluations. In FY 2013, it will conduct a study to gain an understanding of the level of educational achievement of high school students and carry out research on methods to evaluate the qualities and abilities that should be acquired through a high school education

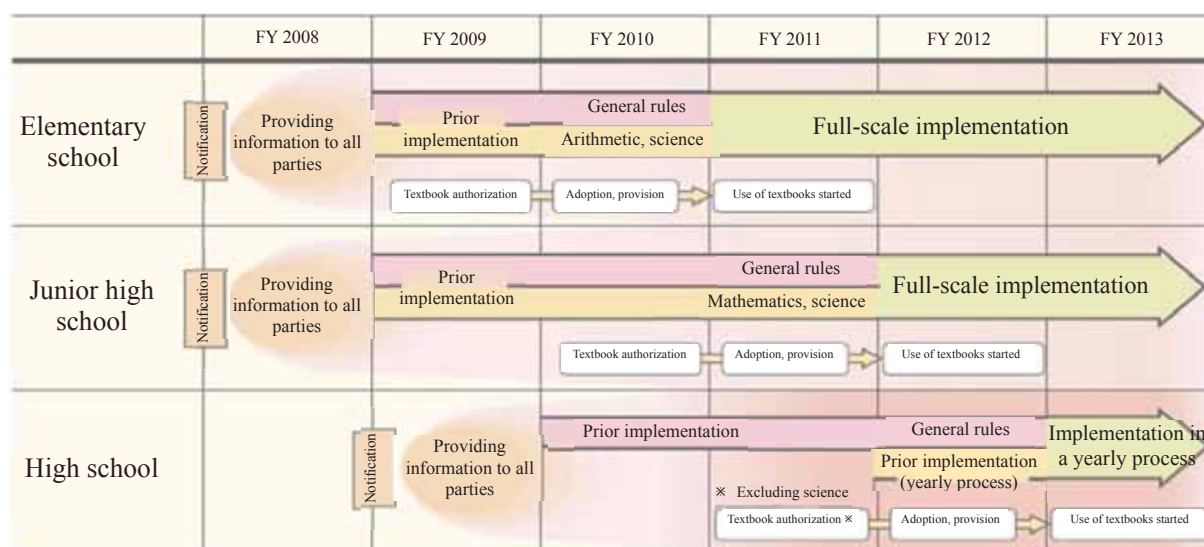
(4) Promoting the use of information technology in school education

- MEXT¹⁰ and MIC¹¹ are jointly running the “Learning Innovation Project” and “Future School Promotion Project,” with 10 public elementary schools, 8 junior high schools and 2 special needs schools (a total of 20) designated as demonstration schools.

¹⁰ http://www.mext.go.jp/a_menu/shotou/zyouhou/main18_a2.htm

¹¹ http://www.soumu.go.jp/main_sosiki/joho_tsusin/kyouiku_joho-ka/future_school.html

Figure 4 Schedule of implementation of the New Government Guidelines for Teaching



Source: “The New Government Guidelines for Teaching — brochure for guardians (created in 2010),” MEXT

4 Enhancing university education

(1) Enriching university education

(Enhancing educational functions)

- MEXT is funding excellent, distinctive activities conducted by universities and publicizing information on them.

(Maintaining and improving the quality of educational research)

- MEXT maintains and improves the quality of educational research through an accreditation system

(Enhancing advanced university education)

- MEXT is conducting the “Global COE Program,” which provides prioritized support for the development of internationally renowned educational research centers by strengthening collaboration with universities and institutions inside and outside Japan and by enhancing their capability to develop excellent young researchers.¹² MEXT is also conducting the “Program for Leading Graduate Schools,” which provides support for drastic reform of graduate education.¹³

(Learning support services)

- MEXT is promoting universities’ efforts to improve support services for students, such as the teaching assistant system and office hours.

(2) Enhancing vocational school education

- MEXT formulated the “Guidelines for Evaluation of Vocational Schools” in March 2013 in order to promote vocational school education.

5 Enhancing vocational school education

(1) New child support allowance system

- The new child support allowance system came into force on April 1, 2012.

¹² http://www.mext.go.jp/a_menu/koutou/globalcoe/index.htm

¹³ http://www.mext.go.jp/a_menu/koutou/kaikaku/hakushikatei/1306945.htm

(2) Free tuition system for public schools, high school scholarship system

- MEXT keeps tuition for public high schools free and offers scholarships to private high school students under the “Act on Free Tuition at Public High Schools and the High School Enrollment Support Fund.”

(3) Support for scholarships

(Measures for elementary and secondary education)

- MEXT provides local governments with funds to cover part of the expenses for children attending kindergartens through grant-in-aid for attending kindergartens. Each municipality provides school supplies to the guardians of students who are considered to have difficulties in attending elementary school or junior high school for financial reasons. High school students and students in advanced courses at vocational schools are offered scholarships by scholarship programs managed by prefectures through high school scholarship foundations. Since 2012, MEXT has been encouraging prefectures that use this kind of foundation to develop a system of income-based-repayment for financial aid.¹⁴

(Measures for higher education)

- MEXT is providing support for the improvement of the scholarship program administered by the Japan Student Services Organization¹⁵ as well as for the reduction and exemption of tuition by universities. It provides support for graduate students by hiring them as teaching assistants (TA) and research assistants (RA).

Section 2 Giving Children and Young People Support for their Social Development and Participation in Society

1 Support for participation in the development of society

(1) Promoting education regarding social development and participation in society (citizenship education)

(Measures for school education)

- The New Government Guidelines for Teaching emphasize the concept of participation in society and plan to enrich the quality of education. For example, it now deals with “important laws and rules for one’s social life” (elementary school), “the importance of contracts” (junior high school), and “citizens’ participation in the judiciary” (elementary school, junior high school and high school).
- In 2013, MEXT will commission school boards to conduct research on the development of a program intended for schools and local communities to jointly provide hands-on, practical education to solve specific problems each community has.

(Legal education)

- Based on the New Government Guidelines for Teaching, the Council for the Promotion of Legal Education is examining from various points of view how the practice of legal education at schools should be and how those involved in education and those involved in the legal profession should collaborate.

(Tax education)

- The National Tax Agency is working to provide support and develop the environment to enhance tax education. Collaborating with the relevant ministries and private organizations, it dispatches instructors for seminars for school teachers and for tax classes to be held when requested by schools.

¹⁴ A system that grants debtors a moratorium on repayments of the scholarship until they reach a certain income level.

¹⁵ <http://www.jasso.go.jp/>

(Education in financial matters)

- The Financial Services Agency sponsors the “Symposiums to Avoid Financial Trouble” jointly with each Local Finance Bureau and distributes the “Guidebook to Learning Personal Finance from Basics” to high schools and universities across the country. It also dispatches instructors to high schools from the Local Finance Offices of the Finance Bureau.

(Education about rights and duties of workers)

- The Ministry of Health, Labour and Welfare is promoting educational activities regarding the rights and duties of workers and various systems for workers

(2) Securing opportunities for children and young people to express their opinions

- The Cabinet Office is carrying out the “Project for Gathering Opinions from Youth” in order to provide opportunities for children and young people to actively express their opinions and to heighten their sense of participation in society.¹⁶
- Relevant ministries secure opportunities for children and young people to participate in the process of deciding policies by inviting opinions from the public through the Internet.

2 Promoting participation in society

(1) Promoting volunteer activities and other such ways to participate in society

- Educational facilities for youth are conducting various programs related to volunteer work. The National Institution for Youth Education holds the “National Conference for Research Exchange for Student Volunteers and Supporters.”

(2) International exchange activities

(Improving international education to respond to globalization)

- Prefectural governments and NPOs partly subsidize costs when high school students study abroad and also invite foreign high school students to high schools in Japan for short stays. MEXT¹⁷ is providing support for these activities in order to build a foundation for global human resources.

(Developing global human resources through international exchanges)

- The Cabinet Office is conducting the “Ship for Southeast Asian Youth Program,” “International Youth Development Exchange Program,” “Japan-Korea Youth Friendship Exchange Program,” “Japan-China Youth Friendship Exchange Program” and “Young Core Leaders of Civil Society Groups Development Program.” In 2013, it is planning to conduct the “Global Leader Development Program.”
- In 2012, MEXT started the “International Exchange Program to Foster Courageous Young People who Go Abroad with Great Ambition.” Japanese young people and young people from several other countries enjoyed various experiences together such as experiencing nature and exchanging opinions and they developed abilities and feelings necessary for playing a key role in the world. This way the program produced significant educational effects (Figure 5).
- The National Institution for Youth Education is conducting the “Japan-China-Korea Children’s Story Exchange Program” which aims to help the students better understand the characteristics of each other’s cultures and what they have in common through picture books and fairy tales (Figure 6).

16 <http://www.youth-cao.go.jp/>

17 http://www.mext.go.jp/a_menu/01_f.htm

Figure 5

Young people present what was discussed at the “International Exchange Program to Foster Courageous Young People who Go Abroad with Great Ambition.”



Source: Material provided by MEXT

Figure 6

Japan-China-Korea Children’s Story Exchange Program



Source: Material provided by Executive Committee of Japan-China-Korea Children’s Story Exchange Program

- Starting in 2013, the Ministry of Foreign Affairs will carry out “JENESYS 2.0,” an exchange program for countries in Asia and Oceania, with about 30,000 people participating. It also plans to conduct an exchange program in North America with about 5,000 people participating so that the young people who will be the leaders the future can better understand Japanese brands, and “values,” including the concept of “Cool Japan,”

Section 3 Ensuring Health and Peace of Mind for Children and Young People

1

Ensuring and promoting health

(1) Ensuring safe pregnancy and childbirth, improving pediatric medicine

(Ensuring safe pregnancy and childbirth)

- The Ministry of Health, Labour and Welfare is providing support for the reduction of the economic burdens associated with pregnancy and childbirth, development of the system for perinatal medicine, ensuring preparedness to receive patients transported by ambulance, and infertility treatment. It is also promoting the formation of an environment friendly to pregnant women and nursing mothers by providing information on pregnancy and childbirth, by developing the counseling and support system, and by disseminating the “maternity emblem.”

(Improving pediatric medicine and vaccinations)

- The Ministry of Health, Labour and Welfare is promoting the improvement of pediatric medicine, including pediatric emergency medicine. It provides support for the development of pediatric urgent care centers, pediatric emergency hospitals and pediatric critical care centers as well as the implementation of the pediatric emergency telephone counseling service (#8000) to relieve guardians’ anxieties. When the medical reimbursement structure was revised in 2012, MHLW increased the rating for pediatric medicine, including pediatric emergency medicine. In addition, the Preventive Vaccination Law was amended and in 2013, three vaccinations (vaccinations to prevent Hib infection, pediatric pneumococcal infection and human papilloma virus infections [such as those leading to cervical cancer]) were designated as routine vaccinations based on the

law.

(2) Dealing with issues specific to adolescence

- MEXT has created educational materials that comprehensively describe smoking, drinking, drug abuse¹⁸ and infectious diseases and is distributing them to elementary schools, junior high schools and high schools.
- The Ministry of Health, Labour and Welfare has set a goal of eradicating underage smoking and drinking through the programs “Healthy Japan 21”¹⁹ and “Healthy Parents and Children 21” and is providing information on the effects of smoking and drinking on people’s health through symposiums and its website. “Healthy Parents and Children 21”²⁰ also aims to reduce the teenage abortion rate, sexually transmitted diseases, and anorexia nervosa in 15-year-old girls. With these goals in mind, MHLW is promoting various measures, including the dissemination of correct information.

(3) Promoting health education

- At school, pursuant to the School Health and Safety Act, school nursing staff and relevant teachers collaborate and systematically offer health guidance. They are also making efforts to provide first aid, health consultations and health guidance in collaboration with the relevant institutions, including medical institutions in each community. As for issues about sex, in order to ensure that children can reliably acquire knowledge on the development of the mind and body, health and prevention of sexually transmitted diseases and can act properly, they are given guidance throughout their years at school, mainly in PE and health classes, extracurricular activities and when being taught ethics.

2 Improving counseling systems

(1) Improving the counseling system at school

- MEXT²¹ is increasing the distribution of school counselors and school social workers. In the FY 2012 supplementary budget, the working hours of school counselors and school social workers between late February and late March of 2013 were increased. In 2013, MEXT will increase the distribution of school counselors (distributed among all 9,835 public junior high schools, and 13,800 public elementary schools [up from 11,690]) and of school social workers (1,355 social workers, up from 1,113).

(2) Counseling at medical institutions in local communities

- The Ministry of Health, Labour and Welfare is taking the following measures:
 - It promotes the establishment of “Regional Centers for Child Care Support” where parents can access counseling and mingle with each other.
 - It promotes counseling provided by doctors, public health nurses and licensed psychiatric social workers at mental health and welfare centers, health centers and child consultation centers in order to deal with mental problems that often arise at school age or during puberty, such as truancy, social withdrawal, eating disorders, sexual deviations and drug abuse.
 - It promotes counseling and educational activities performed by young people of the same generation who share a sense of values (“peer counseling” and “peer education”) in order to develop a healthy awareness of sex and disseminate a proper understanding.
 - It has established support for counseling for handicapped children, which has provided support for the use of welfare services since April 2012 under the Act on the Development of the Relevant Laws to Provide Support for the Lives of Persons with Disabilities in Communities until Measures for Health and Welfare of the Handicapped are Reviewed Based on the Examination by the Disability Scheme Reform Promotion Headquarters (hereinafter referred to as the “Partially Revised Act on Services and Support for Persons with Disabilities”). In addition, MHLW directed that schools and Counseling Support Centers for Handicapped Children should closely cooperate in order to continuously provide appropriate support

18 For junior high school students: http://www.mext.go.jp/a_menu/kenko/hoken/08111804.htm

For high school students: http://www.mext.go.jp/a_menu/kenko/hoken/08111805.htm

19 It was completely revised in July 2012 to schedule the national campaign to be from FY 2013 to 2022.

20 <http://rhino.med.yamanashi.ac.jp/sukoyaka/> (official website)

21 http://www.mext.go.jp/a_menu/shotou/seitoshidou/1302910.htm

according to each life stage.

- It runs the “Project for a Medical Care Network for Children’s Minds,” which is intended to establish a support system centered around key hospitals in each prefecture and to collaborate with medical institutions and health care institutions.

Section 4 Providing Support for the Vocational Independence and Employment of Young People

1 Acquiring the aptitude and desire for employment

(1) Cultivating attitudes toward work and labor, developing the abilities necessary for vocational independence

(Promotion of career education and vocational education)

- MEXT, MHLW and METI jointly hold the “Symposium for Collaboration for the Promotion of Career Education” to encourage schools, communities and industry to work together and promote career education as one.
- MEXT and METI are sponsoring the “Awards for Collaboration for the Promotion of Career Education,”²² which commends concerned people at schools, in the community or industry for their collaborative activities.
- Other than those measures mentioned above, MEXT also is taking the following measures:²³
 - It conducts a program “Assist Caravan to Promote Career Education” intended for high school teachers to better understand career education.
 - It has created and distributed brochures that will be helpful when elementary schools, junior high schools and high schools develop a yearly guidance plan for career education that takes advantage of their features. The brochure has been posted on its website.²⁴
 - It distributes videos and materials for career education training provided by schools and school boards on its website.²⁵
 - Since August 2012, it has been running the “Portal Site Serving as a Bridge between Children and Society,”²⁶ which is a special site designed to match the support desired by schools to the support that can be offered by communities, society or industry (Figure 7)

In 2013, it will promote the establishment of the new “Regional Career Education Support Councils,” which are intended to provide support for educational activities such as visiting lectures by companies, to search for companies that provide workplace experience and internships, and to make arrangements for them.

- The Ministry of Health, Labour and Welfare is conducting the “Career Search Program” by dispatching people who work at companies to junior high schools and high schools as instructors to help students understand and think about the realities of various occupations and industries, the meaning of work, and a working life. It is also conducting the “Experts on Career Education Development Program,” which offers short courses to train personnel who plan and carry out career education.
- The Ministry of Economy, Trade and Industry is sponsoring the “Career Education Award,”

Figure 7 Portal Site Serving as a Bridge between Children and Society



Source: MEXT website
(<http://kakehashi.mext.go.jp/>)

22 http://www.mext.go.jp/a_menu/shotou/career/detail/1312382.htm,
<http://www.meti.go.jp/press/2012/01/20130131001/20130131001.html>
23 http://www.mext.go.jp/a_menu/shotou/career/index.htm
24 http://www.mext.go.jp/a_menu/shotou/career/detail/1312372.htm
25 http://www.mext.go.jp/a_menu/shotou/career/detail/1315412.htm
26 <http://kakehashi.mext.go.jp/>

which honors companies and organizations that perform visionary activities in support of education.²⁷ METI has defined the basic ability to work at a company or in a local community as the “basic ability required of a working member of society”²⁸ and is promoting the development and evaluation of this ability through university education.

(Promotion of internships (work experience))

- MEXT, MHLW and METI will review the “basic policy on the promotion of internships” at companies, universities and NPOs.
- MEXT set up the Council for Research Collaborators on the Further Improvement of Internships aiming to promote systematic career education and vocational education²⁹ in February 2013. Its members are working to keep track of and investigate the status of the implementation of internship programs at universities, to clarify the role of internships in career education and vocational education, to examine the efforts to improve the quality of the programs and to increase the number of participating students. In 2013, the abovementioned Regional Career Education Support Councils will seek companies that provide internships and make arrangements for them.
- The Ministry of Economy, Trade and Industry has created models for long-term internships as well as a know-how book.

(Educating young women)

- The Cabinet Office held the “Let’s Work Nadeshiko Students’ Summit”³⁰ in December 2012.
- MHLW has created materials that allow female students to consider their future from various perspectives in order to select their work or career path appropriately and is distributing them through high schools and universities. Collaborating with MEXT, it has universities and technical colleges advise students to consult the “Positive Action Support Site”³¹ when they choose their job.
- Women who once resigned from their work when they had children or for other reasons and want to obtain new employment should be provided an opportunity to make up for the gap in their careers. For this reason, since 2012, METI has been conducting the “Project to Discover New Recruits for Small and Medium-sized Enterprises,” which provides support for small and medium-sized enterprises to offer on-the-job training to those women.
- In collaboration with universities, the National Women’s Education Center³² provides training courses for female students to learn issues that will arise in their lives as women, including dealing with issues such as career development.

(2) Ability development

- The job applicant support system³³ provides young people who are ineligible for unemployment insurance with vocational training and benefits to support them in their lives while they are being trained. Hello Work provides fine-tuned employment support for them.
- MHLW is promoting the Job Card System³⁴ to encourage applicants with little experience as a full-time worker, including permanent part-timers, to obtain stable employment (Figure 8).
- MEXT has organized a broad-based consortium of industry, government and academia that is leading efforts to develop personnel who will play a key role in each area of growth. The consortium is working to establish a learning system for working adults, university students and technical school students for them to acquire knowledge, skills or techniques that are necessary to obtain employment or change employment.

27 <http://www.meti.go.jp/policy/economy/jinzai/career-education/index.html>

28 <http://www.meti.go.jp/policy/kisoryoku/index.htm>

29 http://www.mext.go.jp/b_menu/shingi/chousa/koutou/055/index.htm

30 <http://www.gender.go.jp/public/event/2012/nadeshiko.html>

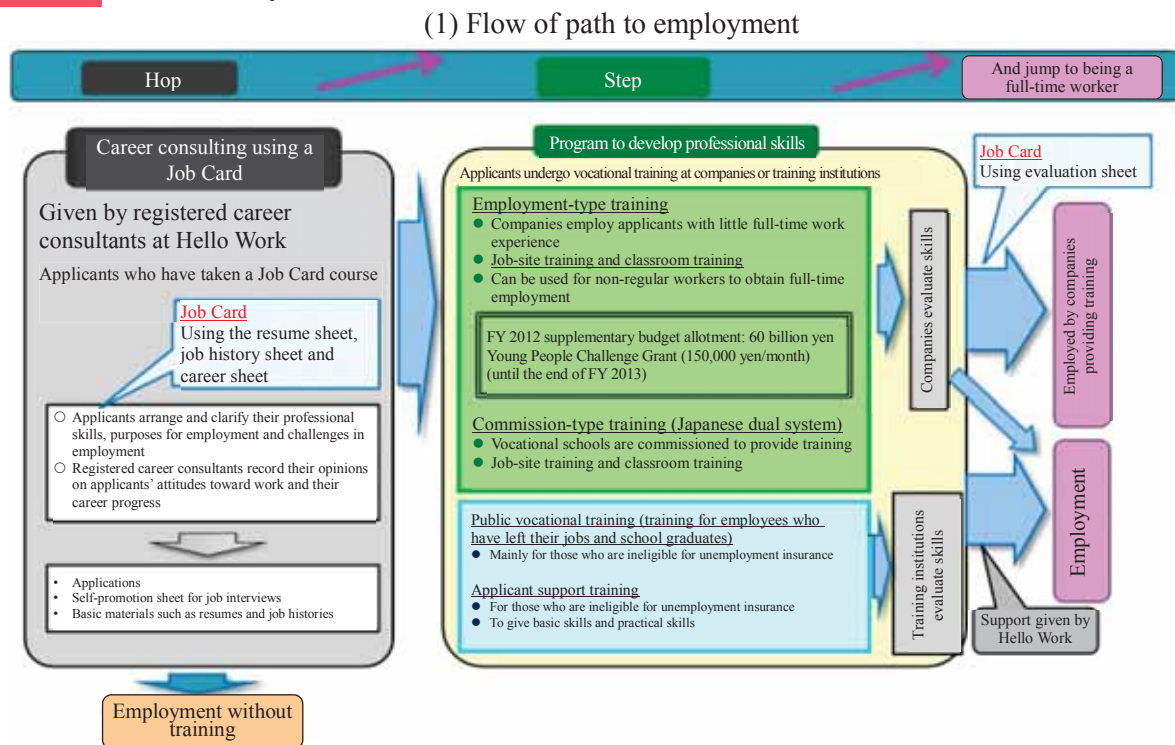
31 <http://www.positiveaction.jp/pa/>

32 <http://www.nwec.jp/>

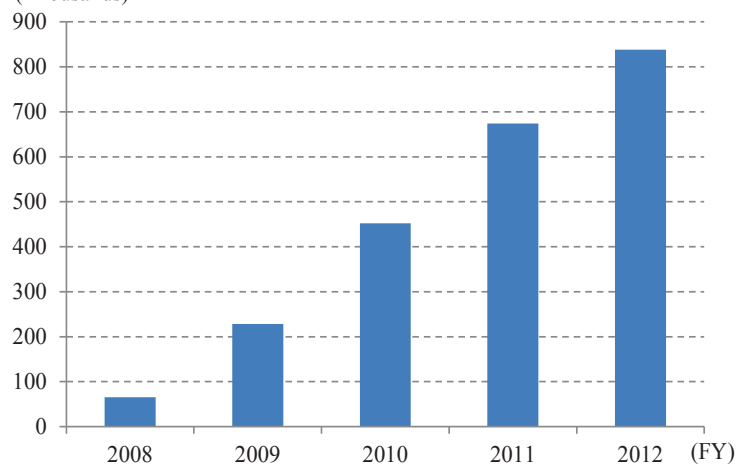
33 http://www.mhlw.go.jp/seisakunitsuite/bunya/koyou_roudou/koyou/kyushokusha_shien/index.html

34 http://www.mhlw.go.jp/bunya/nouryoku/job_card01/

Figure 8 Job Card system



(2) Number of people who have received Job Cards (cumulative total)
(Thousands)



Source: Material provided by the Ministry of Health, Labour and Welfare

Note: The figure for FY 2012 is for the period from April 2012 to the end of January 2013

2 Improving employment support

(1) Providing employment support for high school students

- MEXT has requested prefectural boards of education to further encourage the creation of jobs in cooperation with prefectural labor bureaus and to take unemployed graduates into consideration. It has also requested that business groups maintain or expand job openings for new high school graduates, establish a recruitment system, and properly screen candidates for employment. In addition, local financial measures have been taken to send out "High School Job Support Teachers," who give students employment counseling and find recruiting companies, and work at high schools.
- Working together with schools, MHLW uses Job Supporters³⁵ to provide various kinds of

³⁵ In 2012, 2,300 Job Supporters were distributed across the country; they helped a total of about 120,000 high school graduates and university graduates obtain employment.

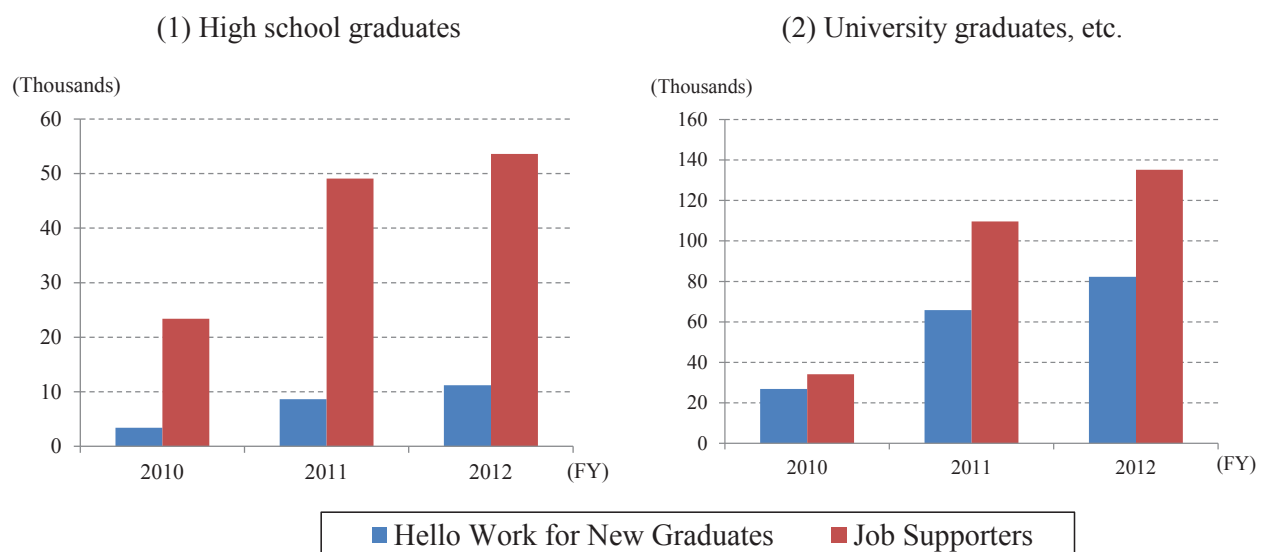
employment support, including workshops, company information sessions at high schools, provision of information on employment opportunities, vocational aptitude tests, various types of guidance and seminars, uncovering job openings and consistent individual support for applicants who have not been offered employment.

(2) Providing employment support for university students

(Employment support for students)

- MEXT is strengthening the employment support system by promoting collaboration between career counselors at universities and Job Supporters at Hello Work.
- The Ministry of Health, Labour and Welfare is taking the following measures:
 - It has established “Hello Work for New Graduates”³⁶ all across the country (57 locations as of April 1, 2013) in order to provide support specifically for students and graduates who have not yet obtained employment. These offices are assisting with the provision of recruitment information, job placement, matching applicants to small and medium-sized enterprises, uncovering job openings, employment support seminars and group interviews. They also use Job Supporters to provide consistent individual support by supporters until employment is obtained, and psychological support by clinical psychologists. In FY 2012, Hello Work for New Graduates was used by a total of about 710,000 people, and the offices helped about 90,000 people to obtain employment (Figure 9).

Figure 9 Number of people who obtained employment with the help of Hello Work for New Graduates and Job Supporters



Source: Surveyed by Ministry of Health, Labour and Welfare

Note: The figures for FY 2010 are for the period from September 2010 to the end of March 2011

- MHLW is conducting publicity work in cooperation with a private company running a portal site for employment information intended for students and young people who quit their first job a few years after graduating from college.³⁷
- It is working to publicize the “Policy to Secure Employment Opportunities for the Youth” based on the Employment Measures Law.
- In collaboration with MEXT and METI, MHLW carried out the “2013 Intensive Support Program for Students Who Have Not Been Offered Employment” from January to March 2013 (intensive support period).³⁸ It also carried out a similar support program “2013 Intensive Support Program for Unemployed Graduates” from April to June 2013 (intensive support

36 <http://www.mhlw.go.jp/topics/2010/01/tp0127-2/05.html>

37 <http://www.mhlw.go.jp/stf/houdou/2r9852000002svpl-att/2r9852000002svr2.pdf>

38 <http://www.mhlw.go.jp/stf/houdou/2r9852000002sw3r.html>

period).³⁹

In 2013, MHLW is planning to make Job Supporters take charge at every college, to set up Job Supporter counseling desks in universities and to promote visiting counseling. It will also publicize information about the “companies providing support for young people” which actively hire and train young people.

- METI is conducting the “Employment Support Project for New Graduates,” which provides support for new graduates and anyone unemployed who graduated no more three years ago to have opportunities for on-the-job training in order to acquire skills, techniques and know-how needed to work at small or medium-sized enterprises.

(Measures for orderly job hunting and hiring)

- MEXT gives each university a notice to ensure that when students are hunting for jobs and being hired, it will be performed in a fair and orderly manner.

(3) Support for vocational independence

(Support given by Job Cafés)

- The Ministry of Health, Labour and Welfare has commissioned private organizations to hold company information sessions and various seminars at Job Cafés⁴⁰ (a kind of one-stop service center for young people). At the request of the prefectural governments, MHLW has arranged for Hello Work to work in parallel with Job Cafés (in 40 prefectures as of April 2013) in order to provide young people with employment counseling and job placement.

(Support given by Hello Work)

- Since 2012, MHLW has established “Youth Hello Work” in Tokyo, Aichi and Osaka (three main bases), where there are many permanent part-timers, and “Corners for Youth Support” (50 locations) in every prefecture (most of them in prefectural capitals). In addition, it has established “Service Counters for Youth Support” (161 locations) to strengthen support for young people to obtain full-time employment.⁴¹

(Promoting employment by taking advantage of the trial employment system for young people)

- In the trial employment system, companies provisionally hire young people (under age 45) who have had difficulties in finding employment due to lack of work experience, skills or knowledge for three months in principle. The companies make sure that they have the aptitude and ability for the work before hiring them as full-time employees. MHLW uses this system to promote mutual understanding between job applicants and employers so that such young people will be hired as full-time employees.

(4) Support for entrepreneurs

- METI finances young people who have started a business within the past five years at low interest through the Japan Finance Corporation.

39 <http://www.mhlw.go.jp/stf/houdou/2r9852000002xcty-att/2r9852000002xcvf.pdf>

40 <http://www.mhlw.go.jp/bunya/koyou/jakunensha/jobcafe.html>

41 Refer to the MHLW website for the locations of the support centers:
<http://www.mhlw.go.jp/stf/houdou/2r9852000002k76u.html>

Chapter 3 Supporting Children, Young People and Their Families Facing Difficulties

Section 1 Measures for each kind of difficult situation

1 Support for children and young people who are NEET, socially withdrawn or truant.

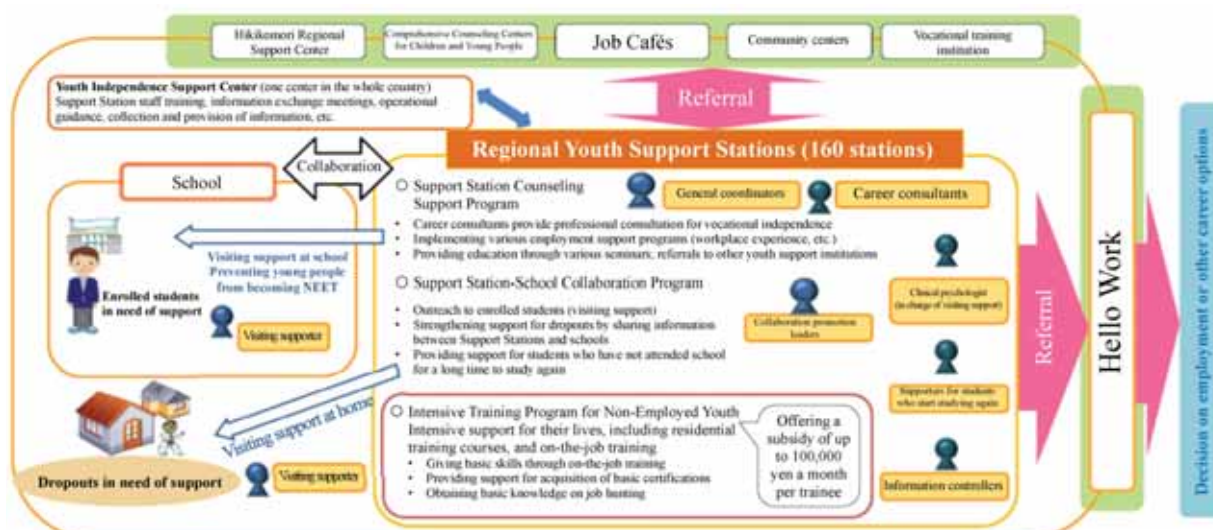
(1) Measures for the local community to provide support for children and young people having difficulties in their social lives

- The Cabinet Office is promoting the establishment of Regional Councils for Youth Support⁴² and conducting research on various types of training and support, including visiting support (outreach) training.⁴³
- The National Institution for Youth Education is carrying out various programs for children and young people who are NEET, socially withdrawn or truant.

(2) Support for young people who are NEET

- MHLW is promoting the establishment of “Regional Youth Support Stations.”⁴⁴ In the FY 2012 supplementary budget, the development of Regional Youth Support Stations was added to the projects to be funded by the Emergency Fund for Human Resource Development and Employment Support. MHLW is planning to establish more Support Stations (currently there are 160 stations, 44 more than the previous year) by the end of 2013. It will also provide support for high school dropouts to begin to study again through the development of a new network with schools, active outreach (visiting support), and prevention of the “cycle of poverty.” Moreover, it will provide the “Intensive Training Program for Non-Employed Youth,” which provides intensive support for their lives, including residential training courses, and on-the-job training and acquisition of certifications in order for them to obtain basic abilities needed to recover self-confidence and obtain employment, and to acquire basic certifications (Figure 10).

Figure 10 Regional Youth Support Station Project (FY 2012 supplementary budget)



Source: Material provided by Ministry of Health, Labour and Welfare

⁴² Article 19 of the Act on Promotion of Development and Support for Children and Young People imposes the obligation to make efforts to establish such councils in local governments.

⁴³ The national government and local governments are supposed to make efforts to take necessary measures to train personnel, improve their skills and develop the system under Article 18 of the Act on Promotion of Development and Support for Children and Young People.

⁴⁴ <http://www.mhlw.go.jp/bunya/nouryoku/ys-station/>

Refer to the NEET Support Net list for contact information for Support Stations across the country:
http://www.neet-support.net/about/supportstation_4.html

(3) Support for social withdrawal (“hikikomori”)

- MHLW is distributing the “Guidelines for Evaluation and Support for Social Withdrawal” to the institutions concerned. In collaboration with these institutions, it is also promoting the development of the “Hikikomori Regional Support Centers,”⁴⁵ which function as professional consultation centers for those suffering from social withdrawal. In 2013, MHLW will implement a new program in which prefectural governments and designated municipal governments train “Hikikomori Supporters” and municipalities dispatch these Supporters to those suffering from social withdrawal and their families. Hikikomori Supporters try to find young people suffering from social withdrawal living in the community at an early stage and continuously visit them, in order to provide fine-tuned support for them and their families.

(4) Support for children and young people who do not attend school

- MEXT is conducting a follow-up survey to gain an understanding of the situations of the students who have a record of truancy. In 2012, it commissioned local governments and private organizations to tentatively take measures that support prevention of, early detection of and prompt responses to truancy and measures to promote collaboration among institutions that are able to deal with truancy. MEXT has also disseminated the results.
- Education support centers (adaptive guiding classes), which have been established by prefectural and municipal school boards, are providing educational guidance based on the situations of truant children while keeping in touch with the school where the children are registered.

(5) Dealing with mental problems

- MEXT is promoting health guidance given by school nursing staff and relevant teachers and expanding the distribution of school counselors and school social workers.
- MHLW has added the “Comprehensive Website on Everyone’s Mental Health”⁴⁶ and “Let’s Maintain Your Mind — Mental Health Site to Support Young People”⁴⁷ to its website. The former contains descriptions of mental disorders and illnesses and the presentations about various kinds of support services. The latter explains to teenagers and people in their 20s as well as those around them (family members and teachers) what to do when they notice they have mental health issues.

(6) Support for high school dropouts

- In 2012, the Cabinet Office conducted a survey of the family members of young people who have difficulties, including high school dropouts.
- MEXT has gained insight into the situations of high school dropouts and published it in the report “Survey on Various Issues Related to Giving Guidance to Students Such as Students’ Problematic Behavior.”⁴⁸
- MHLW is implementing the Support Station-School Collaboration Program. In this program, Support Stations, schools and Hello Work share information on high school dropouts and Support Stations actively provides visiting support (outreach) for those in need of support, thus providing fine-tuned support.

2 Providing support for disabled children and young people

(1) Support for disabled children and young people

(Promotion of special needs education)

- MEXT is taking the following measures:
 - It subsidizes part of the expenses of support provided in cooperation with the institutions concerned or by expert teams.
 - It takes local financial measures to assign Special Needs Education Supporters to public kindergartens, elementary schools, junior high schools and high schools. It also subsidizes part of that expense for private schools.

45 Visit the following Web page for contact information for Hikikomori Regional Support Centers
<http://www.mhlw.go.jp/bunya/seikatsuhogo/dl/hikikomori05.pdf>

46 <http://www.mhlw.go.jp/kokoro/>

47 <http://www.mhlw.go.jp/kokoro/youth/>

48 http://www.mext.go.jp/b_menu/toukei/chousa01/shidou/1267646.htm

- It promotes research on and dissemination of specified books used as textbooks, teaching materials and supporting skills for them according to the nature of children's disabilities, developmental stages and the nature of the subjects to be studied, pursuant to the Act on Promotion of Distribution of Specified Books, etc. Used as Textbooks for Disabled Children and Students.

In 2013, in accordance with the revised Disabled Persons Fundamental Law, MEXT will start to distribute the Early Support Coordinators and Collaborators for Rational Consideration and will develop a database in an effort to establish an inclusive education system.

(Support for attending special needs education)

- MEXT and local governments are providing grant-in-aid for school attendance for the guardians of children who attend a special needs school or a special needs class depending on their ability to pay tuition.

(Exchange and joint learning among disabled children, able-bodied children and people in the community)

- In order to further promote exchange and joint learning between disabled children and able-bodied children, MEXT has published "Examples of Exchange and Joint Learning" and posted "Exchange and Joint Learning Guide"⁴⁹ on its website.
- The National Institute of Special Needs Education⁵⁰ holds the "Workshop for Promoting Joint Activities and Learning" designed for elementary school and junior high school teachers in order to communicate and disseminate concrete plans for exchange and joint learning.

(Providing appropriate welfare services that take the characteristics of disabilities into consideration)

- Based on the Child Welfare Act and the Act on Comprehensive Support for Persons with Disabilities, municipalities provide necessary welfare services such as day care centers for disabled children and home care services. In addition, after the partly revised Services and Supports for Persons with Disabilities Act came into force, facilities for disabled children that had previously been classified by type of disability were unified. These facilities are striving to give disabled children appropriate support at a place close to them and to provide them with professional support according to their ages and the characteristics of their disabilities

(2) Support for children and young people with developmental disabilities

(Strengthening the regional support system centered around "Support Centers for Persons with Developmental Disabilities"⁵¹)

- MHLW is promoting counseling support for people with developmental disabilities and their families under the Act on Support for Persons with Developmental Disabilities.⁵² Specifically, it is taking the following measures:
 - Prefectural governments and designated municipal governments are working to train Parent Mentors⁵³, to distribute the personnel who manage their activities and to hold workshops to promote the introduction of assessment tools⁵⁴.
 - Special workers who have an understanding of developmental disabilities go around facilities and places (such as nursery schools) where children and their parents gather and give them advice. In 2012, more municipalities conducted this kind of program.
 - MHLW has collected information on the visionary activities of some municipalities, published them in a manual and a program and distributed them across the country to promote these activities.

49 http://www.mext.go.jp/a_menu/shotou/tokubetu/010/001.htm

50 <http://www.nise.go.jp/>

51 As of FY 2012, every prefecture and designated city has this kind of facility.

52 http://www.mhlw.go.jp/seisakunitsuite/bunya/hukushi_kaigo/shougaisahukushi/hattatsu/index.html

53 Those who have a child with developmental disabilities and, by taking advantage of their experience, give advice to parents whose child has been recently diagnosed with developmental disabilities

54 A check sheet to discover developmental disabilities at an early stage and to assess the progression of the students' condition

- It is promoting the dissemination of the information and support methods of the Information and Support Center for Persons with Developmental Disabilities⁵⁵, which is the central hub of the Support Centers for Persons with Developmental Disabilities throughout the country.

(Developing a support system at schools)

- In 2013, MEXT will begin to hold seminars to improve teachers' expertise in developmental disabilities and will develop training programs.
- The Information Center of Education for Persons with Developmental Disabilities, a branch of the National Institute of Special Needs Education⁵⁶, provides educational information on developmental disabilities for school teachers and guardians to be able to gain a correct understanding of developmental disabilities. The center also provides teachers with many types of training.

(3) Support for the employment of the disabled

- The legally mandated employment rate of the disabled, which is based on the Act on Employment Promotion etc., of Persons with Disabilities, was raised to 2.0% (from 1.8%) in April 2013 in order to further increase the employment of the disabled.
- In order to achieve an increase in the employment rate of the disabled, MHLW has given Hello Work strict guidance. It is also providing the following types of support: "Team Support" to provide, in collaboration with the institutions concerned, consistent support for the disabled to get used to a new job after obtaining employment; "Employment Change Support" to provide support for the disabled to obtain ordinary work under the Act on Comprehensive Support for Persons with Disabilities; and "Employment Continuation Support" to offer employment to the disabled who are not capable of doing ordinary work.

3 Providing support for children and young people who have fallen into delinquency or committed a crime⁵⁷

(1) General measures

(Collaboration among the relevant ministries)

- In order to facilitate good communication, exchange of information and discussion regarding the measures against delinquency, the government has established the Directors Conference on Measures against Youth Delinquency under management of the Headquarters for Promotion of Development and Support for Children and Young People.⁵⁸

(Collaboration among families, schools and the community)

- The National Police Agency and MEXT have established "Support Teams," in which relevant institutions appropriately divide their roles and jointly deal with problems. In order to effectively operate the Support Teams, the Support Teams and regional police bureaus jointly hold "Block Conferences for Collaboration to Deal with Problem Behavior."
- Every prefecture has School-Police Liaison Councils under the jurisdiction of police stations or municipalities.
- Many communities have a "School-Police Communication System" to inform each other of juvenile delinquents.
- The police have stationed retired police officers at police stations as "school supporters" and dispatch them to schools when requested.
- The "Rehabilitation Support Center," where juvenile probation officers reside, cooperates with various institutions and organizations to provide support for young people on probation to reform, to hold seminars to prevent delinquency and to give residents counseling about delinquency.

(2) Prevention of delinquency, counseling activities

(Creating a society that does not produce delinquents)

- The police are promoting efforts to "Create a Society that Does not Produce Delinquents"

⁵⁵ <http://www.rehab.go.jp/ddis/>

⁵⁶ <http://icedd.nise.go.jp/>

⁵⁷ In this paragraph, "juveniles" refers to "those who are under the age of 20" as stipulated in Article 2 of the Juvenile Act

⁵⁸ <http://www8.cao.go.jp/youth/suisin/hikou.html>

throughout the country.

(Delinquency prevention classes)

- The police hold delinquency prevention classes by dispatching officers to schools or in cooperation with volunteer youth officers.
- MEXT holds delinquency prevention classes in collaboration with the institutions concerned, in order to cultivate norm consciousness and to prevent children from falling into delinquency.
- The Ministry of Justice has formulated the “Action Plan to Support Junior High School Students.” Under this plan, juvenile probation officers (those in charge of working with schools) directly visit junior high schools to teach delinquency prevention classes about delinquency or drug abuse or to provide teachers with individual counseling about how to give guidance to troubled children.

(Counseling activities)

- Youth Centers are institutions that conduct counseling and other activities with the goal of developing youth. They are operated under names such as Youth Guidance Centers and Youth Development Centers. They perform counseling activities, street guidance and they help improve harmful environments.
- The police are working to create an accessible counseling desk that can be reached by fax, e-mail and a toll-free number (its telephone counseling service is called Young Telephone Corner).⁵⁹
- Through the Ministry of Justice, counseling is given by Civil Rights Commissioners and staff members of Regional Legal Affairs Bureaus and District Legal Affairs Bureaus. Detention homes⁶⁰ also provide counseling for teaching staff and the public who are worried about juvenile delinquency.

(Guidance activities)

- Police-sponsored “Youth Support Centers” conduct guidance activities on a daily basis, mainly in areas where delinquency often takes place, in order to uncover delinquency or other problematic behaviors at an early stage and to give appropriate advice and guidance to delinquent young people and their families. In addition, volunteer youth officers are commissioned by the police to conduct guidance activities and help improve the social environment.
- Juvenile officers at Youth Centers also are commissioned by municipalities to conduct street guidance and help improve the social environment.

(Measures against delinquent groups)

- The police have strengthened the collaboration among the youth divisions, traffic divisions and detective divisions to come to a full understanding of the situations of delinquent groups and to launch strict crackdowns.

(3) Prevention of drug abuse

- The government is promoting measures against drug abuse based on the “Third Five-Year Drug Abuse Prevention Strategy” (August 2008), “Drug Abuse Prevention Strategy Acceleration Plan” (July 2010) and “Emergency Measures against Abuse of Drugs Sold as Legal Herbs” (August 2012).
- The National Police Agency is striving to block the supply of drugs by carrying out wholesale arrests of abusers of controlled substances and by strengthening border control in collaboration with the relevant agencies. It also holds drug abuse prevention classes to root out the demand for drugs
- Since 2012, at reformatories, the Ministry of Justice has been implementing a correctional education program intended for young people who have experienced dependence on a drug or drug abuse. Detective divisions provide guidance help to break dependence on drugs⁶¹ for

⁵⁹ <http://www.npa.go.jp/higaisya/shien/torikumi/madoguchi.htm>

⁶⁰ Facilities mainly intended to accommodate children who are sent from a family court to be placed under protective detention and to have their disposition judged

⁶¹ It is intended to cause these prisoners to understand their dependence on drugs and related challenges, to determine to live without using drugs, and to work out

prisoners who are dependent on narcotic drugs or stimulant drugs. Probation offices conduct simple drug tests for those on probation and has a drug offender treatment program based on cognitive behavior therapy.

- In collaboration with MHLW and the NPA, MEXT holds drug abuse prevention classes at elementary schools, junior high schools and high schools. It also has created and distributed educational materials regarding the prevention of drug abuse in collaboration with MHLW.
- The Ministry of Health, Labour and Welfare is taking the following measures: strengthening the crackdown on drug trafficking over the Internet and drug trafficking by foreigners; improving counseling regarding the prevention of drug abuse and drug dependence in communities; improving medical institutions' activities; providing counseling programs and family classes for drug addicts and their families; requesting that prefectural pharmaceutical administrations, the Japan Pharmaceutical Association, and prefectural pharmacist associations put up posters and distribute brochures; and setting up the "Suspicious Drugs Notification Network" in order to collect and provide information in a unified way.

(4) Juvenile trials

(Acceptance of new cases)

- In 2012, family courts throughout the nation accepted cases for 132,142 juveniles in new juvenile protection cases (Figure 11).

(Processing)

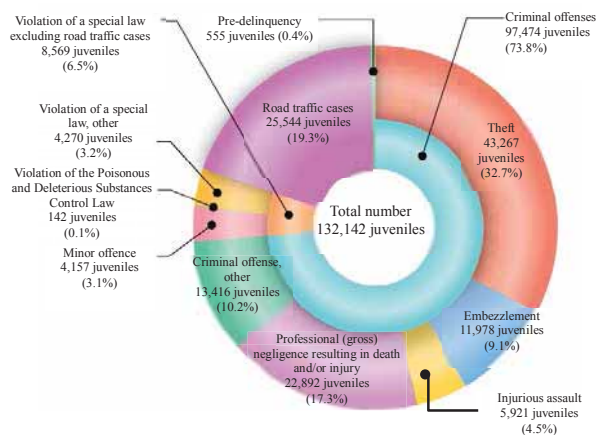
- 22,614 juveniles were put on probation: 11,959 juveniles in ordinary cases (52.9%) and 10,655 juveniles in traffic cases (47.1%).
- 270 juveniles were referred to children's self-reliance support facilities or children's homes.⁶²
- 3,528 juveniles were referred to reformatories.
- 3,418 juveniles were referred to the public prosecutor as their cases are appropriate for criminal punishment,
- 181 juveniles were referred to the prefectural governor or the head of a child consultation center.⁶³
- Judges and inspectors at family courts give advice to juvenile delinquents based on their problems to prevent recommitment during the investigation or trial even if there is no need for a trial or protective custody (Figure 12).

specific ways to avoid using them again. They are provided with guidance regarding the effects of drugs, dependence, self-awareness about drug use, measures for the prevention of future use, points to consider for their lives after release, and the use of social resources. This guidance is given through group work, lectures and the viewing of audiovisual materials.

62 They are referred to children's self-reliance support facilities. (Children who have engaged in delinquent behavior or may engage in it are placed in the facility or commute to the facility from their guardian's home. They are given necessary guidance to assist them in their independence.). Most of them are children aged 15 or under.

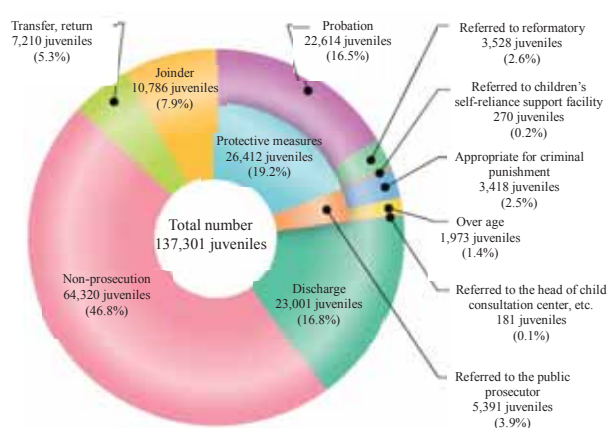
63 Their treatments are entrusted to children's welfare institutions. Like the cases referred to children's self-reliance support facilities, most of the children are aged 15 or under and the number of such children per year is small.

Figure 11 Number of juveniles in new juvenile protection cases (Percentage of each kind of delinquency in 2012)



Source: "Annual Report of Judicial Statistics," Supreme Court
 Note 1: Professional (gross) negligence resulting in death and/or injury includes professional (gross, vehicular) negligence resulting in death and/or injury and dangerous driving resulting in death or injury.
 2: Because the percentages were rounded to one decimal place, the totals and sub-totals may not agree with the numbers given by adding the individual numbers.
 3: These figures are preliminary.

Figure 12 Processing of juvenile protection cases (Percentage of each kind of final decision in 2012)



Source: "Annual Report of Judicial Statistics," Supreme Court
 Note 1: Because the percentages were rounded to one decimal place, the totals and sub-totals may not agree with the number given by adding individual numbers
 2: These figures are preliminary.

(5) Consideration for victims

(Various systems and measures to provide information for victims)

- The police try to provide victims with as much information on the state of the investigation as possible.
 - 62 They are referred to children's self-reliance support facilities. (Children who have engaged in delinquent behavior or may engage in it are placed in the facility or commute to the facility from their guardian's home. They are given necessary guidance to assist them in their independence.). Most of them are children aged 15 or under.
 - 63 Their treatments are entrusted to children's welfare institutions. Like the cases referred to children's self-reliance support facilities, most of the children are aged 15 or under and the number of such children per year is small.
- The Ministry of Justice is taking the following measures:
 - Public Prosecutor's Offices across the nation provide victims with information on the results of their cases.
 - Reformatories, District Offenders Rehabilitation Commissions and probation offices provide information on the treatment of juvenile assailants and examination of their provisional release.
 - Public Prosecutor's Offices, District Offenders Rehabilitation Commissions and probation offices provide information regarding juveniles who are subject to criminal punishment. The information includes the following: the results of the handling of the case, the results of the trial, the treatment of the assailant while the assailant is serving the sentence, information on the parole hearing and treatment of the assailant during probation.
 - Under the Offenders Rehabilitation Law, the following two systems are in use: the District Offenders Rehabilitation Commission hears the views of victims when the provisional release of a juvenile from a reformatory is being examined or the release on parole of a juvenile who has undergone criminal punishment is being examined. Probation offices deliver victims' feelings to juvenile assailants on probation (including those who have undergone criminal punishment).

- Family courts try to appropriately manage the system for victims⁶⁴ under the Juvenile Act. They also try to take victims' views into consideration during juvenile trials.

(Proper treatment of assailants based on victims' feelings)

- Reformatories and juvenile prisons try to improve correctional education and guidance for reforms so that "education taking victims' views into account" will be provided deliberately and systematically.
- When on probation, a juvenile delinquent is given advice and guidance in order to be able to face his crime, to understand the victim's feelings and how serious his crime was, and to respond to the victim in a sincere manner.

(6) Detention homes

- A detention home mainly accommodates juveniles whom a family court has decided to place under protective detention and judges their disposition⁶⁵. The result of its judgment is sent to family court as a statement of the results of the judgment and is used as evidence in a trial. When protective measures have been decided, the resulting decision is sent to the reformatory and probation office to be used as a reference during treatment.

(7) Reformatories and children's self-reliance support facilities

(Reformatory and juvenile prisons)

- Reformatories create an individual treatment plan for each juvenile by consulting the information from and views of the detention home and family court in order to provide effective education.
- Juvenile prisons designate a person to be in charge of an individual juvenile. They give individual guidance such as guidance through diary writing and interviews. This way the facilities take remedial measures based on each juvenile prisoner's character.

(Children's self-reliance support facilities)

- MHLW is working to secure and improve the quality of children's self-reliance support facilities based on the Operating Policy for Children's Self-Reliance Support Facilities⁶⁶.

(8) Rehabilitation, support for self-reliance and reform

(Provisional release from a reformatory, release on parole from a juvenile prison)

- Probation offices make efforts to improve the system for juveniles being released by taking care of the juveniles released from these facilities in terms of their relationships with their guarantors and employment after release.

(Probation)

- When delinquents on probation have difficult problems, their probation officers become more deeply involved in their cases and give them intensive support. Numata Employment Support Center in Numata-cho, Uryu District, Hokkaido mainly provides juveniles who have been provisionally released from a reformatory with accommodations and puts them on strict probation. The center has them attend agricultural training on a farm operated by the town in order to promote their reform and rehabilitation⁶⁷.

(Improvement and diversification of treatment)

- The Ministry of Justice is making efforts to properly and smoothly take protective measures by examining the examples at reformatories and institutions for treatment and by holding meetings with relevant institutions.
- Juveniles on probation who lack social skills will participate in social activities to develop a

⁶⁴ In order to treat victims with further consideration, the Juvenile Act provides the following services: 1) Victims are allowed to read and copy the records; 2) Hearings for a victims' opinions are held when requested; 3) The victims are informed of the judgment; 4) Victims of serious crimes are allowed to attend juvenile trials; and 5) The status of the proceedings is explained to victims.

⁶⁵ The kinds of judgment include the following types: "Detention judgment," which is conducted while detaining the juvenile as mentioned above; "Home judgment" conducted upon the request of a family court while the juvenile is not detained; "Requested judgment" conducted upon the request of an institution related to the Ministry of Justice, such as a reformatory, a detective division, or a probation office; and "General juvenile judgment" conducted upon the request of a resident in the community, a school or a company.

http://www.moj.go.jp/kyousei1/kyousei_kyousei06.html

⁶⁶ http://www.mhlw.go.jp/bunya/kodomo/syakaiteki_yougo/dl/yougo_genjou_07.pdf

⁶⁷ http://www.moj.go.jp/hogo1/soumu/hogo_hogo19.html

healthy social consciousness. They will also help look after other people at a welfare facility or clean up public places. When they do useful things for society like these activities, they can improve their feelings of self-worth, norm consciousness and social development.

(9) Employment support for juvenile delinquents

- Reformatories and juvenile prisons are taking measures for juvenile prisoners to acquire appropriate attitudes toward work and increase their willingness to work. They are encouraged to obtain various types of certifications. These institutions also provide them with employment support in collaboration with Hello Work.
- In cooperation with correctional institutions, families and schools, probation offices are working to find and secure employment for the released juveniles. Some probation offices have implemented the “Model Program for Support for Rehabilitation Employment,” in which experts provide them with continuous and fine-tuned support. In 2013, probation offices are making efforts to expand employment opportunities offered by cooperative employers⁶⁸ and to develop and ensure the availability of social firms (companies and organizations that run their businesses mainly aiming to create and provide employment for people who are in a disadvantaged position in the labor market).
- In collaboration with reformatories, juvenile prisons and probation offices, Hello Work provides juveniles who have been released, are going to be released or are on probation with employment support such as employment counseling, job placement seminars, company tours, visits to workplaces, and trial employment.
- MHLW is working to improve “Independence Support Homes” (program to provide support for young people leading an independent life). The program provides young people who have been released from a rehabilitation facility with support for their daily life and employment.

(10) Measures against bullying and violence

- In order to further promote collaboration between schools and the police, on November 2, 2012, MEXT issued a notice, “About consulting with or reporting to the police bullying cases for which it is considered necessary to treat them as crimes (notice)⁶⁹” to the chairs of the school boards of prefectures and designated cities, prefectural governors, and presidents of national universities that have attached schools. The notice was intended to make the following three points known to all parties:
 - When it is considered necessary for a bullying case to be treated as a crime, it is important for the school to inform the police of the case promptly without hesitation and to collaborate with the police to deal with the case in order to fully protect the bullied child.
 - If a bullied child’s life or limb is threatened, it is essential to immediately inform the police of the case.
 - It is important to inform guardians and help them understand the response made by the school in cases where it is considered necessary for a certain act to be treated as a crime at school.

MEXT issued a notice⁷⁰ that set forth points to consider when promoting collaboration and cooperation with the police, based on “About appropriate responses to bullying problems at school,” a notice issued by the police in January 2013 (described later).

- The police are striving to detect bullying at an early stage through giving youth counseling and sending School Supporters to schools in close cooperation with schools. In January 2013, the National Police Agency sent a notice “About appropriate responses to bullying problems at school”⁷¹ to the prefectural police in each prefecture in order to promote appropriate responses to bullying problems at school. They are also working to detect school violence at an early stage, to take appropriate measures and to prevent recurrence in cooperation with schools.

68 Refer to Part 2, Chapter 4, Section 3, 2 “Fostering a variety of responsible people in communities.”

69 http://www.mext.go.jp/a_menu/shotou/seitoshidou/1327861.htm

70 http://www.mext.go.jp/a_menu/shotou/seitoshidou/1331896.htm

71 <http://www.npa.go.jp/pdc/notification/seian/shounen/syounen20130124.pdf>

4 Dealing with the problem of child poverty

(1) Support for families in economic difficulties

(2) Support for single-parent families

- Under the Act on Welfare of Mothers with Dependents and Widows, MHLW is implementing comprehensive measures to support self-reliance, including support for child rearing, livelihood support, employment support, support for childcare expenses and other economic support⁷². In addition, it is strengthening measures concerning support for the employment of mothers of fatherless households and fathers of motherless households and is also requesting the cooperation of private businesses under the Act on Special Measures concerning Support for Employment of Mothers in Fatherless Households and Fathers in Motherless Households, which came into force in March 2013.

(3) Breaking the cycle of poverty across generations

- MHLW is conducting the “Learning Support Volunteer Program,” which sends college student volunteers to single-parent households to provide learning support for children and counseling on their future. In FY 2013, aiming to break the cycle of poverty, MHLW will implement a model project to help needy people by providing them with comprehensive counseling support, various kinds of employment support and livelihood support. The Cabinet has also introduced on a bill to support the self-reliance of needy people and a bill to amend part of the Livelihood Protection Act and submitted them to the Diet in order to institutionalize new measures for employment support and self-reliance support for needy people and to reform the livelihood protection system.
- The Cabinet Office released the “Survey on Attitudes toward Life of Parents and Children” in May 2012. As an analysis, the survey compared those who are classified as belonging to the “relatively poor class” with those who do not.

(4) Understanding the situation

- MHLW has an understanding of the relative poverty rate of children due to the Comprehensive Survey of the Living Conditions, Health and Welfare of the People.

5 Creating places for children and young people in difficulties

6 Support for the children and young people who need special consideration, including foreigners

(1) Promoting measures based on the “Action Program on Measures for Permanent Foreign Residents of Japanese Ancestry”

- The government is promoting measures⁷³ in each area in collaboration with the relevant ministries based on the “Action Program on Measures for Permanent Foreign Residents of Japanese Ancestry.”

(2) Improving education for foreign children

- When public schools accept foreign children, MEXT assigns additional Japanese-language teachers to those schools and gives practical training to these Japanese-language teachers⁷⁴.

(3) Promoting the employment of young permanent foreign residents

- Hello Work holds informational sessions on employment support for foreigners of Japanese ancestry and provides them with individual employment support.

(4) Measures for people with a gender identity disorder

- The Human Rights Organs of the Ministry of Justice (Civil Liberties Bureau, Regional Legal Affairs Bureaus, District Legal Affairs Bureaus and their branch offices, and Civil Rights Commissioners) are conducting a campaign under this year’s slogan: “Eliminate discrimination based on gender identity disorders.”

⁷² http://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/kodomo_kosodate/boshi-katei/index.html

⁷³ <http://www8.cao.go.jp/teiju/index.html>

⁷⁴ http://www.mext.go.jp/a_menu/shotou/clarinet/003.htm

- MEXT is requesting that the parties concerned give due consideration to children with a gender identity disorder when providing educational counseling.

(5) Providing support for teenage parents

- MHLW gave a grant for pregnancy checkups until FY 2012 so that pregnant women could have necessary checkups (around 14 times). From FY 2013, the grant-in-aid will become the responsibility of local government bodies, and this will be a permanent system. MHLW also provides young people who are worried about pregnancy or childbirth with support through maternal and child health projects and with counseling through a project of the Women's Health Support Center.

Section 2 Protecting Children and Young People from being hurt

1 Measures against child abuse

(1) Developing measures against child abuse

(Precautions)

- MHLW is promoting the development of a user-friendly counseling system by implementing the following measures⁷⁵.
 - Home Visiting Services for All Families with Infants (Hello Baby Project): Health care workers visit all families with a baby four months old or younger in order to become familiar with the child care environment in those homes and to provide information and counseling to relieve parents' anxieties and worries.
 - Home Visiting Services for Childcare Support: Public health nurses, midwives, or childcare workers visit the families that sorely need childcare support to give them counseling, guidance or advice.
 - Project on Community Centers for Child Rearing: This project provides parents and their young children with counseling and places for mingling. In November 2012, MHLW notified local governments of matters for municipalities and the Local Councils for Children in Need of Protective Care to consider⁷⁶ when getting to know and giving support to the families that sorely need childcare support as well as matters to consider⁷⁷ regarding the promotion of collaboration with medical institutions.
- In order to alleviate guardians' anxieties about child rearing and to prevent them from becoming isolated from the community, MEXT is providing support for the following activities: taking advantage of the opportunity provided by medical examinations performed before students enroll in school to hold parenting classes in the community; providing opportunities to learn about home education; and giving counseling through home education support teams.

(Early detection, quick response, and protection)

- MHLW is promoting the following measures: ensuring reporting of child abuse, securing child welfare commissioners to strengthen the system of child consultation centers; strengthening the municipal systems; and providing training to develop expertise and sharing know-how regarding child abuse.
 - In FY 2013, MHLW provided funds for a program to strengthen the system for checking on the safety of children whose abuse was reported, a program to inform the public of which agencies to report child abuse to and a program to improve the quality of workers at child consultation centers. These programs had previously been sponsored by the "Safe Childcare Fund".
 - It is promoting activities to enhance the functions of the Local Councils for Children in Need of Protective Care (Community Networks for Child Protection⁷⁸⁾⁷⁹ (Figure 13).

⁷⁵ http://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/kodomo_kosodate/dv-jinshin/#hasseyobou

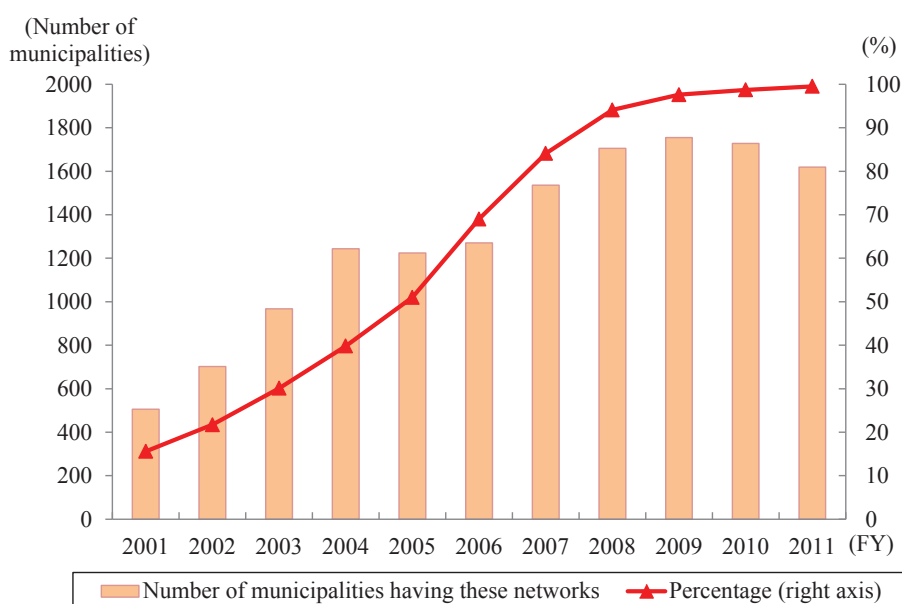
⁷⁶ http://www.mhlw.go.jp/bunya/kodomo/pdf/121203_1.pdf

⁷⁷ <http://www.mhlw.go.jp/bunya/kodomo/pdf/dv121203-1.pdf>

⁷⁸ Under Article 25-2 of the Child Welfare Act, local governments shall make efforts to establish this kind of council.

- In December 2012, it collected examples of the activities of some local governments that were actively taking advantage of the presence of Local Councils for Children in Need of Protective Care and published them as “Practical Examples of the Local Councils for Children in Need of Protective Care⁸⁰” to provide information on these activities.
- The police are striving to find child abuse cases at an early state and to protect the victims immediately, through street guidance, counseling, reporting, investigations and surveys.
- The Human Rights Organs of the Ministry of Justice deal with reported cases of child abuse appropriately, in collaboration with child consultation centers. They also take appropriate measures according to each case, for example, by admonishing the assailant.
- MEXT has established the Council for the Promotion of a Network to Watch and Bring up Children⁸¹ (5 ministries and 42 private organizations were participating as of the end of December 2012). The council discusses how to smoothly collaborate in order to promote the improvement of the counseling system for children, including responses to child abuse cases.

Figure 13 Presence of Local Councils for Children in Need of Protective Care (Community Networks for Child Protection) and Abuse Prevention Networks



Source: Surveyed by MHLW

Note 1: The survey had been conducted on June 1 until FY 2005; it has been conducted on April 1 since FY 2006.

2: Only Abuse Prevention Networks were counted until FY 2004; since FY 2005 the total number of Community Networks for Child Protection and Abuse Prevention Networks has also been included.

3: The figures for FY 2011 exclude the figures for municipalities in Iwate, Miyagi and Fukushima, which were affected by the Great East Japan Earthquake.

(2) Case studies, research and training

- The committee of experts that studied the cases of abused children in need of protective care (reported by the Sectional Meeting on Children of the Social Security Council) submitted its 8th report to MHLW. Based on this report, MHLW sent local governments a notice to urge them to provide early support for the families in need of childcare support⁸², to promote a campaign intended to provide information to young people, to fully implement measures to protect children's safety, to improve the systems of institutions dealing with abuse cases and to strengthen collaboration with these relevant institutions. It also provides support for the studies and training

79 http://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/kodomo_kosodate/dv-jinshin/#youhogo

80 http://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/kodomo_kosodate/dv-jinshin/dl/jissen1.pdf

81 http://www.mext.go.jp/b_menu/shingi/chousa/shotou/068/

82 http://www.mhlw.go.jp/bunya/kodomo/pdf/120726_1.pdf

regarding child abuse conducted by the Japan Information and Training Center for Problems related to Child Abuse and Adolescent Turmoil (Children's Rainbow Center)⁸³.

2 Enriching social care

(1) Promoting family-based child care

- MHLW is promoting the operation of small-scale group care and establishment of group homes. In November 2012, it sent out a notice, "Promotion of Downsizing Child Care Facilities and Family-Based Childcare (A Guide to Downsizing)"⁸⁴ to prefectural governments, designated cities and cities having child consultation centers to make the significance of downsizing and its challenges known to these parties.

(2) Promoting adoption and support for foster parents

- MHLW is promoting adoption based on the "Adoption Guidelines,"⁸⁵ which clearly set forth the principle of "adoption first." It is promoting local governments' activities by implementing projects for institutions to support foster parents and by allocating counselors specializing in supporting foster parents to children's homes and infant homes⁸⁶.

(3) Expanding measures for self-reliance support for older children

- MHLW sponsors the Program to Provide Support for Children's Independent Lives (Independence Support Homes), which is run by prefectural governments. It is also implementing the "Aftercare Program for Discharged Children" to provide support for their life in the community and their independence after they are discharged from facilities.

(4) Improving the functions of institutions

- MHLW is improving the quality of the operation of institutions by deciding the policies on how children's homes are operated, the policies on child care at foster parents' homes and family homes and the standards for third party evaluations. In FY 2012, it increased the numbers of the child guidance workers and childcare staff assigned to social care facilities for the first time in over 30 years.

(5) Preventing children placed in child care facilities from being abused

- MHLW is preventing children placed in child care facilities from being abused based on the "Guidelines for Responses to Abuse of Children Placed in Childcare Facilities."⁸⁷

83 <http://www.crc-japan.net/index.php>

84 <http://www.mhlw.go.jp/bunya/kodomo/pdf/tauchi-92.pdf>

85 http://www.mhlw.go.jp/bunya/kodomo/syakaiteki_yougo/dl/yougo_genjou_11.pdf

86 The local governments that have raised the adoption rate have been making various efforts. These include assigning staff in charge of adoption to child consultation centers, improving institutions to support foster parents, holding meetings to present their experiences with adoption, publicity work in collaboration with municipalities, and word-of-mouth communication through NPOs and citizen's activities.

87 http://www.mhlw.go.jp/bunya/kodomo/syakaiteki_yougo/04.html

3 Measures against crimes that endanger the welfare of children and young people

(1) Enforcement of regulations

- The police are striving to actively enforce existing regulations and to find and protect victims (Figure 14).
- Public Prosecutors' Office actively applies relevant laws and regulations to these cases and is striving to have strict punishments imposed.

(2) Issues of child prostitution and child pornography

- The government formulated "The Second Set of Comprehensive Measures to Eliminate Child Pornography" in May 2013. The relevant ministries are jointly promoting these measures to eliminate child pornography⁸⁸.
- The Cabinet Office holds meetings of the Council for the Promotion of Measures to Eliminate Child Pornography (Chair: Senior Vice Minister of the Cabinet Office). It also holds public symposiums to broaden the national campaign for the elimination of child pornography.
- The police are striving to actively enforce regulations under the Act on Punishment of Activities Relating to Child Prostitution and Child Pornography, and the Protection of Children. In 2012, a record high of 1,268 people were arrested in 1,596 cases.

(3) Issues of "online dating sites" and "community sites"

- The police make arrests for violations of the Act Concerning Regulation of Actions that Lure Children through Internet Dating Services; for violations of the Act on Punishment of Activities Relating to Child Prostitution and Child Pornography, and the Protection of Children; and for violations of the Juvenile Protection Ordinance.

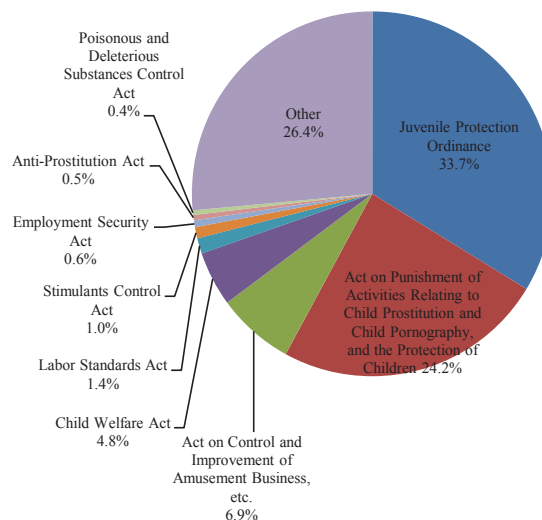
(4) Preventing children from becoming victims of crime (Safety management at school)

- MEXT is promoting safety management at school based on the "School Safety Promotion Plan"⁸⁹ (Cabinet decision in April 2012). In addition, School Guards and School Leaders, who are former police officers, patrol schools and train school safety volunteers.

(Use of information obtained from relevant institutions and organizations)

- The National Police Agency is provided by the Ministry of Justice with information related to the release of prisoners who have committed violent sex crimes against children and use that information to accelerate the investigation and prevention of other such crimes.
- The police are developing an information-sharing system among police stations, schools and school boards, so that information on the cases of child victims, suspicious approaches to children, and stalking children can be swiftly provided for guardians. Prefectural police departments make this information publicly available on their websites and distribute information via e-mail. In addition, a private organization commissioned by the National Police Agency is operating "Anonymous Report Dial," which accepts reports from citizens by phone or over the Internet.

Figure 14 Number of criminals arrested for endangering the welfare of children and young people (Under each act, in 2012)



Source: "Status of arrests due to child abuse and welfare-related crimes," National Police Agency

88 <http://www8.cao.go.jp/youth/cp-taisaku/index.html>

89 http://www.mext.go.jp/a_menu/kenko/anzen/1320286.htm

4 Taking care of children and young people who have become victims of crime and their families

- The police continue to give counseling to victims of crime and to provide guidance and advice through juvenile officers. “Counseling Advisors for Juvenile Victims,” commissioned external experts, give the police appropriate guidance and advice to provide support for victims. The police have also commissioned volunteers, “Juvenile Victim Supporters,” to visit victims frequently. In collaboration with these people, the police are promoting support activities.
- MEXT has school counselors and school social workers provide support for children who have become victims of crime to ease their suffering.

5 Measures for bullied children and suicides

(1) Measures for bullied children

(Promoting comprehensive measures against bullying)

- In July 2012, MEXT published comments by the Minister of Education, Culture, Sports, Science and Technology, entitled “To All School Staff and Members of the Boards of Education,”⁹⁰ to urge all the parties to deal with the problem. In September of the same year, it formulated the “Comprehensive Policy on Bullying and Safety at School,”⁹¹ which states what to deal with and by when.
- The Education Rebuilding Council published a report, “How to Deal with the Bullying Problem” in February 2013. It stated that all the people in Japan should share the following understandings: “Bullying must never be allowed,” and “Bullying is a dirty deed” and also that we should provide children with an education that will not allow them to become “an assailant, victim or bystander.” For this purpose, the report suggested making morality a subject with a new educational framework and enacting a law that will be needed as society as a whole grapples with bullying.

(Promoting precautions, early detection and quick responses by schools and school boards)

- “The Emergency Survey on the Realities of Students and Measures Taken by Schools and School Boards regarding Bullying,”⁹² was published in November 2012. It showed that the number of identified bullying cases was about 140,000 and that the measures taken by schools and school boards should be improved.
- On November 27, 2012, MEXT issued a notice, “About Thorough Implementation of the Measures Based on ‘the Emergency Survey on the Realities of Students and Measures Taken by Schools and School Boards regarding Bullying.’”⁹³ It made the following points known to the chairs of the boards of education of prefectures and designated cities, prefectural governors and presidents of national universities that have attached schools: a questionnaire survey should be sure to be carried out; additional, necessary measures (individual counseling and counseling through the use of diaries) should be taken; it is important for a school as a whole to make a response systematically; it is important for schools to cooperate with relevant agencies, such as the police; schools need to hide nothing when school evaluations and teacher evaluations are conducted so that the real situation can be understood and appropriate responses can be carried out.
- In order to respond to bullying on the Internet (for example, malicious slander about a particular child on a bulletin board on the Internet), MEXT is distributing educational leaflets for children and guardians and a manual for schools and teachers on how to deal with the issue. In September 2012, it compiled examples of actions taken and materials regarding how to carry out and maintain a “school net patrol” efficiently and effectively, and distributed them to school boards⁹⁴.
- In FY 2013, MEXT will promote comprehensive measures, including precautions, early detection, quick response, establishment of a support system, use of external personnel, strengthening of

90 http://www.mext.go.jp/b_menu/daijin/detail/1323548.htm

91 http://www.mext.go.jp/a_menu/shienshitsu/1325363.htm

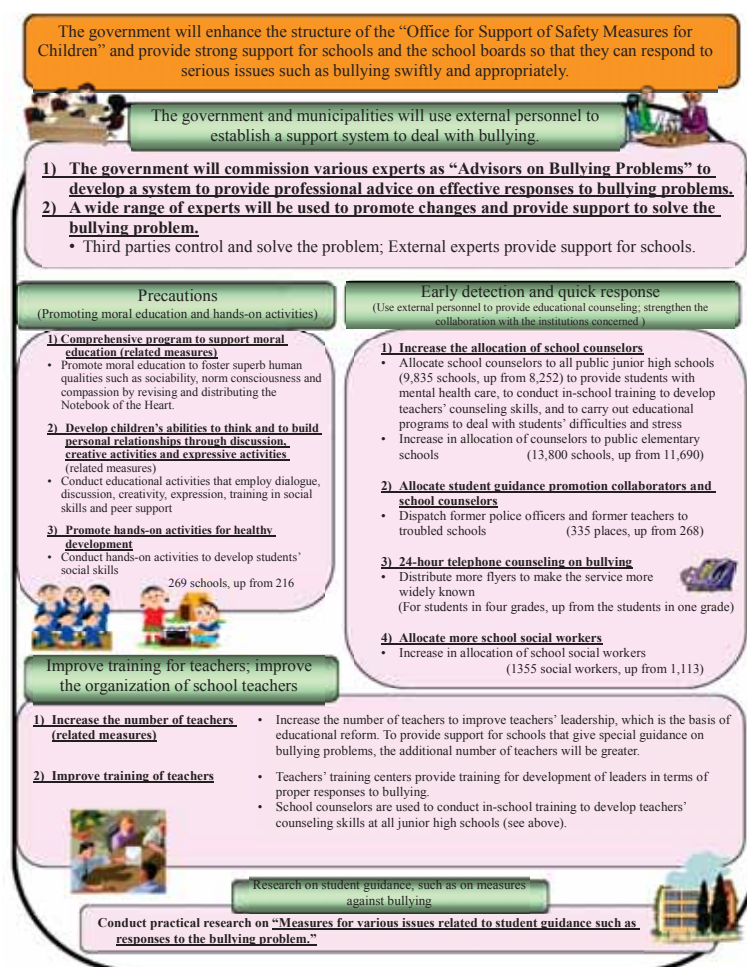
92 http://www.mext.go.jp/b_menu/houdou/24/11/1328532.htm

93 http://www.mext.go.jp/a_menu/shotou/seitoshidou/1328533.htm

94 http://www.mext.go.jp/b_menu/shingi/chousa/shotou/081_1/houkoku/1325771.htm

teachers' leadership and the improvement of in-house training of teachers (Figure 15).

Figure 15 Comprehensive Program to Promote Measures against Bullying (FY 2013)



Source: Material provided by MEXT

(Provide counseling for bullied children)

- MEXT provides 24-hour telephone counseling on bullying. The phone number (0570-0-78310)⁹⁵ is the same across the country so that children can call and receive counseling on bullying anytime from anywhere in the country, including at night and on holidays. In FY 2013, the number of flyers for the telephone counseling distributed to each school will be increased from the equivalent of the number of students in one grade to that of students in four grades to make it more widely known.
- The police are developing an environment that allows bullied children to feel free to receive counseling. This approach includes establishing youth support centers outside police facilities, setting up a youth counseling service, making the telephone number for youth counseling toll-free and starting e-mail counseling services⁹⁶. In order to promote these measures, the National Police Agency issued a notice, "About appropriate responses to bullying problems at school" to prefectural police departments in January 2013.
- The Human Rights Organs of the Ministry of Justice provide the "Internet Human Rights Counseling Service" (SOS e-mail)⁹⁷ and the "Children's Human Rights 110" toll-free telephone

⁹⁵ http://www.mext.go.jp/a_menu/shotou/seitoshidou/1306988.htm

⁹⁶ Refer to Part 2, Chapter 3, Section 1, 3, (2) "Prevention of delinquency, counseling activities"

⁹⁷ https://www.jinken.go.jp/soudan/PC_CH/0101.html

counseling (0120-007-110)⁹⁸. They also distribute “Children’s Human Rights SOS Mini-Letters” (envelopes with paper)⁹⁹ to elementary school students and junior high school students across the country (Figure 16). In FY 2012, these services were more widely publicized, and the service hours of the telephone counseling service, “Children’s Human Rights 110,” were extended. When the staff receives information on bullying cases, they investigate them as cases involving infringement of human rights and make efforts to halt the bullying and to prevent its recurrence in collaboration with teachers and schools in order to help bullied children. If they regard teachers’ or schools’ responses to bullying cases as inadequate, they urge the teachers and schools to improve the situation. In FY 2013, these human rights counseling services will be given more publicity.

Figure 16

Children’s Human Rights SOS e-Mail, Children’s Human Rights SOS Mini-Letter



Source: website of the Ministry of Justice. (http://www.moj.go.jp/JINKEN/index_soudan.html)

98 <http://www.moj.go.jp/JINKEN/jinken112.html>

99 Children write down what they want to receive counseling for, remove the envelope from the back, put the letter into the envelope and mail it. It will be delivered to the nearest district legal affairs bureau. There is no need to put a stamp on the envelope. http://www.moj.go.jp/JINKEN/jinken03_00013.html

(2) Measures against suicide

- The relevant ministries of the government are jointly promoting comprehensive measures against suicide based on the “General Principles of Suicide Prevention” under the Basic Act on Suicide Prevention. The General Principles state that adolescents easily lose their mental stability and traumas they suffer could affect them for the rest of their lives; thus, taking measures against the suicide of children and young people is important.
- MEXT is further improving the educational counseling system by, for example, allocating more school counselors and school social workers.

6 Education to prevent harm

(1) Safety education

(Safety education at school)

- MEXT is providing support for the holding of “crime prevention classes,” “traffic safety classes” and “disaster preparedness classes.” In addition, it has implemented a model project designed to develop a new method of disaster preparedness education based on the lessons learned from the Great East Japan Earthquake. MEXT has also revised the comprehensive reference materials on disaster preparedness education for school teachers.

(Crime prevention education and traffic safety education provided by the police)

- The police hold crime prevention classes at kindergartens, nursery schools and elementary schools in collaboration with schools and school boards. The police also provide traffic safety education at nursery schools and other schools in cooperation with the relevant institutions and organizations.

(Various activities concerning disaster preparedness)

- The Cabinet Office holds a disaster preparedness poster contest intended for people of all ages.
- The Fire and Disaster Management Agency has set up “Child Disaster Preparedness e-Land” on its website. This web page explains in an easy-to-understand way how to prepare for disasters such as earthquakes and damage caused by storms and floods as well as how to respond to them for children ranging in age from toddlers to junior high school students¹⁰⁰.
- The Japan Meteorological Agency provides disaster preparedness education through various programs in collaboration with educational institutions.

(2) Improving the ability to use media

(Promoting information moral education)

- The New Government Guidelines for Teaching for elementary schools and junior high schools newly prescribe that students shall “learn information morality” through instruction in each subject and that teachers shall “pay attention to the instructions regarding information morality” in moral education class. The New Government Guidelines for Teaching for high schools prescribe that information morality shall be taught in a compulsory, common subject “Information.”
- MEXT is distributing “Guidance Concerning Digitization of Education,”¹⁰¹ which gives teachers concrete examples for their teaching and “Practical Guidance on Information Moral Education,”¹⁰² which provides reference materials to help elementary school teachers and junior high school teachers teach information morality.

(Improving media literacy)

- The Ministry of Internal Affairs and Communications has enriched the contents of the program to comprehensively develop children’s ICT media literacy.¹⁰³ In FY 2013, it will improve and revise a model system to develop practical media literacy and disseminate it.

100 Intended for toddlers, preschoolers and children in the lower grades of elementary school (<http://open.fdma.go.jp/e-college/eland/nyuutai.html>)

101 http://www.mext.go.jp/a_menu/shotou/zyouhou/1259413.htm

102 <http://www.nier.go.jp/kaihatsu/jouhoumoral/index.html>

103 http://www.soumu.go.jp/main_sosiki/joho_tsin/kyouiku_joho-ka/media_literacy.html

(3) Violence against women

- The Cabinet Office provides “Training for the Instructors Who Provide Education to Prevent Intimate Partner Violence” for leaders of young people.

Chapter 4 Improving the Environment for the Healthy Development of Children and Young People to Be supported by Society as a Whole

Section 1 Reconstruction of relationship between families, schools and the community

1 Efforts to “Open Families” to provide support for guardians

- MEXT is promoting the activities of “home education support teams.”¹⁰⁴ (Figure 17) These teams consist of experts and workers living in the community, such as a childcare supporter leaders, social workers and child welfare workers. They provide support for families and guardians who have little contact with people in the community or have little opportunity for education because they tend to be isolated from the community or they are busy working. This service is offered at places close to them, such as schools and community centers. In FY 2013, MEXT will conduct a new empirical study to establish a system for the staff in the community to provide support for families that have difficulties and tend to be isolated from the community.

Figure 17 Home education support teams

(1) Learning activities at a guardians' association meeting



(2) National Council for Research on Home Education Support



Source: Material provided by MEXT

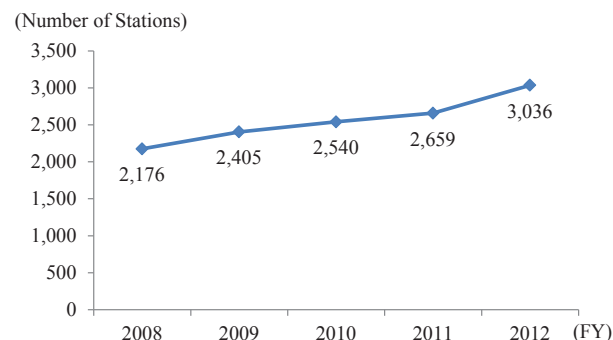
2 Creating an “Open School” with the help of outsiders

(1) Homes and the community working together to invigorate schools

(Strengthening educational support by involving various people in the community)

- MEXT is promoting the establishment of “School Support Stations”¹⁰⁵ (Figure 18). Members of a School Support Station (volunteer community residents) provide a school with various kinds of support such as financial support, reading to children, improvement of the educational environment and patrols when children go to and from school.

Figure 18 School Support Stations



Source: “The Future of Learning Created by Schools and the Community,” MEXT (<http://manabi-mirai.mext.go.jp/>)

(Participation of guardians and community residents in school management)

- In order to further disseminate and publicize the idea of community schools, MEXT is promoting research projects and encouraging the formation of promotion councils. In FY 2013, it will conduct a new practical study related to the development of an organization and management system for community schools which communities are planning to establish.

(Promoting school evaluations and information services)

- MEXT is promoting school evaluations and collaboration between the community and schools by formulating guidelines for school evaluations that will help schools and the people working on the guidelines.¹⁰⁶

(2) Improving the systems and functions of education and counseling

(Improving teachers’ quality and abilities)

- MEXT makes it a rule that students who want to become teachers must learn the theories and methods relating to student guidance and educational counseling and must acquire basic knowledge of counseling through teacher training courses. It also uses people in communities and members of society to respond to the diversification of school education and to invigorate it. In FY 2013, MEXT will support new pioneering activities regarding training and employment that school boards and universities are jointly carrying out.
- The National Center for Teachers’ Development¹⁰⁷ has been commissioned by the government to provide school management training to develop leaders in local communities and training regarding urgent issues.

(Teacher evaluation)

- MEXT has urged school boards to improve and enhance the teacher evaluation system. Today, all school boards (including those that have partly implemented evaluations) evaluate teachers’ abilities and performance.

(Organization of classes and allocation of teachers)

- In FY 2012, MEXT increased the number of teachers by 3,800 for the following purposes: to have the number of teachers necessary to form classes of no more than 35 students not only in the first grade but also in the second grade all over the country; to strengthen special courses in elementary schools and special support education; and to respond to the effects of the Great East

105 <http://manabi-mirai.mext.go.jp/headquarters.html>

106 http://www.mext.go.jp/a_menu/shotou/gakko-hyoka/index.htm

107 <http://www.nctd.go.jp/>

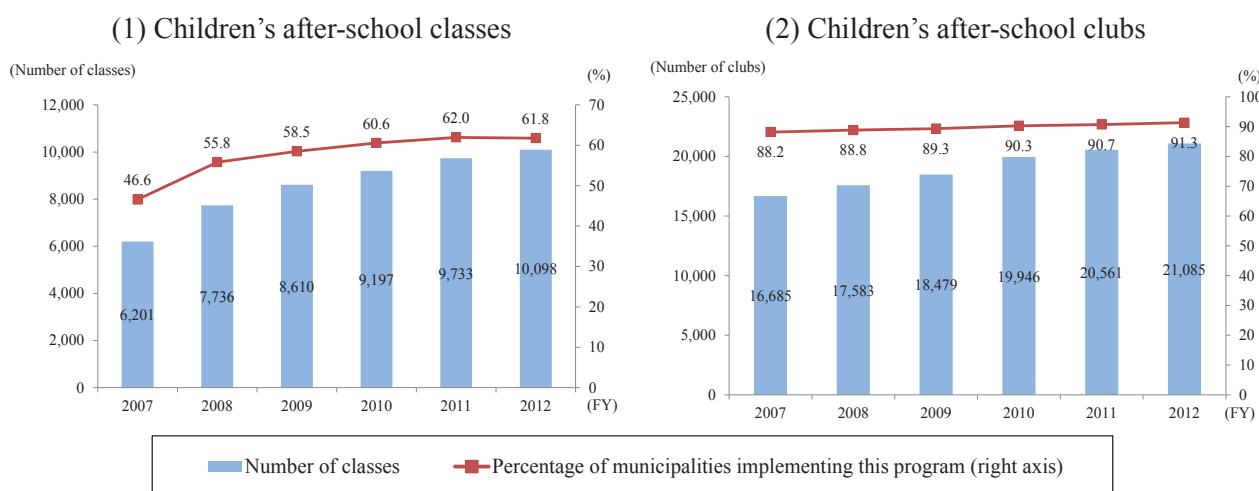
Japan Earthquake. In FY 2013, MEXT will increase the number of teachers by 800 for the following purposes: to improve and strengthen school management to tackle the bullying problem; to strengthen special support education such as instruction in special education classes; and to enhance instruction in special courses in elementary schools. As for the promotion of small class sizes, the effects of such classes and instruction according to level of mastery will be fully examined through the National Survey on Academic Achievements and Learning Conditions. Based on the results, MEXT will determine the number of teachers to employ in the future¹⁰⁸. Prefectural boards of education are allowed to set standards for the organization of classes with a smaller number of students than the national average. All prefectures now have small classes in the lower grades of elementary school.

3 Creating places for children to stay after school and to do various activities

(1) Promoting the Children's After-School Plan

- MEXT and MHLW are jointly promoting the “Children's After-School Plan” (children's after-school clubs and children's after-school classes)¹⁰⁹ as one of the comprehensive measures to create safe and sound places for children to stay in their community after school (Figure 19).

Figure 19 Implementation of Children's After-School Plan



Sources: “The Future of Learning Created by Schools and the Community,” MEXT (<http://manabi-mirai.mext.go.jp/>) and “The State of Implementation of the Program for the Healthy Development of Children after School (Children's After-School Clubs),” MHLW

(2) Creating places for junior high school students and high school students to stay after school

- MEXT has established the Council for the Promotion of a Network to Watch and Bring up Children (5 ministries and 42 private organizations were participating as of the end of December 2012). This council is promoting activities for government agencies, communities and private organizations to jointly create places in schools or communities where children can stay and feel safe.

(3) Creating places for hands-on experiences and exchange activities (National youth education facilities)

- The National Institution for Youth Education provides opportunities for holistic and systematic hands-on activities in national youth education facilities (28 locations throughout the country).

(Urban parks)

- The Ministry of Land, Infrastructure and Transport is promoting the development of urban

108 http://www.mext.go.jp/a_menu/shotou/hensei/003/1330999.htm

109 <http://manabi-mirai.mext.go.jp/>

parks¹¹⁰ where people of all ages can enjoy contact with nature and do a wide variety of activities such as sports, recreational activities as well as cultural and artistic activities.

(Places for sports activities)

- MEXT is providing support for the development of the environment for sports in the community such as by supporting comprehensive community sports clubs.¹¹¹

(Natural parks)

- The Ministry of the Environment is promoting the development of safe and comfortable facilities in national parks and quasi-national parks. It is also implementing the following projects: environmental education, environmental protection research, nature restoration projects to restore natural environments that were damaged in the past, and the development of facilities in national gardens such as Shinjuku Gyoen National Garden.

(Development of waterfront areas)

- MLIT, MEXT and MOE are conducting the “Children’s Waterside Rediscovery Project” in order to promote environmental education and for children to experience nature in waterfront areas (“children’s waterside”), such as by a river running through the community (Figure 20).

(Development of Recreational Forests)

- The Forestry Agency is promoting the use of “Recreational Forests” such as natural recreation forests¹¹² (Figure 21).

4 Creating a community where children and young people will not be victims of crime

(1) Creating a community where children and young people will not be victims of crime

(Support for activities to ensure children’s safety on and around roads near schools)

- The police are stepping up patrols while taking into account the roads near schools and commuting hours and providing support for the activities of “Children’s #110 Emergency Houses.”¹¹³

Figure 20 Center for Supporting Children’s Waterside Activities



Source: Website of Center for Supporting Children’s Waterside Activities
(www.mizube-support-center.org/)

Figure 21 Recreational Forest (nature observation forest)



Source: Website of the Forestry Agency
(http://www.rinya.maff.go.jp/j/kokuyu_rinya/kokumin_mori/katuyo/reku/rekumori/rekumori.html)

110 http://www.mlit.go.jp/crd/park/shisaku/p_toshi/index.html

111 http://www.mext.go.jp/a_menu/a004.htm

112 Depending on the characteristics and purposes of each forest, Recreational Forests are classified into six types: natural recreation forests, nature observation forests, scenic forests, forests for sports, outdoor sports areas, and forests for sightseeing.

http://www.rinya.maff.go.jp/j/kokuyu_rinya/kokumin_mori/katuyo/reku/rekumori/rekumori.html

113 Safety manual for children that should be observed at “Children’s #110 Emergency Houses” (<http://www.npa.go.jp/safetylife/seianki62/pdf/kodomo110-1.pdf>)

(Promoting the installation of security equipment for public facilities such as roads and parks and for apartment houses)

- The police are further promoting the development of and maintenance of public facilities that are intended to deter crime, based on the “Guidelines to Create a Safe and Secure Community.”
- The “Public-Private Partnership concerning Development and Promotion of High-Performance Crime Prevention Building Parts,” which consists of the NPA, MLIT, METI and private organizations related to building parts, is working to develop and popularize “crime prevention building parts.”
- MLIT makes it a rule that the performance indication system for houses should indicate the measures to prevent intrusion through the openings by displaying performance information under the heading of “About Security” and is thus promoting the diffusion of crime prevention building parts.

(2) Development of an environment where people can go and enjoy the outdoors without anxiety

(Promoting barrier-free measures with universal design in mind)

- MLIT has stipulated the obligation to comply with the “standards for smooth transportation” and the obligation to make efforts to make existing facilities conform to the standards in the Act on Promotion of Smooth Transportation, etc. of Elderly Persons, Disabled Persons, etc. (hereinafter referred to as the “Barrier-Free Law”). It has also set out goals to be achieved by the end of FY 2020 in the “Basic Policy on the Promotion of Smooth Transportation” in order to promote barrier-free design. In addition, MLIT is conducting the “Barrier-Free Minds” campaign for people to better understand the promotion of barrier-free design and to work toward it.
- By FY 2020, MLIT and NPA will make the traffic signals installed on all of the major daily service roads inside the priority district barrier-free in accordance with the implementation of the Barrier-Free Law.

(Traffic safety measures for roads near schools)

- In April 2012, traffic accidents that involved children going to or from school occurred one after another. Taking these accidents into account, MEXT, MLIT and the NPA have requested that schools, road administrators and the police conduct emergency inspections of roads near schools jointly with guardians. This way they are promoting measures to secure traffic safety on roads near schools.
- The police are promoting the installation of traffic signals and pedestrian crossings in collaboration with the relevant institutions according to the actual state of road traffic.
- In FY 2013, MEXT will dispatch advisors on safety measures for roads near schools to the municipalities that are in particular need of measures. Under their professional guidance and advice, the relevant institutions will jointly conduct inspections of roads near schools and will work on safety measures. The results of these measures will be disseminated throughout the country.
- In collaboration with relevant institutions such as school boards, schools and the police, MLIT is promoting the construction of sidewalks, installation of guard fences and painting of road shoulders.

Section 2 Promoting Activities of Various Parties

1 Strengthening the counseling system

(1) Comprehensive Counseling Centers for Children and Young People

- The Cabinet Office provides training for the staff of public counseling institutions including Youth Centers that will be able to function as Comprehensive Counseling Centers for Children and Young People (refer to each chapter of Part 2 for the different counseling systems in each domain).

(2) Ensuring collaboration among counseling institutions

- With the attendance of people involved in school education and staff members of counseling institutions that have been established by the national government or a local government, the Cabinet Office holds liaison conferences for youth counseling institutions. Participants exchange opinions and information on what the collaboration among the relevant institutions and organizations should be like and how to improve and enhance counseling in order to strengthen the counseling institutions' activities.

2 Promoting activities such as national campaigns

- The Cabinet Office is promoting national campaigns for “Juvenile Delinquency and Harm Prevention Month” every July and “Children and Young People’s Development Support Month” every November¹¹⁴.

Section 3 Strengthening the Functions of Relevant Institutions, Fostering a Variety of Responsible People in Communities

1 Training and securing experts

(1) Medical and health experts

- MHLW makes it a rule that clinical training (provided by clinical training hospitals and university hospitals where the number of interns to be accepted is 20 or more) must include a training program for interns who want to be pediatricians or obstetricians. In addition, training courses for nursing staff, including public health nurses and midwives, shall include training on school health, community health for mothers and children, and nursing children.

(2) Child welfare experts

- MHLW is working to improve the training provided for child welfare commissioners, child psychologists, and the staff in charge of counseling families with children.

(3) Experts in adolescent psychology

- MHLW is providing training for doctors, public health nurses, nurses, psychiatric social workers and clinical psychologists to gain a greater understanding of the mental health of adolescents.
- The Ministry of Justice is improving the training system for legal technical officials working at juvenile detention homes.

(4) Experts in juvenile guidance and treatment of delinquents (Juvenile officers)

- Juvenile officers are striving to obtain necessary knowledge by receiving training.

(Law instructors at reformatories)

- The Ministry of Justice is improving the training system for law instructors at reformatories

(Probation officers)

- The Ministry of Justice is working to further enhance the training for probation officers at probation offices and the office of the District Offenders Rehabilitation Commission to improve their handling of juvenile delinquents.

2 Fostering a Variety of Responsible People in Communities

(1) Fostering youth leaders

- The Cabinet Office is hosting workshops for leaders in youth development who are playing leading roles in the community, juvenile officers, and leaders of organizations related to the healthy development of youth.
- MEXT is working to develop leaders for outdoor activities. The National Institution for Youth

114 <http://www8.cao.go.jp/youth/ikusei.htm>

Education and other youth education institutions are providing training for leaders of youth organizations.

(2) Securing private collaborators

(Volunteer probation officers)

- The Ministry of Justice is making efforts to secure qualified volunteer probation officers from various generations and fields. It is also working to improve training for volunteer probation officers.

(Facilities and organizations related to rehabilitation)

- The Ministry of Justice is promoting the activities of rehabilitation centers, Women's Rehabilitation Associations, BBS Associations and cooperative employers, while respecting their initiative and autonomy.

(Civil Rights Commissioners)

- The Ministry of Justice commissions people of various generations and fields as Civil Rights Commissioners. It provides many kinds of training for all Civil Rights Commissioners to become informed about the human rights of children and young people.

(Child welfare workers)

- Child welfare workers are chosen from among social workers and commissioned by the Minister of Health, Labour and Welfare. Chief child welfare workers, who are selected from among the child welfare workers, arrange for communication and coordination between the relevant institutions and child welfare workers. Child welfare workers and chief child welfare workers are making efforts to enrich their knowledge through training.

(Maternal and child health promoters)

- Maternal and child health promoters are performing various activities, including making home visits to inform families of maternal and child health programs, maintaining communication with them, helping them with health examinations and all sorts of classes, providing appropriate support for child rearing based on the situation in each community, and conducting educational activities to help them improve their health.

(Volunteers for juvenile police activities)

- In order to prevent juvenile delinquency and to promote the healthy development of juveniles, the police have appointed about 59,000 volunteers for juvenile police activities (as of April 1, 2013). University students, women and PTA members are appointed with the aim of diversifying the volunteers and their activities. The police are also working to provide information necessary to carry out activities for the prevention of delinquency and healthy development of youth by using the opportunities provided by the various workshops offered by the National Association of Volunteers for Juvenile Police Activities.

(Juvenile officers)

- In order to improve the skills and knowledge of juvenile officers, commissioned by local governments, and the staff at youth centers, the Cabinet Office is providing training programs regarding the effective use of counseling and advice.

Section 4 Strengthening Support for Childcare

1 Measures to create a society that supports children and childcare

- (1) **Comprehensive promotion of measures to counter the declining number of children**
 - The government is promoting measures to counter the declining number of children in a comprehensive way based on the guidelines (“Vision for Children and Childcare”) under the Basic Act for Measures to Cope with Society with Declining Birthrate. Three laws related to children and childcare¹¹⁵ were promulgated in August 2012. A new system for children and childcare¹¹⁶ based on these laws will be designed at a conference on children and childcare, which is scheduled for FY 2013. The system could be fully implemented as early as FY 2015.
- (2) **Improving childcare services**
 - MHLW has set up the “Safe Childcare Fund” and extended the duration of the project. In addition, it continues to promote the following programs: subsidizing unofficial nursery centers whose quality is guaranteed, small-group childcare services provided by several mothers, and an area-based model project for childcare support to provide small and multi-functional childcare programs.
- (3) **Support for childcare in the community**
 - MHLW is developing “Community Centers for Childcare Support” and “Family Support Centers.”
- (4) **Support for childcare at kindergartens**
 - MEXT is taking fiscal measures to promote daycare services that are provided by kindergartens before or after their normal hours based on the actual situation of the community or guardians’ requests.
- (5) **Promotion and dissemination of the “Authorized Kindergarten” system**
 - MEXT and MHLW are working to further disseminate the “Authorized Kindergarten” system.

Section 5 Dealing with Harmful Environments Surrounding Children and Young People

1 Proper enforcement of the Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People

- (1) **Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People**
 - On July 6, 2012, the Headquarters for Promotion of Development and Support for Children and Young People formulated “The Second Basic Plan for the Development of an Environment that Provides Safe and Secure Internet Use for Young People”¹¹⁷ under the Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People¹¹⁸ (Figure 22).

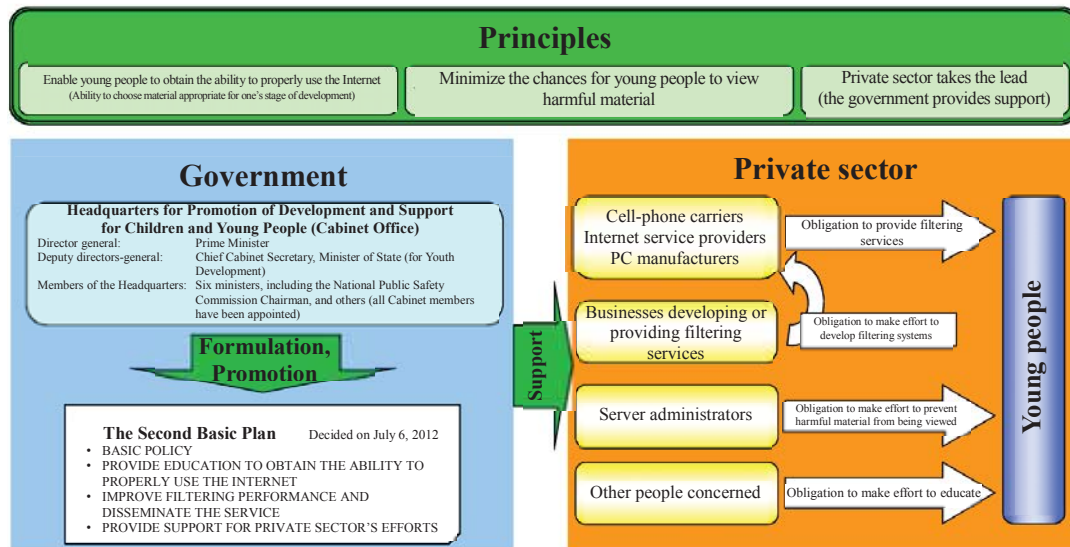
115 This refers to the Act on Support for Children and Childcare, Act on the Partial Revision of the Act on Promotion of Comprehensive Provision of Education and Childcare for Preschool Children, and Act on Arrangement of Relevant Acts Incidental to Enforcement of the Act on Support for Children and Childcare and Act on the Partial Revision of the Act on Promotion of Comprehensive Provision of Education and Childcare for Preschool Children.

116 <http://www8.cao.go.jp/shoushi/shinseido/index.html>

117 http://www8.cao.go.jp/youth/youth-harm/suisin/index.html#dai2ji_keikaku

118 <http://www8.cao.go.jp/youth/youth-harm/index.html>

Figure 22 Outline of the Act on Development of an Environment that Provides Safe and Secure Internet Use for Young People



Source: Material provided by the Cabinet Office

(2) Investigation into the actual situation

- The Cabinet Office is conducting the “Fact-finding Survey on Internet Use Environment of Young People,”¹¹⁹ which studies how people under the age of 18 and their guardians use the Internet and how widely filtering services have been disseminated.

(3) Dissemination of and education on filtering services

- The police are working to control illegal material, to promote the dissemination of filtering software and filtering services that protect children from harmful material and to encourage Internet service providers to take voluntary measures.
- MIC requests that cell-phone carriers improve their filtering services and promotes the dissemination of filtering services.
- MEXT is asking each school's cooperation in making filtering services known to guardians by taking advantage of convenient opportunities to explain it such as when parents enroll their children and at parent orientation meetings.
- METI has established criteria to decide how filtering services should be provided¹²⁰.

(4) Cracking down on vicious illegal acts

- The National Police Agency operates Internet Hotline Center Japan, which is designed to receive reports regarding illegal or harmful material from Internet users, to inform the police of such material and to request that Internet service providers or website administrators delete it. The Hotline Center also requests that similar institutions in other countries delete child pornography stored on the web servers in those countries.
- The police are working to find illegal and harmful material circulating on the Internet through cyber patrols or reports from private Cyber Patrol Monitors, commissioned by the prefectural police, or the reports from Internet Hotline Center. When they find such material, the police across the nation collaborate in clamping down on it.
- When the Human Rights Organs of the Ministry of Justice are consulted about material causing a human rights violation, they give the client advice as to how to ask an Internet service provider to disclose the identity of the originator or to delete the material. When it is difficult for victims to recover on their own from the damage due to material causing a human rights violation, these

119 <http://www8.cao.go.jp/youth/youth-harm/chousa/index.html>

120 http://www.meti.go.jp/policy/it_policy/policy/filtering.html

institutions request that the Internet service provider delete the material for the relief of the victims.

(5) Education for children and their guardians

- In collaboration with the relevant ministries and local governments, the Cabinet Office is working on educational activities by, for example, distributing brochures.
- The police are promoting educational activities to protect children from crimes resulting from the use of online dating sites or community sites and from the influence of illegal and harmful material circulating on the Internet.
- In collaboration with MEXT and organizations involved in telecommunications, MIC is running activities for “e-Net Caravan,” which provides educational lectures mainly for guardians, school teachers and children across the country. It is also conducting nationwide educational activities by developing and implementing an index of Internet literacy.
- The Human Rights Organs of the Ministry of Justice are conducting educational activities this year with an emphasis on this slogan: “Stop violating human rights by abusing the Internet.”
- MEXT is holding the “National Forum on Promotion of Internet Safety and Security” in order to promote effective approaches that are to be taken by guardians, school officials, local governments and businesses.

(6) Promoting voluntary measures, to be taken by relevant industries

- In collaboration with the institutions concerned and residents in the community, the police have given the relevant industries stronger instructions to take voluntary measures against providing young people with harmful books. The police have also clamped down on malicious businesses.

2 Dealing with issues related to cell phones

- In FY 2012, MEXT organized the “Cell Phone Morality Caravan”¹²¹ composed of experts and held educational, participatory symposiums intended for guardians. In FY 2013, the name “Cell Phone Morality Caravan” will be changed to “Internet Morality Caravan,” and the symposiums will be held on a larger scale. MEXT will also implement a new program in which children who are said to be addicted to the Internet will stay at youth education facilities and participate in outdoor activities in order to improve their life rhythms.
- MIC is promoting measures based on the “Program for Promotion of Safe and Secure Use of Smart Phones,”¹²² which was announced in September 2012.

3 Controlling special sex-related amusement businesses

- Under the Act on Control and Improvement of Amusement Business, etc., the police are actively exerting controls on illegal special sex-related amusement businesses in the vicinity of schools and in residential areas as well as on illegal amusement businesses that use employees under the age of 18 to entertain customers.

4 Prohibiting the sales of alcohol and tobacco to minors

(1) Clampdown and punishment

- The police are providing thorough warnings and clamping down under the Act on Prohibition of Smoking by Minors and the Minor Drinking Prohibition Act. They also apply pressure on the relevant industries to take voluntary measures.
- Public Prosecutors’ Offices conduct necessary investigations into cases violating the Act on Prohibition of Smoking by Minors or the Minor Drinking Prohibition Act and imposes punishments suitable for each case.

(2) Prevention of drinking

- The National Tax Agency¹²³ has established the “Labeling Standards Related to the Prevention of Minors’ Drinking” (hereinafter referred to as the “Labeling Standards”) and checks whether the

121 http://www.mext.go.jp/a_menu/seisyounen/moral/1313148.htm

122 http://www.soumu.go.jp/menu_news/s-news/01kiban08_02000091.html

123 <http://www.nta.go.jp/shiraberu/senmonjoho/sake/miseinen/mokuji.htm>

Labeling Standards are being observed. If there is a violation, it issues a warning to the offender. In addition, NTA requests that the liquor industry keep in mind the prevention of minors' drinking when selling and advertising liquor. It also provides support for the industry to remove conventional vending machines that cannot check the purchaser's age.

- The Liaison Council of the Relevant Ministries for Social Regulations regarding Alcohol (Cabinet Office, NPA, FTC, MIC, MEXT, MHLW and NTA) has designated April as the Minors' Drinking Prevention Month and these ministries and agencies are jointly conducting educational activities.

(3) Prevention of smoking

- With the intention of preventing minors from smoking, the Ministry of Finance¹²⁴ has set the following conditions when it issues licenses for the sale of cigarettes: when installing vending machines, they shall be vending machines that distinguish adults from minors; when selling cigarettes on the Internet, the age of anyone who wants to buy cigarettes shall be verified through an official identification card in advance.

Section 6 Re-examining Adult Society

1 Re-examining employment and work

(1) Promoting measures based on the “Work-Life-Balance Charter”

- The Cabinet Office is promoting measures based on the “Work-Life-Balance Charter” and its “Action Agenda.”¹²⁵

(2) Support for efforts to strike a balance between work and childcare

- MHLW is working to make the Act on Child Care and Family Care Leave¹²⁶ known to the public and is providing support for the development of a work environment that allows employees to feel free to use the work-life-balance support system provided for in the Act¹²⁷. In addition, under the Act on Advancement of Measures to Support Raising Next-Generation Children, MHLW is promoting the establishment and dissemination of the general business operator's action plan and the acquisition of certifications (granted by the Minister of Health, Labour and Welfare) and certification marks (nickname: Kurumin).
- The Ministry of Agriculture, Forestry and Fisheries is conducting educational activities such as promoting the conclusion of Family Management Agreements and providing training for the improvement of women's work environments.

2 Promoting activities involving contact with infants and toddlers

- MHLW is promoting activities to increase opportunities for junior high school students and high school students to meet and come into contact with infants and toddlers through public facilities such as nursery schools, children's houses and health care centers.

3 Dealing with guardians who have abused their children

- MHLW is promoting measures for child consultation centers to support guardians based on the “Guidelines to Provide Support for Guardians Who Have Abused Their Children.”¹²⁸ In November 2012, MHLW directed local governments to make responses that strictly conform to the guidelines¹²⁹.

124 http://www.mof.go.jp/tab_salt/topics/index.html

125 <http://www.cao.go.jp/wlb/index.html>

126 In June 2009, the law was amended in order to introduce a new system to encourage fathers to take childcare leave by imposing on employers the new obligation to set up a shortened work-hour system and a system to exempt new parents from overtime work as well as by extending the leave when both a father and a mother take childcare leave (“Papa & Mama Childcare Leave Plus”). With regard to this system, employers with less than 100 workers had been exempted from providing the shortened work-hour system, exemption from overtime work, and childcare leave. However, in July 2012, the law was fully implemented.

127 http://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/shokuba_kosodate/

128 <http://www.mhlw.go.jp/bunya/kodomo/dv21/01.html>

129 <http://www.hourei.mhlw.go.jp/hourei/doc/tsuchi/T121105N0010.pdf>

4 Providing guidance for the guardians of children who are detained in a reformatory

- The Ministry of Justice is making efforts to facilitate changes in family relationships when guardians visit a reformatory for guardians' association meetings, all kinds of other events or to see their child.

5 Promoting an understanding of the importance of families and the community

- In FY 2007, the Cabinet Office designated the third Sunday in November as "Family Day" and the week before and the week after that day as "Family Weeks," and thus it is drawing people's attention to "the importance of nurturing children and connecting one generation to another" and "the importance of families and the community in providing support for raising children."¹³⁰

Chapter 5 Framework for the Promotion of Future Measures

Section 1 Understanding the Actual State of Children and Young People, Accumulating and Sharing Knowledge

1 Research and studies

- The Cabinet Office conducts research on children and young people and posts the results on its website¹³¹ so that they will be widely used by the public.
- The Research and Training Institute of the Ministry of Justice prepared a report, "Study on Young People's Life Consciousness and Values" and released it to the public in FY 2012¹³².

2 Developing an environment to share and use research data

- MIC is providing statistical information from each ministry on the government statistics portal site "e-stat"¹³³ in a unified way. It is also appropriately operating the system for secondary use of statistical data under the Statistics Act.

Section 2 Publicity and Education

1 Publicity, education and information services

(1) Educational activities

(Children and Young People's Development Support Month)

- In 1978, the Cabinet Office designated November of each year as "Children and Young People's Development Support Month,"¹³⁴ and it carries out various programs and activities together with relevant ministries, local organizations and the organizations concerned. In FY 2012, the following four points were made key issues.
 - Promote support for the social independence of children and young people
 - Review our lifestyle and provide support for families
 - Prevent child abuse and respond to it
 - Promote efforts to protect children and young people from crimes and harmful environments

130 <http://www8.cao.go.jp/shoushi/kazoku/index.html>

131 <http://www8.cao.go.jp/youth/kenkyu.htm>

132 http://www.moj.go.jp/housouken/housouken03_00060.html

133 www.e-stat.go.jp/

134 It went under the name of "Youth's Healthy Development Month" between FY 1978 and FY 2009. However, in FY 2010, its name was changed to "Children and Young People's Development Support Month" in accordance with the implementation of the Act on Promotion of Development and Support for Children and Young People.

<http://www8.cao.go.jp/youth/ikusei/index.html>

(Commendations for Youth Development and Child Rearing Support; Commendations for Youth Social Contributions)

- The Cabinet Office awards companies, organizations and individuals for their activities to support the development of children and young people with the Commendations for Youth Development and Child Rearing Support¹³⁵. It awards young people (including organizations) the Commendations for Youth Social Contributions for their contributions to society. It also carries out the “Project on Introduction of Activities to Support Youth Development and Child-Rearing,” which introduces excellent activities to develop and support children and young people to society at large.

(Juvenile Delinquency and Harm Prevention Month)

- In 1979, the Cabinet Office designated July of each year, when school is closed for summer vacation, as “Juvenile Delinquency and Harm Prevention Month,” and it raises awareness of delinquency prevention among people and strengthens the responses to delinquency and other problematic behaviors through the participation of many ministries and in cooperation with the organizations concerned. In FY 2012, the following points were made key issues.
 - Measures to prevent delinquency and criminal damage related to use of the Internet
 - Proper responses to harmful environments
 - Promotion of measures against drug abuse
 - Prevention of delinquent behavior and initial delinquency (crime)
 - Prevention of recidivism (crime)
 - Responses to problematic behavior such as bullying and violence
 - Prevention of criminal damage that endangers the welfare of young people
- The NPA produced about 70,000 posters to advocate for the prevention of delinquency, naming it the “Visual Delinquency Prevention Campaign,” and put them up in all areas of the country in time for the “Juvenile Delinquency and Harm Prevention Month,” July 2012.

(Child Abuse Prevention Month)

- In 2004, MHLW and the Cabinet Office both designated November of each year as “Child Abuse Prevention Month,” and otherwise raise awareness of the problem of child abuse in society.

(“Campaign to Make Society Bright”—the power of the community prevents crimes and delinquency and supports rehabilitation)

- Since 1951, the Ministry of Justice has promoted the “Campaign to Make Society Bright”¹³⁶ in order to create a bright society without crimes and delinquency. It makes efforts to appeal to public opinion in July, designated as the campaign month, every year.

(Educational activities regarding human rights)

- Throughout the year in all areas of the county, the Human Rights Organs of the Ministry of Justice carry out various educational activities. These include holding lectures, symposiums and round-table talks about child abuse, bullying, the Convention on the Rights of the Child, and children’s human rights, as well as distributing all kinds of educational brochures. In addition, every year during Human Rights Week between December 4 and 10, the Ministry of Justice performs educational activities with emphasis on the slogan: “Protect Children’s Human Rights.”

135 <http://www8.cao.go.jp/youth/ikusei.htm>

136 http://www.moj.go.jp/hogo1/kouseihogoshinkou/hogo_hogo06.html

(Promoting “Food Education” as a national campaign)

- The Cabinet Office has designated June as “Food Education Month,” and performs intensive educational activities every June. It has also designated the 19th as “Food Education Day,” and is also continuously conducting a campaign to promote food education promotion.

(2) Information services for children and young people

- Each ministry is working to make every sort of information more available to children and young people and easier for them to understand by taking advantage of Kids’ Pages. The main e-government service center, e-Gov, has a collection of links to each ministry’s Kids’ Page available to the public in its “Collection of Children’s Pages”¹³⁷

Section 3 International Collaboration and Cooperation

1 Cooperation with international institutions

- The government is working to ensure the enforcement of the “Convention on the Rights of the Child” and its two supplements: the “Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts” and the “Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography.”

2 Gathering and disseminating information

- The government releases information on Japan’s domestic measures to develop and support children and young people to the international community at the United Nations.

Section 4 Promoting Measures

1 Inspection and evaluation of the status of implementation of related measures

- The Council for Investigation and Evaluation of Measures to Develop and Support Children and Young People conducts investigations on and evaluations of the status of implementation of these measures¹³⁸.
- In 2012, the council identified “support for NEET, socially withdrawn and truant children and young people” as a key issue and produced a report.

2 Hearing children’s and young people’s opinions

¹³⁷ <http://www.e-gov.go.jp/link/kids/index.html>

¹³⁸ <http://www8.cao.go.jp/youth/suisin/hyouka/index.html>

[Column 1] Developing Children's Norm Consciousness through a Long-Term Camping Trip

The National Myoko Youth Outdoor Learning Center organized a long-term camping trip called “YES I CAN! IN SHINANO RIVER 2012” (July 25 – August 5, 2012). During the trip, participants followed the Shinano River, the longest river in Japan (367km), for 12 days. Eighteen elementary school children from Tokyo and six prefectures spent time together and did some activities together. The route from the source to the mouth of the Shinano River was divided into four stages for four activities: climbing, mountain biking, boating, and rafting in hand-made rafts. For each stage, they set a goal and then reached it. Each stage held various challenges for them during those sweltering days as temperatures exceeded 35°C.

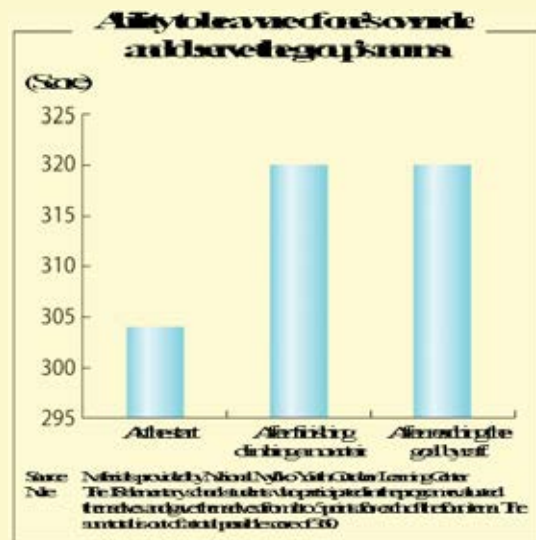
Participants reflected on their own behavior, had repeated discussions with their friends and built a consensus. This way they overcame the difficulties facing them and all of them reached the final goal. They were able to develop norm consciousness through these outdoor activities in which they overcame various difficulties as a group.



When this camping trip was evaluated, a “leadership scale” developed by the Youth Outdoor Learning Center was used. The graph below shows the level of the students’ “ability to be aware of their own roles and observe the group’s norms,” which is a “group-maintenance function.” The results are obtained through the students’ self-evaluations regarding the following items. They could give themselves scores from 1 to 5, and the figures shown in the graph are the total scores of all the participants.

- I clearly know what role I should play.
- I contribute to activities according to the group’s objectives
- I never fail to follow the rules and keep my promises.
- I follow the rules even if my parents and teachers do not tell me to do so.

As shown in the graph, participants' norm consciousness after the activity was greater than it was before the trip. The activities during which norm consciousness grew significantly were climbing and rafting in hand-made rafts. For climbing, they set an objective: "All the members will reach the summit." They found the source of the Shinano River along a mountain path, and one of the small groups wanted to go back. But another group thought they should pursue the objective. Their opinions were divided. After they finished discussing the matter, they decided to pursue the objective, and all of them were able to climb up to the summit. When they faced difficulties, they tried to build a consensus as a group, to overcome the difficulties. During this process, they developed a group norm: "keep pursuing objectives and keep promises." In addition, in order to pursue the goal in their handmade rafts, they needed to have a sense of responsibility to fulfill their own roles: "row the raft in unison with the others no matter how hard it is." This sense of responsibility is thought to have resulted in the improvement of the four items above.



In the questionnaire conducted after the camping trip, they recorded impressions such as the following: "I take the whole class into consideration when I act," and "I contribute to activities as I have planned." Outdoor activities that are performed by a group involve various difficulties, and thus they inevitably require building a consensus with friends in many situations. When they build relationship with friends, they fulfill their own roles and keep their promises. Through these activities, they develop group norms and norm consciousness. The hope here is that many children will be able to enjoy outdoor activities.

[Column 2]

A Real Experience Starting a Business with Adults in the Community at "Junior Economy College"

[Column 3]

Efforts Aimed at Promoting Activities of Women and Young People, Forum to Promote Activities of Women and Young People

[Column 4]

Providing Support at a Support Center for Persons with Developmental Disabilities

[Column 5]

Creating a Society That Does Not Produce Delinquents by "Regenerating the Ties between Parents, Children and the Community"

[Column 6]

Emergency Measures against Abuse of Drugs Sold as Legal Herbs

[Column 7]

Human Rights Classes about Bullying

[Column 8]

Promoting Measures against Corporal Punishment

[Column 9]

Support for the Disaster-affected Area Provided by Social Workers and Child Welfare Workers

[Column10]

Formulating the Second Basic Plan on Measures for Young People to Use the Internet Safely and Securely

[Column 11]

Students' Orange Ribbon Campaign

[Column 12]

Endeavoring to Hear Young People's Opinions Using Facebook