

## **Part 2. Basic Implementation Status for Children and Child Care Measures in 2011**

### **Chapter 1 Supporting children and childcare, and realizing the society that the youth can grow at ease**

#### **Section 1. Supporting Children and Childcare and Ensuring Opportunities of Education**

##### **1. Supporting children and childcare**

###### **1) Establishing Child Allowance**

Regarding Child Allowance, during the 6 months from April to September 2011, 13,000 yen per month per child was paid the same as in fiscal 2010. And, the ‘Act on the Special Measures of Child Allowance Payments in fiscal year 2011’, (Hereinafter referred to as the ‘Special Measures Act’) based on the ‘regarding the role of child allowance system’ (Agreement on August 4<sup>th</sup>, 2011 by chairman of the policy research council and secretary generals of 3 parties: Democratic Party of Japan, Liberal-Democratic Party of Japan, and New Koumeito Party) was established in August 2011, and enforced in October 1<sup>st</sup>. In addition, modifications have been made by the House of Representatives on the ‘Act for amending Part of the Child Allowance Act’, which was established in March 2012 and enforced in April 1<sup>st</sup> of the same year. As a result, to persons earning incomes below the income cap for children under 3-year-old and for third and subsequent children over 3-year-old and prior to elementary school graduation 15,000 yen of Child Allowance is paid per month per child, for first and second children over 3-year-old and prior to elementary school graduation and for junior high school students 10,000 yen of that is paid per month per child. To persons earning incomes no less than the income cap, 5,000 yen is paid per month per child as Special Interim Allowance.

###### **2. Supporting Child Learning**

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

###### **(Reducing the burden of high school tuitions)**

In order to create a society that provides stable high school education to all students, regardless of the situation at home, the “Act on free tuition fee at public high schools and high school enrollment support fund” (Act No. 18, 2010) was established on March 31, 2010, and implemented from the 1st of April of the same year. Through the introduction of the system, by the tuition reduction efforts of the prefectures, the number of high school dropouts in fiscal 2010 due to economic reasons, decreased compared to the previous fiscal year, for high schools: (1,647 people in 2009) ⇒ (1,043 people in 2010), reduction of about 37%, for private high schools and specialized training colleges: (253 people in 2009) ⇒ (174 people in 2010), a decrease of about 31% and as such, changes were seen in the enrollment of high school students (‘Survey on Problems of student guidance on students problem behavior’ and ‘MEXT investigations’).

###### **2) Enhancement of Scholarships**

In the Scholarship Loan project of the Independent Administrative Agency Japan Student Services Organization, the enhancement for each year is measured. In

particular, in 2011, it became focused on expanding towards the elimination of those who do not receive the interest-free Scholarship Loan in spite of meeting the criteria for receiving that with 358 thousand students, which is an increase of 9,000 from that of previous year receiving Scholarship Loan(interest-free) and for the total segment that combines Scholarship Loan(low interest) bearing no interest and scholarships with an interest, the project expenses were recorded to be of 12,722,000 people, an increase of 88,000 compared to the previous year.

### **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 Course of Study, 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, and in April 2012 for junior high schools.

## **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**

As assistance to non-regular employment workers, in Hello-work and Career-Up employment assistance centers the following were conducted: 1) Detailed career and placement counseling by representative system, 2) Career consulting, 3) Employment seminars, 4) Mental health counseling, living and housing counseling.

For dispatched workers, in order to stabilize the employment of them, incorporating the principle of prohibition of day worker dispatching and giving consideration to balance between dispatched workers and workers directly hired by clients engaged in the same type of work in regards to wages , and etc., an amendment to the Worker Dispatch Law was passed in March 2012.

Furthermore, as for fixed-term contract workers, Draft Act on Partial Revision of the Labour Contract Act was submitted to the 180th ordinary Diet session, which aims to retain their employment stability and fair treatment through the introduction of new rules including the conversion of fixed-term contracts into open-ended contracts as requested by the workers in cases where a fixed-term labour contracts get repeatedly renewed more than 5 years.

#### **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**

In January 2011, "Understanding the nature of vocational education and career education in the school of the future" report was conducted by the Central Council for Education, with a view to support the career development over the life of the people, the basic direction along the following three concrete measures that have been proposed:

###### **[Basic directions]**

- Promotion of a systematic career education continuing from early childhood education to higher education
- Re-evaluation of the role of vocational education and emphasis on practical vocational education
- Support career development that from the perspective of lifelong learning

(Enhancement of lifelong learning opportunities and dropouts support)

###### **B. Promotion of career education in primary and secondary education levels**

In December 2011, the Ministry of Education, Culture, and Sports held the 'Cooperative Research Conference Regarding the Use of External Human Resources in Career Education', based on the contents of the report by the Central Council for Education mentioned above, making preparations required by schools and the Board of Education and common understanding between concerned parties while conducting career education, various measures in order to promote career education are carried out in collaboration with the school communities were put together as reports 'In order to as soon as possible perform fulfilling career education to all students of schools in collaboration with the society'. In addition, with collaboration and cooperation of concerned parties, such as the schools, regional industries, and local governments, the efforts to perform career education were recognized at two

ministries: the Ministry of Education, Culture, Sports, Science and the Ministry of Economy, Trade and Industry, and the 'Promoting Career Education Cooperation Recognition' was founded and recognized from fiscal 2011.

### **C. 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, industry, the education community, from fiscal 2011, the Council "personnel training basic skills working people," the Ministry of Economy, Trade and Industry hold, studies the spread of basic skills and promote human and social nature of human resource development in Japan. In addition, the fact that there is an increasing the necessity of supporting the transition to professional life after graduation with the demands of society on the ability of the qualities of the students, to the diversification of students, the Ministry of Education, Science and Technology, and university curriculum order to establish a system to address the guidance on social and vocational independence through the inside and outside, the standards for the establishment of universities were revised.

#### **(2) Support for new graduates and already graduated**

For graduate and existing graduates employment support, we are strengthening the support system together with installed New Graduate Support Hello-work across the country, increase the number of drastic job supporters, including implementation of attentive employment support.

Also, in order to promote the employment of already graduated within three years after graduation, the government will advance the well-known method based on the employment measures 'Guidelines ensuring youth employment opportunities'.

#### **(3) 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 casual employees and others.

###### **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 widely targeting job seekers, providing meticulous career counseling and opportunities for practical vocational training that combines classroom and corporate training, by putting together 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 672,000 people (as of the end of March 2012), and the number of vocational training participants has become approximately 203,000 people (as of the end of March 2012).

## **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 (FY2011: 110 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.

### **(4) 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 3<sup>rd</sup> 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.

### **(5) 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, such as series of counseling and provision on information for young people.

### **3) Support based on the Act for the Promotion of Development Support for Children and Young People**

‘Act for the Promotion of Development Support for Children and Young People’ become effective April 1, 2010, while promoting comprehensive educational measures in related fields such as welfare, and employment, in order to provide support to unemployed youth, children and young people with difficulties or with tendencies to withdrawal, creation of networks of relevant organizations to work together in regional support is promoted.

### **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) Spreading education and awareness about the roles of pregnancy, household and family**

In the course of learning, guidance is being carried out throughout the school educational activities focusing on health and physical education department, based on the intention to be able to take appropriate actions for sex education in schools, as guidance about knowledge necessary to acquire, such as pregnancy and birth in students.

##### **2) Providing the opportunity to interact 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) Promotion of initiatives in schools, households and regions**

At each level of school education: elementary school, junior high school, and high school, education for a better understanding of parenting is being conducted, while aiming at mutual collaboration for integrated study curriculum and special activities in morality and related subjects.

As an example of regional or household efforts, the government supports the voluntarily implemented efforts by communities related to education at home, so that parents understand the importance of life and the importance for married couples to raise children together.

##### **4) Promoting understanding through the ‘Family Week’ and ‘Family Day’,etc.**

Efforts focusing on the ‘Family Week’ and ‘Family Day’ promote the understanding and publicity throughout the whole society, implementing enlightenment projects, and nurturing life from one generation to the next, aim to reaffirm the importance of the regions and the families to support child-rearing.

##### **5) Survey and research on family formation**

In fiscal 2011, ‘Research on Corporate Participatory Parenting Support Services’ and ‘Survey on Child-Rearing Environment in Urban and Rural Areas’ were conducted.

By the results of both surveys, information was provided through websites and other broad-media, it has been decided to support the organizations handling the parenting support, such as local governments, corporations, NPO-s 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) Regional School Support office Project**

Residents support the education activities of the school as volunteers and implement the regional school support office project, which develops a system for raising the children in the overall region. (Number of locations conducted in FY2011: 7,384 schools).

###### **(2) After School Children Classroom Promotion Project**

Using the vacant class-rooms of the primary schools after the school is over or on the weekends, the activity centers (locations) for the children are established, and learning activities, sports or cultural activities, providing an opportunity for exchange activities with the local residents, with “after school children classroom promotion projects” are implemented by involving the people in the region. (Number of implementation locations in FY2011: 9,733 places).

### **(3) Support for education at home**

In order for all parents to be able to learn about education at home and use the available counseling system in accessible areas, the consultations with the support for education at home organizations support teams and activities to support the education of family planning activities and providing learning opportunities to parents and participation for parents and children, were conducted. (Number of implementation locations in 2011: 2,512 places).

### **2) Promotion of consumer education**

A meeting to promote consumer education (with Deputy Minister of the Cabinet Office as the Chairman and Parliamentary Secretary for Education, Culture, Sports, Science as the Vice-Chairman) has been held by the Consumer Affairs Agency and the Ministry of Education, Culture, Sports, Science, in close cooperation with academics, consumer organizations, and educators and others. "Guidelines for consumer education in universities, colleges and social education in universities and colleges," were formulated in 2010 for social education, while aiming to promote consumer education in the homes through trial implementation of consumer education studies for parents and children in 2011.

### **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, after school children classroom was implemented to provide opportunities such as learnings and cultural and artistic experience activities and sports activities and activities to exchange with local residents.

#### **(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**

To foster abundant creativity and sensibility and inherit the culture of our country, to develop environment enhancement, for children to perform arts and traditional real culture by direct experience of the excitement and stimulation that cannot be enjoyed on a regular basis, efforts to nurture the imagination and rich aesthetic sense of children are being promoted at schools, where children can enjoy the performance arts by arts organizations and artists, culture experience workshops. In addition, in August 2011, in Fukushima Prefecture, the National Cultural Festival for Senior High Schools was held.

### **5) Places of contact with nature**

In places, such as national parks, opportunities to learn the manners in nature, and conservation of the natural environment to the playing children have been provided.

### **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 forestry worker's or fishermen's house activities, as well as the 'Children Rural Communities Exchange Project' accommodation experiences.

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

The Forestry Agency has designated National Forests with spectacular landscape suitable for forest bathing, and nature observation, outdoor sports, and so on as 'Recreational Forests', and provides them to the public.

To enhance the opportunity to learn the importance of the natural environment and to promote the utilization of good harbor environment for the citizens, civil society organizations and NPO-s are performing environmental education and nature experience activities, such as conservation, restoration and creation, of sea-grass beds, droughts, and etc., as well as nature schools held by the seaside.