

Part 2. Basic Implementation Status for Children and Child Care Measures in 2010

Chapter 1 Supporting growth of children and realizing the society that the youth can grow at ease

Section 1. Supporting Children by Overall Society and Ensuring Opportunities of Education

1. Supporting Childcare by The Society as a whole

1) Child Allowance

In 2010 (H22), the child allowance of 13000 Yen for every month was paid to the father or mother for every child prior to junior high school graduation, based on the 'Act on Child Allowance Payments in fiscal year 2010' which was established in March, 2010 and enforced in April of that year.

In addition, the 'Act for Amending Part of the Act on Payment in fiscal year 2010 to avoid confusion in people's lives' was established in March 2011 and states that the child allowance of 13,000 yen per month is paid the same as ever to continue for six months from April to September of the same year.

2. Supporting Child Learning

1) Free tuition for public high schools and tuition fund for private high schools, etc.

Act on free tuition fee at public high schools and high school enrollment support fund was established in March 31th, 2010 and enforced in April 1st of that year. The Act makes tuition free at public high schools and establishes the High school enrollment support fund system for tuition payment for private high school students etc.

2) Enhancement of Scholarships Administrative Agency Japan Student Services Organization, the enhancement for each year is measured. In 2010, the project cost of the entire project combining the interest-free Scholarship Loan and the low-interest Scholarship Loan, was recorded for allotting the tuition fees of 1.18 million students, which is increase of 35000 from that of last year.

In addition, for kindergartens the local governments are implementing the 'entering kindergarten promotion project', with the Ministry of Culture, Sports, Science and Technology being part of the costs required to assist in its fiscal 2010, trying to place emphasis on benefits for low-income earners.

3) Improving the Educational Environment of the School

Kindergarten education guidelines and elementary and junior high school Course of Study were revised in March 2008, while Course of Study for high schools and schools for special needs education were revised in March 2009. In the new curriculum guidelines, aiming for nurturing the children's 'living strength' by balancing knowledge, virtue, and body, improving the teaching contents and increasing the number of hours of tuition, the New National Curriculum Standards have become fully implemented in April 2011 for elementary schools.

In addition, placement of teachers has been doing constant improvement of faculty over the next seven years planned by the end of fiscal 2005. In fiscal 2011, to realize the following classes for first year students 35 public elementary schools, with the

implementation of concrete measures to support children and childcare of the constant increase of 2,300 faculty members is included in the fiscal 2011 budget, is where the 'Law for Partial Revision of the Act on the organization and operation of local educational administration laws and standards constant and faculty curriculum class Compulsory Education Schools public' is established in April 2011, was promulgated.

Section 2 To tackle employment and self support with eagerness

1. Addressing the Support for Independent Life Style and Employment of Youths

1) Implementation of Non-regular Employment Measures

In the region of non-regular workers to focus the ‘Support Center for non-regular workers’, in the main nationwide Hello-Work centers a ‘corner comprehensive support non-regular workers’ is set up, depending on the needs and capabilities of job-seekers, career counseling and placement personnel detailed by the system, conducted consultations life. Moreover, in order to stabilize the employment of dispatched workers, an amendment to the Worker Dispatching Law incorporating the principle of prohibition of registration type worker dispatching and dispatching to the manufacturing industry, submitted in April 2010, it is a place that is a continuous deliberation.

Based on the amended Act on the Improvement of Employment Management for Part-Time Workers (hereinafter referred to as the ‘part-time labor revision act’), which came into force in 2008 the administrative guidance shall be carried out based on the and support counseling for such employer efforts to ensure treatment balance of part-time workers, going to promote equal treatment provision of subsidy equilibrium Time Workers. In addition, in April 2011, for the same grant, combined with incentives, organize small business employment stabilization, establish incentives promoting the new full-time employees-balanced treatment, ensure balanced treatment of part-time workers and fixed-term contract workers, the transition to full-time employees in an integrated manner is being promoted.

2) Employment support for Youths

(1) Career development and employment support measures and ongoing comprehension ranging from school level to workplace settlement

A. The need for enhancement of career education and vocational education in schools
Based on the ‘Understanding the nature of vocational education and career education in the school of the future’ report (31 January 2011), to the use of external human resources related to education career held Central Council for Education meeting.

Co-workers in the same conference prepared measures making and use of the board of education in schools and the introduction of external human resources In terms of career education, effective use of internship work experience, Board of Education to promote career education going to be examined, such as will the state of readiness of the organization and other committees.

B. Promotion of career education in the higher education stage

From the viewpoint of promoting the development of (members of society basic skills) fundamental abilities sought common in society, in 2010, ‘The research seminar regarding the good examples of nurturing fundamental abilities sought common in society were held in 7 cities across the country. They aimed the spread of the program developed by model universities in the past 3 years that the fundamental ability will be nurtured and evaluated systematically through the educational activities of seminars and laboratories.

C. Review of the Status of career education and vocational education in schools in the future

In December 2008, the Ministry of Education, Culture, and Sports held the

‘Cooperative Research Conference Regarding the Use of External Human Resources in Career Education, in the school of the future’ (report) has been compiled in January 2011 for the state of career education and vocational education.

In the report, from the viewpoint of supporting the lifelong career development of people, concrete steps along the basic direction of the following three recommendations:

[Basic direction]

- Promotion of a systematic career education through to higher education from early childhood education
- Re-evaluation of the role of vocational education and emphasis on practical vocational education
- Support and career development that from the perspective of lifelong learning (Enhancement of lifelong learning opportunities, and other support dropouts)

(2) Development of employment systems and diverse career path corresponding to multiple ways

A. Promotion of support for casual employees

a) Support into regular employment of at Hello-work

At Hello-work offices, depending on the challenges of helping each subject and aiming towards regular employment, a consistent meticulous support was broadly implemented for job-hopping part-time workers.

b) Use of Trial Employment for young people

By setting the employment on a trial basis for a certain period of time (3 months in principle), for those young people who have difficulty finding employment due to lack of work experience, skills and knowledge, to promote the ability to assess the suitability with business operations and mutual understanding between the employer and the job seeker, the ‘trial employment young people’, (40,000 yen per person, up to three months) as a subsequent to regular business employment is aimed to be carried out.

c) Promoting job card system

The job card system is a system to facilitate the transition to stable employment, by targeting casual employees, which have fewer experiences of regular employees, providing meticulous career counseling and opportunities for practical vocational training that combines classroom and corporate training, by putting together a evaluation results and job background from the training period as a job card. In total so far, the number of people who acquired the job card is approximately 386,000 people (as of the end of December 2010), and the number of vocational training participants has become approximately 120,000 people (as of the end of December 2010).

B. Promoting vocational independence support for young people that have employment difficulties

In addition to building a network of young people support organizations in the regions in cooperation with local authorities, the government established support station youth areas (FY2010: 100 locations), as bases for providing specialized guidance and counseling networks that utilize a menu of various employment support measures, in accordance with the current situation of young people.

(3) Promoting skills awareness for young people

Public human resources development facilities, accredited vocational training facilities and Technical High Schools conducted Creative Making Competitions for young people under 20 years of age, as a place to compete with the skill level while learning new skills. In addition, for students and trainees, who are learning skills in the industries, such as high schools and specialized training colleges, including implementing 3rd level skill test for the purpose of human resource development of young skilled workers, to prevent lack of skills among young workers, striving for stability of the workforce and skills.

(4) Development of One-Stop Service Centers for Young People (also known as Job Cafes)

‘One-Stop Service Centers for Young People (also known as Job Cafes)’ which are set up in prefectures, are to provide employment support services under the cooperation with local governments, business and schools, such as series of counseling and provision on information for young people.

Job Cafes are established in 46 prefectures (90 places, to as April 2010) and Hello Works are established together in 40 prefectures along with the wishes of those prefectures.

3) Support Based on the ‘Act on Promotion of Development and Support for Children and Young People’

‘Act on Promotion of Development and Support for Children and Young People’ was established in July 2009 (H21) and enforced from 1st April 2010 (H22). It comprehensively promotes the policies for the related fields such as the education, welfare, employment etc. and implements network building for supporting the children and youth with difficulties like NEETs and social withdrawal etc. in cooperation with the regional institutions.

Section 3 Providing an opportunity to learn the necessity in social life

1. Improve Understanding for The Importance of Life, The Role in The Family etc.

1) Enlightenment and Training for the Roles of Pregnancy and Household, Family

The guidelines in the school related to sex are targeted to make students understand the risks for the sexually transmitted diseases and sex related health problems such as artificial abortion and take appropriate action accordingly, and strives to guide through the overall school activities such as the physical education, health education, special activities, Moral Education etc. The training to improve the understanding for the roles in the household and family, focusing on the closely related subjects is given in the primary school, secondary school, high school, based on the developmental stage.

2) Providing the Opportunity to Come Face to Face with Infants

The measures widening the opportunities for mainly secondary and high school students to meet and come face to face with infants are promoted, using the public institutions such as nursery schools, child centers and health centers.

3) Implementation of the Initiatives in The School, Family and Region

The training for improving the understanding of the child care is implemented along with addressing the mutual coordination between related subjects, Moral Education the period, for Integrated Studies and special activities, at each school level of primary school, secondary school and high school.

As the initiatives in family and regions, the initiatives related to the education at home which the area proactively implements are supported, to improve the understanding of the parents for the importance of a couple to work together for child care or importance of life.

4) Promotion of Understanding through ‘Family Day’, ‘Family Week’ etc.

The developmental projects are implemented focusing on the ‘family day’, ‘family week’ for promoting the initiatives with understanding and spread in the society overall, and the importance and renewed recognition of the households and area supporting child care is addressed along with nurturing life for the next generation.

5) Investigation and research on family formation

In fiscal 2010, ‘Research on Corporate Participatory Parenting Support Services’ and ‘Survey on Child-Rearing Environment in Urban and Rural Areas’ were conducted. The latter was conducted through the Internet targeting single and married persons in their 20s and 30s.

In addition, for marriage support projects that are carried out in the local government, NPO and other organization, a questionnaire survey was conducted. It was compiled in the case studies by the interviews for advanced cases of other organizations which can be the reference, such as for local revitalization.

By the results of these surveys, information was provided widely, it has been decided to support the organizations which began to handle the marriage support, such as local governments, and other entities.

2. Foster Rich Humanity through Learning and Experience

1) The Development of the Environment for Children Training by the Whole Community

(1) The Initiatives for Improving the Educational Strength of the Region

A Regional School Support Project

Residents support the education activities of the school as volunteers and implement the regional school support project in 2008 (H20) which develops a system for raising the children in the overall region.

B After School Children Classroom Promotion Project

Using the vacant class rooms etc. of the primary schools after the school is over or on the weekends, the activity center (location) for the children is established, and learning activities, sports or cultural activities, providing an opportunity for exchange activities with the local residents, 'after school children classroom promotion project' are implemented by involving the people in the region.

(2) The Initiatives for Improving the Strength of Education at home

In order to make all parents educate at home as ease, support for independent and sustainable measures in the regions by cooperation in a whole society are carried out such as the formulation of support teams for education at home, the training of regional people and the provision of opportunities of education by utilizing various places which many parents gather, including schools. Examination conferences about effective measures which regional community and enterprises carried out were and nation-wide education was conducted to promote support for education at home in the regions by cooperation with regional people, schools, governments, NPO and enterprises.

2) Implementation of consumer education

A meeting to promote consumer education and member educators has been held by the Consumer Affairs Agency and the Ministry of Education, Culture, Sports, Science, and by consumer education portal sites, the provision of texts for consumer education, the making and distribution of texts for consumer education which reflect the new education guideline, examinations on effective education are conducted. Along with the 'new consumer basic plan' (Cabinet Decision of March 30th, 2010) and the new education guideline, consumer education will be promoted in schools, home and regions.

3) Experience activities in regions and schools

(1) Promotion of experience in regions

To utilize the elementary school classrooms after school and on weekends, rooms (places to stay) are provided where safe and secure for children activities with the participation of various local people, such as cultural and artistic activities sports activities and learning children's after school classroom was implemented to provide experiential activities, such as opportunities for exchange activities with local residents.

In addition, experiential activities corresponding to the various challenges of youth and training the leaders of the long-term nature hands-on activities were promoted by conducting 'the Comprehensive Plan For Hands-on Activities Of Youth'.

(2) Promotion of experience in schools

Implementing the 'Promotion rich experiential activities' in elementary schools, to foster abundant human nature and social nature of children, the efforts in school education to promote group accommodation activities in natural surroundings are being supported.

4) Cultural and art activities

(1) Implementation of Cultural Activities of the School

To develop environment enhancement for children to perform arts and traditional real culture, efforts to nurture the imagination and rich aesthetic sense of children are being promoted at schools, where children can enjoy the performance arts by artists and arts organizations, culture experience workshops. (In 2010, the number of performances conducted: 1,582, the number of places dispatching lectures: 1,301 locations.)

(2) Children's Traditional Culture Classes Program

Using school and cultural facilities, provides children with opportunities to experience and acquire the traditional culture activities such as folk performing art, craft skills, Japanese music, classical Japanese dance, martial arts, tea ceremony, flower arrangement etc., in a planned and consistent way on Saturdays and Sundays. (In 2010, the number of projects: 4,870)

5) Places of contact with nature

It provides the opportunities for the children to learn the manners in the nature, and carry out the restoration maintenance activities of the natural environment based on the guidance and cooperation of the natural conservation officer (ranger) and park volunteer in the National park.

Further, it implements 'children echo club project' to support the children to carry out environmental conservation activities and environmental education in coordination with the local public entities and businesses etc. and provides the opportunity to participate in the environmental education such as the nature observation and water quality survey and the environmental conservation activities such as the recycling activity.

6) Experience of agriculture, forestry and fisheries, and cities and rural communities exchange experiences

The Ministry of Internal Affairs and Communications, the Ministry of Education, Culture, Sports, and the Ministry of Agriculture, Forestry and Fisheries are working together to promote the activities of elementary school children in rural communities, such as agriculture, forestry and fisheries experiences and home-stay at farmer's, fishermen's or forester's house activities, as well as the 'Children Rural Communities Exchange Project' accommodation experiences.

7) Securing Playing Areas for Children (Parks, Waterfronts, Forests)

For the city parks taking on a role as an accessible playground for the children, development of parks within walking distance, development of comprehensive parks including sport facility and play facility of all kinds is promoted. It develops a system of initiatives by combining the citizen groups, educator, river administrators for implementing environmental education and nature experience activity in the accessible waterfronts, builds a mechanism for supporting the waterfront activities such as lending of the material (life jacket etc.) necessary for the waterfront activities, introduction of the learning program etc. and implements 'children's waterfront' rediscovery project' (End 2009 285 places registration) starting with easily accessible riverside development (music school project on the waterfront : (End 2009 279 places registration)) whenever necessary.