White Paper on Children and Young People 2013

<Summary>

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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

![Graph showing population changes from 1950 to 2012]

(2) Percentage of each 5-year age range

![Graph showing percentage distribution by age groups]

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

![Graph showing birth numbers from 1947 to 2012]


Note 1: Okinawa Prefecture is not included in the figures for 1972 and before.

Note 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

**Figure 3**

<table>
<thead>
<tr>
<th>Year</th>
<th>Age 0-4</th>
<th>5-9</th>
<th>10-14</th>
<th>15-19</th>
<th>20-24</th>
<th>25-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>1980</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>1985</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>1990</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>1995</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>2000</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>2005</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>2010</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
<tr>
<td>2011</td>
<td>8.1</td>
<td>32.8</td>
<td>47.1</td>
<td>10.2</td>
<td>25.4</td>
<td>21.4</td>
</tr>
</tbody>
</table>


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

**Figure 4**

<table>
<thead>
<tr>
<th>Year</th>
<th>Age 19 or under</th>
<th>20 - 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>587</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>2,900</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>2,800</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>2,700</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>2,600</td>
<td></td>
</tr>
</tbody>
</table>

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

![Graph showing height and weight data for preschool children]


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

![Graph showing height and weight data for school students]

Source: “School Health Survey,” MEXT
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).

- 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 7  Motor ability of children aged 6 to 19

Total score on the new physical strength test

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

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

(1) Fifth grade

Boys  
Exercising on Saturday and Sunday  
No exercise on Saturday or Sunday

Girls
Exercising on Saturday and Sunday  
No exercise on Saturday or Sunday

0 300 600 900 1200 1500 1800 2100 2400
(Minutes)

0 5 10 15 20 25
%
(2) Eighth grade

Figure 9 Exercise habits of people in their 20s

Percentage of people in the habit of exercising

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

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

(1) Uncorrected visual acuity less than 1.0  (2) Dental caries (including those having undergone treatment)

(3) Nasal and sinus disorders (allergic rhinitis, etc.)  (4) Asthma

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).
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

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.
Note 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

Figure 15 Number of students in each educational category

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).

Note 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)

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

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

---

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Total, boys and girls</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severe learning and/or behavioral difficulties</td>
<td>6.5</td>
<td>4.5</td>
<td>3.1</td>
</tr>
<tr>
<td>Severe learning difficulties</td>
<td>9.3</td>
<td>5.9</td>
<td>5.2</td>
</tr>
<tr>
<td>Severe behavioral difficulties (carelessness or hyperactivity and impulsivity)</td>
<td>1.8</td>
<td>1.0</td>
<td>0.4</td>
</tr>
<tr>
<td>Both severe behavioral and learning difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Elementary school</th>
<th>Junior high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Boys</td>
<td>5.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Girls</td>
<td>1.3</td>
<td>0.9</td>
</tr>
</tbody>
</table>

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.

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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

<table>
<thead>
<tr>
<th>Year</th>
<th>Japan</th>
<th>OECD Average</th>
<th>Japan's Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>522 points</td>
<td>500 points</td>
<td>8th/28</td>
</tr>
<tr>
<td>2003</td>
<td>498 points</td>
<td>494 points</td>
<td>12th/30</td>
</tr>
<tr>
<td>2006</td>
<td>498 points</td>
<td>492 points</td>
<td>12th/30</td>
</tr>
<tr>
<td>2009</td>
<td>520 points</td>
<td>493 points</td>
<td>14th/34</td>
</tr>
</tbody>
</table>

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.

(2) Mathematical literacy

<table>
<thead>
<tr>
<th>Year</th>
<th>Japan</th>
<th>OECD Average</th>
<th>Japan's Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>557 points</td>
<td>548 points</td>
<td>18th/28</td>
</tr>
<tr>
<td>2003</td>
<td>534 points</td>
<td>533 points</td>
<td>18th/30</td>
</tr>
<tr>
<td>2006</td>
<td>523 points</td>
<td>516 points</td>
<td>18th/30</td>
</tr>
<tr>
<td>2009</td>
<td>529 points</td>
<td>523 points</td>
<td>18th/34</td>
</tr>
</tbody>
</table>

(3) Scientific literacy

<table>
<thead>
<tr>
<th>Year</th>
<th>Japan</th>
<th>OECD Average</th>
<th>Japan's Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>546 points</td>
<td>544 points</td>
<td>18th/28</td>
</tr>
<tr>
<td>2003</td>
<td>531 points</td>
<td>530 points</td>
<td>18th/30</td>
</tr>
<tr>
<td>2006</td>
<td>523 points</td>
<td>518 points</td>
<td>18th/30</td>
</tr>
<tr>
<td>2009</td>
<td>529 points</td>
<td>524 points</td>
<td>18th/34</td>
</tr>
</tbody>
</table>

Note: 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)

1. I like the subject.
   - Sixth graders
     - Japanese: 37.7%
     - Mathematics: 28.0%
     - Science: 25.6%
   - Ninth graders
     - Japanese: 37.1%
     - Mathematics: 26.5%
     - Science: 29.6%

2. I think it is important.
   - Sixth graders
     - Japanese: 55.7%
     - Mathematics: 38.8%
     - Science: 34.2%
   - Ninth graders
     - Japanese: 41.2%
     - Mathematics: 31.8%
     - Science: 25.6%

3. I understand the lessons well.
   - Sixth graders
     - Japanese: 22.2%
     - Mathematics: 35.5%
     - Science: 27.0%
   - Ninth graders
     - Japanese: 35.5%
     - Mathematics: 38.8%
     - Science: 51.8%

4. I think it will be useful when I go out into the world.
   - Sixth graders
     - Japanese: 38.8%
     - Mathematics: 23.3%
     - Science: 10.7%
   - Ninth graders
     - Japanese: 34.3%
     - Mathematics: 34.2%
     - Science: 39.1%

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)

(1) Changes

(2) Percentage in each grade (FY 2011)

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

(1) By school type

(2) By cause or motive (major ones)


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.
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

(1) Changes

(2) Percentage in each grade (FY2011)

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).

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.

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

Figure 26  Number of cases of school violence

(1) Number of cases
(2) Assailants in each grade (percentage of total assailants) (FY 2011)

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


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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Child poverty rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>14.6</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>15.7</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

####  Overview

- 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)
(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

Source: “Labour Force Survey,” MIC

Note: The non-regular employment rate here means the proportion of non-regular employees of all employees excluding executives.

2 Employment and separation

(General)

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

(1) By type of school

<table>
<thead>
<tr>
<th>Year</th>
<th>Junior high school graduates</th>
<th>High school graduates</th>
<th>Technical college graduates</th>
<th>University graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>16.7%</td>
<td>70.8%</td>
<td>63.9%</td>
<td>57.6%</td>
</tr>
</tbody>
</table>

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)

- Employment: 175,866 people (16.7%)
- Temporary employment: 13,885 people (1.3%)
- Polytechnic college, etc.: 6,788 people (0.6%)
- Vocational school: 63,935 people (6.1%)
- Vocational school (specialized): 37,207 people (16.8%)
- University, junior college: 563,450 people (53.5%)
- Neither advance to higher learning nor obtain employment: 283 people (0.0%)
- Unknown: 4.9%

Source: “Basic School Survey,” MEXT

Figure 35  Status of university graduates (March 2012)

- Employment (regular employee): 335,048 people (60.0%)
- Employment (non-regular employee): 21,963 people (3.9%)
- Temporary employment: 19,569 people (3.5%)
- Polytechnic college, etc.: 6,788 people (0.6%)
- Vocational school, overseas school: 11,173 people (2.0%)
- Intern (medical): 8,893 people (1.6%)
- Graduate school: 65,683 people (11.8%)
- Vocational school: 11,713 people (2.0%)
- Unknown: 9,797 people (1.8%)
- Neither advance to higher learning nor obtain employment: 86,566 people (15.5%)

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

(1) Trend

(2) Percentage of freeters out of the population in each age range

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).

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).

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).

Definitions of groups of socially withdrawn people and their estimated numbers

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.
2: 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?”
3: 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]).
4: 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

![Workplace experience provided by junior high schools](image)

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)

![Internships provided by high schools](image)

Source: “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)

![Internships provided by universities](image)

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

![Chart showing the number of Japanese students studying abroad from 1985 to 2010.]

(2) Major destinations

![Chart showing the major destinations for Japanese students studying abroad in 2000 and 2010.]

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).
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 44 International students

(1) Number of international students

(2) Nationalities (2012)

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

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(1) Number of international students

(2) Nationalities (2012)

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.
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](image)

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

(1) Overall child welfare-related crimes

(2) Child prostitution crimes

(3) Child pornography crimes


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
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)).

(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 50

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

(1) Trend

(Thousands)

<table>
<thead>
<tr>
<th>Year</th>
<th>1990</th>
<th>2000</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>2000</td>
<td>30</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>2010</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
</tbody>
</table>

(2) Percentage of each type of counseling case

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical abuse</th>
<th>Neglect</th>
<th>Psychological abuse</th>
<th>Sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
<td>60%</td>
</tr>
<tr>
<td>2008</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td>2009</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>60%</td>
</tr>
<tr>
<td>2010</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td>2011</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
<td>60%</td>
</tr>
</tbody>
</table>

(3) Percentage of each age range of abused children

<table>
<thead>
<tr>
<th>Year</th>
<th>Age 0 - 2</th>
<th>Age 3 - preschool age</th>
<th>Elementary school students</th>
<th>Junior high school students</th>
<th>High school students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>10%</td>
<td>60%</td>
</tr>
<tr>
<td>2008</td>
<td>15%</td>
<td>15%</td>
<td>20%</td>
<td>10%</td>
<td>60%</td>
</tr>
<tr>
<td>2009</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>2010</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td>2011</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>

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

Figure 51

Number of child abuse cases in which the police made arrests

(1) Number of child victims

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Children killed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>2005</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>2010</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>2012</td>
<td>400</td>
<td>40</td>
</tr>
</tbody>
</table>

(2) Percentage of each type of abuse

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical abuse</th>
<th>Sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2009</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>2010</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>2011</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2012</td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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.

1. **Infant homes**
   - Residence rate (right axis) - number of residents
   - Residence rate: 70, 80, 85, 88, 90
   - Number of residents: 2,500, 3,000, 3,500, 4,000, 4,500

2. **Children’s homes**
   - Residence rate (right axis) - number of residents
   - Residence rate: 70, 80, 85, 88, 90
   - Number of residents: 26,000, 28,000, 30,000, 32,000, 34,000

3. **Self-reliance support facilities**
   - Number of residents: 390

4. **Foster homes, family homes**
   - Number of residents: 4,966


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.

Note 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

(1) Criminal minors  (2) Juvenile offenders  (3) Juvenile pre-delinquents

(4) Criminal minors (special law)  (5) Juvenile offenders (special law)

- 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).
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 54 Initial-type delinquency

(1) Arrested juveniles

(2) Percentage of each crime

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

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

(1) People arrested

(2) Percentage out of all arrested people under the age of 30

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).
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

1. **Juveniles given guidance**
   - (Millions)
   - 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

2. **Percentage of each type of delinquency**
   - Types: Drinking, Smoking, Reckless driving, Late-night loitering, Truancy, falling into bad company, Other

**Figure 57** Domestic violence

1. **Number of cases recognized**
   - (Cases)

2. **Percentage of juveniles who committed domestic violence, by type of school attended**
   - (Cases)

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).

<table>
<thead>
<tr>
<th>Age</th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14</td>
<td>6:44</td>
<td>6:38</td>
</tr>
<tr>
<td>15-19</td>
<td>7:01</td>
<td>6:54</td>
</tr>
<tr>
<td>20-24</td>
<td>7:53</td>
<td>7:56</td>
</tr>
<tr>
<td>25-29</td>
<td>7:20</td>
<td>7:17</td>
</tr>
</tbody>
</table>

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

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).

<table>
<thead>
<tr>
<th>Age</th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14</td>
<td>22:30</td>
<td>22:24</td>
</tr>
<tr>
<td>15-19</td>
<td>23:58</td>
<td>23:48</td>
</tr>
<tr>
<td>20-24</td>
<td>0:31</td>
<td>0:31</td>
</tr>
<tr>
<td>25-29</td>
<td>0:05</td>
<td>0:07</td>
</tr>
</tbody>
</table>

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

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)

- **(1) Father**
  - Over 70 hours: 0.1%
  - 60-69 hours: 0.3%
  - 50-59 hours: 2.7%
  - 40-49 hours: 5.4%
  - 30-39 hours: 15.6%
  - 20-29 hours: 18.7%
  - 10-19 hours: 31.8%
  - 4 hours or less: 31.8%

- **(2) Mother**
  - Over 70 hours: 3.1%
  - 60-69 hours: 13.5%
  - 50-59 hours: 10.1%
  - 40-49 hours: 8.2%
  - 30-39 hours: 16.5%
  - 20-29 hours: 20.1%
  - 10-19 hours: 10.1%
  - 4 hours or less: 11.7%


(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)

- **(1) Ownership**
  - Elementary school students from 4th grade to 6th grade
    - Personal cell phone: 72.5%
    - Sharing with family: 24.1%
  - Junior high school students
    - Personal cell phone: 48.4%
    - Sharing with family: 46.2%
  - High school students
    - Personal cell phone: 97.6%
    - Sharing with family: 4.4%

- **(2) Types of cell phones**
  - Elementary school students from 4th grade to 6th grade
    - Personal cell phone: 33.2%
    - Sharing with family: 59.2%
    - Other: 7.6%
  - Junior high school students
    - Personal cell phone: 7.5%
    - Sharing with family: 25.3%
    - Other: 37.1%
  - High school students
    - Personal cell phone: 55.9%
    - Sharing with family: 22.3%
    - Other: 7.0%

- **(3) Use of filtering**
  - Elementary school students from 4th grade to 6th grade
    - With limited functions or for children: 52%
    - Smartphone: 48.7%
    - Other: 35.3%
  - Junior high school students
    - With limited functions or for children: 60.3%
    - Smartphone: 27.8%
    - Other: 12.8%
  - High school students
    - With limited functions or for children: 66.1%
    - Smartphone: 24.3%
    - Other: 9.6%

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](image)


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](image)


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)

![Graphs showing percentages of those who have the intention to marry]


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

![Graphs showing percentage of women’s plans for their life courses]


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.”
(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