

emergency hospitals and pediatric critical care centers as well as the implementation of the pediatric emergency telephone counseling service (#8000). In FY 2013, three vaccinations (vaccinations to prevent Hib infection, pediatric pneumococcal infections and human papilloma virus infections [such as those leading to cervical cancer]) were designated as routine vaccinations based on the Preventive Vaccination Law. MHLW is also making preparations to designate vaccinations to prevent chickenpox and other diseases as routine vaccinations and considering the handling of two vaccines for mumps and hepatitis B.

## (2) Dealing with issues specific to adolescence

- MEXT has created educational materials that comprehensively describe smoking, drinking, drug abuse<sup>19</sup> and infectious diseases and is distributing them to elementary schools, junior high schools and high schools.
- MHLW has set a goal of eradicating underage smoking and drinking through the programs “Healthy Japan 21”<sup>20</sup> and “Healthy Parents and Children 21”<sup>21</sup> and is providing information on the effects of smoking and drinking on people’s health through symposiums and its website. Since “Healthy Parents and Children 21” will terminate in 2014, MHLW is considering goals to achieve and measures/objectives for the next plan to be started in FY 2015.

## (3) Promoting health education

- At school, pursuant to the School Health and Safety Act, school nursing staff and relevant teachers collaborate and offer health guidance. They are also making efforts to improve first aid, health consultations and health guidance in collaboration with the relevant institutions. As for issues about sex, children are given guidance throughout their years at school, mainly in PE and health classes, and extracurricular activities.

## 2 Improving counseling systems

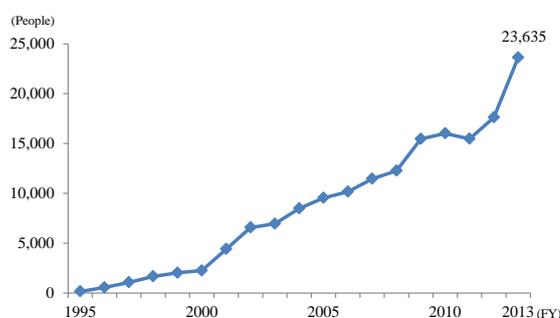
### (1) Improving the counseling system at school

- MEXT<sup>22</sup> is increasing the distribution of school counselors and school social workers (Figure 6). MEXT also holds workshops and symposiums for teachers and creates reference materials for guidance.

### (2) Counseling at medical institutions in local communities

- MHLW is taking the following measures:
  - It promotes the establishment of “Regional Centers for Child Care Support” where parents can access counseling and mingle with each other.
  - It promotes counseling provided by doctors, public health nurses and licensed psychiatric social workers at mental health and welfare centers, health centers and child consultation centers in order to deal with mental problems that often arise at school age or during puberty.
  - It promotes counseling and educational activities performed by young people of the same generation who share a sense of values in order to develop a healthy awareness of sex and disseminate a proper understanding.
  - In order to provide support for counseling for handicapped children, which was established in April 2012, to all children who will use support for admission to facilities in April 2015 or

**Figure 6 Trends in the number of sites to which a school counselor are assigned**



Source: MEXT website ([http://www.mext.go.jp/a\\_menu/shotou/scitoshidou/1328010.htm](http://www.mext.go.jp/a_menu/shotou/scitoshidou/1328010.htm))

Note: 1. The number of sites is defined as the total number of the schools and boards to which a school counselor is assigned and the school to which a school counselor is dispatched.  
2. The number in 2013 is assumed based on associated budget.

19 For junior high school students: [http://www.mext.go.jp/a\\_menu/kenko/hoken/08111804.htm](http://www.mext.go.jp/a_menu/kenko/hoken/08111804.htm)

For high school students: [http://www.mext.go.jp/a\\_menu/kenko/hoken/08111805.htm](http://www.mext.go.jp/a_menu/kenko/hoken/08111805.htm)

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

21 <http://rhino.med.yamanashi.ac.jp/sukoyaka/> (Official website)

22 [http://www.mext.go.jp/a\\_menu/shotou/seitoshidou/1302910.htm](http://www.mext.go.jp/a_menu/shotou/seitoshidou/1302910.htm)

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

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

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### 1 Acquiring the aptitude and desire for employment

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

##### (Promotion of career education and vocational education)

- MEXT, MHLW and METI (The Ministry of Economy, Trade and Industry) jointly hold the “Symposium for Collaboration for the Promotion of Career Education” to encourage schools, communities and industry to work together and promote career education as one.
- MEXT and METI are sponsoring the “Awards for Collaboration for the Promotion of Career Education,”<sup>23</sup> which commends people at schools, in the community or industry for their collaborative activities.
- Other than those measures mentioned above, MEXT also is taking the following measures:<sup>24</sup>
  - It promotes the establishment of organizations that support career education at schools in communities, such as support for educational activities including visiting lectures by companies and searching for companies that provide workplace experience and internships and making arrangements for them (Regional Career Education Support Councils).<sup>25</sup>
  - It conducts a program “Assist Caravan to Promote Career Education” intended for high school teachers to better understand career education.
  - It has created and distributed brochures that will be helpful when elementary schools, junior high schools and high schools develop a yearly guidance plan for career education that takes advantage of their features. The brochure has been posted on its website.<sup>26</sup>
  - It distributes videos and materials for career education training provided by schools and school boards on its website.<sup>27</sup>
  - It has been running the “Portal Site Serving as a Bridge between Children and Society,”<sup>28</sup> which is a special site designed to match the support desired by schools to the support that can be offered by communities, society and industry.

It will carry out a project to allocate internship coordinators to high schools in FY 2014.

- MHLW is conducting the “Career Search Program” by dispatching people who work at companies to junior high schools and high schools as instructors to help students understand and think about the realities of various occupations and industries, the meaning of work, and a working life. It is also conducting the “Experts on Career Education Development Program,” which offers short courses to train personnel who plan and carry out career education.
- METI is sponsoring the “Career Education Award,” which honors companies and organizations that perform visionary activities in support of education.<sup>29</sup> METI has defined the basic ability to work at a company or in a local community as the “basic ability required of a working member of society”<sup>30</sup> and is promoting the development and evaluation of this ability through university education.

##### (Promotion of internships (work experience))

- In April 2014, MEXT, MHLW and METI revised and released the “Basic Policy on the

23 [http://www.mext.go.jp/a\\_menu/shotou/career/detail/1312382.htm](http://www.mext.go.jp/a_menu/shotou/career/detail/1312382.htm), <http://www.meti.go.jp/press/2012/01/20130131001/20130131001.html>

24 [http://www.mext.go.jp/a\\_menu/shotou/career/index.htm](http://www.mext.go.jp/a_menu/shotou/career/index.htm)

25 [http://www.mext.go.jp/a\\_menu/shotou/career/detail/1339053.htm](http://www.mext.go.jp/a_menu/shotou/career/detail/1339053.htm)

26 [http://www.mext.go.jp/a\\_menu/shotou/career/detail/1312372.htm](http://www.mext.go.jp/a_menu/shotou/career/detail/1312372.htm)

27 [http://www.mext.go.jp/a\\_menu/shotou/career/detail/1315412.htm](http://www.mext.go.jp/a_menu/shotou/career/detail/1315412.htm)

28 <http://kakehashi.mext.go.jp/>

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

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

Promotion of Internships” (1997, Ministry of Education, Science, Sports and Culture, Ministry of International Trade and Industry, Ministry of Labour).

- METI, aiming for the promotion of long-term internships, has worked for the establishment of tools/methods to encourage companies that provide internships and for the development of a practical guide for specialists who connect industry and academia.

#### **(Educating young women)**

- The Cabinet Office provides young women with information on fields of science and technology where women’s participation is lagging.
- MHLW has created materials that allow female students to select their work or career path appropriately and is distributing them through high schools and universities. Collaborating with MEXT, it has universities and technical colleges advise students to consult the “Positive Action Support Site”<sup>31</sup> when they choose their job.
- MEXT has promoted support for career development from the standpoint of gender equality.
- METI has been conducting the “Project to Discover New Recruits for Small and Medium-sized Enterprises.” It provides support for small and medium-sized enterprises to offer on-the-job training to women who once resigned from their work when they had children or for other reasons and want to obtain new employment.
- In collaboration with universities, the National Women’s Education Center<sup>32</sup>-provides training courses and information for female students to learn about life planning as women.

## **(2) Ability development**

#### **(Public vocational training)**

- MHLW carries out public vocational training, using various private educational and training organizations including universities, in addition to public facilities for the development of vocational capabilities. Also, the job applicant support system<sup>33</sup> provides young people who are ineligible for unemployment insurance with fine-tuned employment support.

#### **(Job Card system, Development of young skilled human resources)**

- MHLW supports the Job Card system<sup>34</sup> with the following measures (Figure 7).
  - Providing consulting by career consultants using the Job Card
  - Providing opportunities for receiving practical vocational training which combines on-site training and classroom training
  - Promotion of the use of the Job Card, on which job histories and information for the evaluation of vocational abilities are compiled, in job hunting.

It also started the “Project for Supporting Development of Young Skilled Human Resources” in FY 2013.

- MEXT has organized a broad-based consortium of industry, government and academia that is leading efforts to develop personnel who will play a key role in each growth fields. The consortium is working to establish a learning system for working adults, university students and professional training college students for them to acquire knowledge, skills or techniques that are necessary to obtain employment or change employment.

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

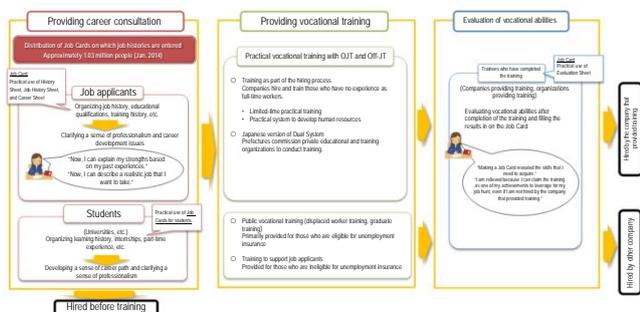
32 <http://www.nwec.jp/>

33 [http://www.mhlw.go.jp/seisakunitsuite/bunya/koyou\\_roudou/koyou/kyushokusha\\_shien/index.html](http://www.mhlw.go.jp/seisakunitsuite/bunya/koyou_roudou/koyou/kyushokusha_shien/index.html)

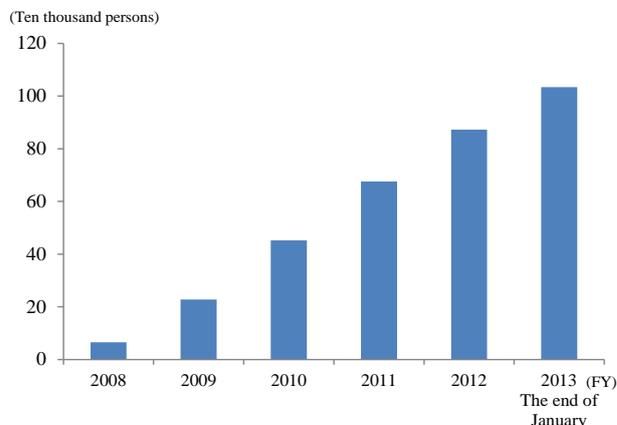
34 [http://www.mhlw.go.jp/bunya/nouryoku/job\\_card01/](http://www.mhlw.go.jp/bunya/nouryoku/job_card01/)

**Figure 7 Job Card system**

(1) Flow of path to employment



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



Source: Material provided byMHLW

Note: The figure for FY 2013 in (2) is for the period from April 2013 to the end of January 2014

## 2 Improving employment support

### (1) Providing employment support for high school students

- MEXT has requested prefectural boards of education to further encourage the creation of jobs in cooperation with prefectural labor bureaus and to take unemployed graduates into consideration. It has also requested that business groups maintain or expand job openings for new high school graduates, establish a recruitment system, and properly screen candidates for employment. In addition, local financial measures have been taken to send out “High School Job Support Teachers,” who give students employment counseling and find recruiting companies, and work at high schools.
- Working together with schools, MHLW uses Job Supporters<sup>35</sup> to provide various kinds of employment support, including workshops, company information sessions at high schools, provision of information on employment opportunities, vocational aptitude tests, various types of guidance and seminars, uncovering job openings and consistent individual support for applicants who have not been offered employment.

### (2) Providing employment support for university students (Employment support for students)

- MEXT is strengthening the employment support system by promoting collaboration between career counselors at universities and Job Supporters at Hello Work.
- MHLW
  - It has established “Hello Work for New Graduates”<sup>36</sup> all across the country. These offices are assisting with the provision of recruitment information, job placement and matching applicants to small and medium-sized enterprises. They also use Job Supporters to provide consistent individual support by the particular supporters in charge of the clients until employment is obtained and psychological support by clinical psychologists. MHLW is strengthening its collaboration with universities. For example, it put Job Supporters from Hello Work for New Graduates in charge of whole colleges, set up Job Supporter counseling desks at universities and promoted visiting counseling. From FY 2014, it will set up counseling desks to support retention in the workplace after employment has been obtained and provide integrated support from job hunting until the time when graduates play active roles in their workplace (Figure 8).
  - MHLW is conducting publicity work in cooperation with a private company running a portal site for employment information intended for students and young people who quit their first

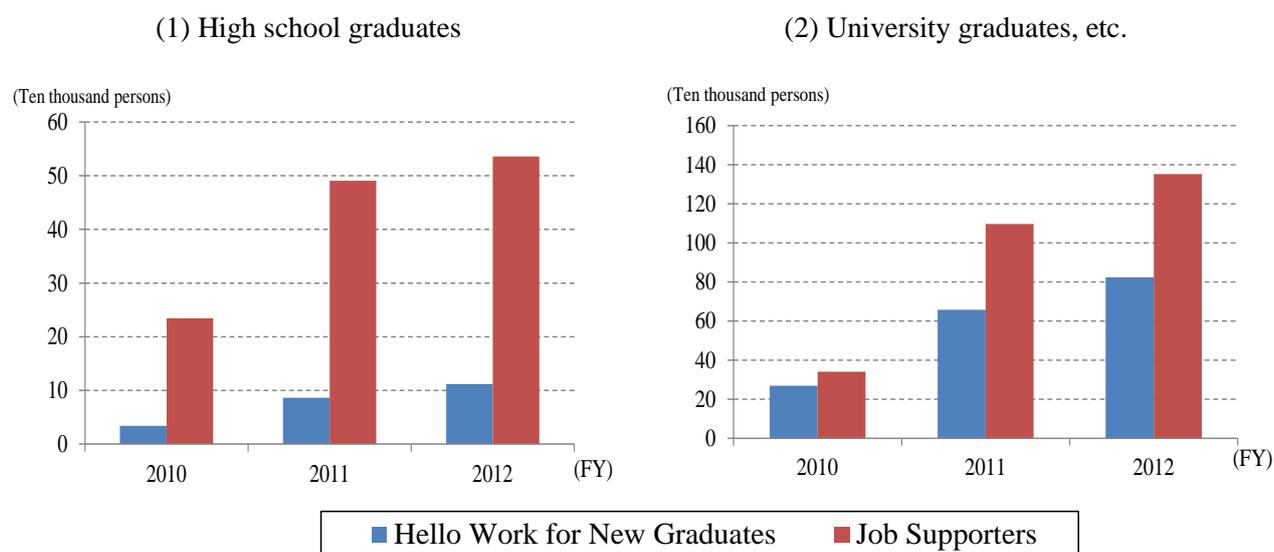
35 In 2012, 2,300 Job Supporters were distributed across the country; they helped a total of about 120,000 high school graduates and university graduates obtain employment.

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

job a few years after graduating from college.<sup>37</sup>

- In collaboration with MEXT and METI, MHLW carried out the “2014 Intensive Support Program for Students Who Have Not Been Offered Employment” from January to March 2013 (intensive support period).<sup>38</sup> It also carried out a similar support program “2014 Intensive Support Program for Unemployed Graduates” from April to June 2014 (intensive support period).<sup>39</sup>
- MHLW is carrying out the “Project to Announce Companies Providing Support for Young People,” in which it actively publicizes small and medium-sized enterprises which actively hire and train young people as the “companies providing support for young people.”

**Figure 8** Number of people who obtained employment with the help of Hello Work for New Graduates and Job Supporters



Source: Surveyed by MHLW

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

- METI is conducting the “Employment Support Project for New Graduates,” which provides support for on-the-job training conducted by small or medium-sized enterprises for unemployed people including new graduates. It is also conducting the “Local SME Personnel Recruitment and Retention Support Project,” which provides consistent support starting from building up relations with small and medium-sized enterprises and universities students until they are hired and retained.

**(Measures for orderly job hunting and hiring)**

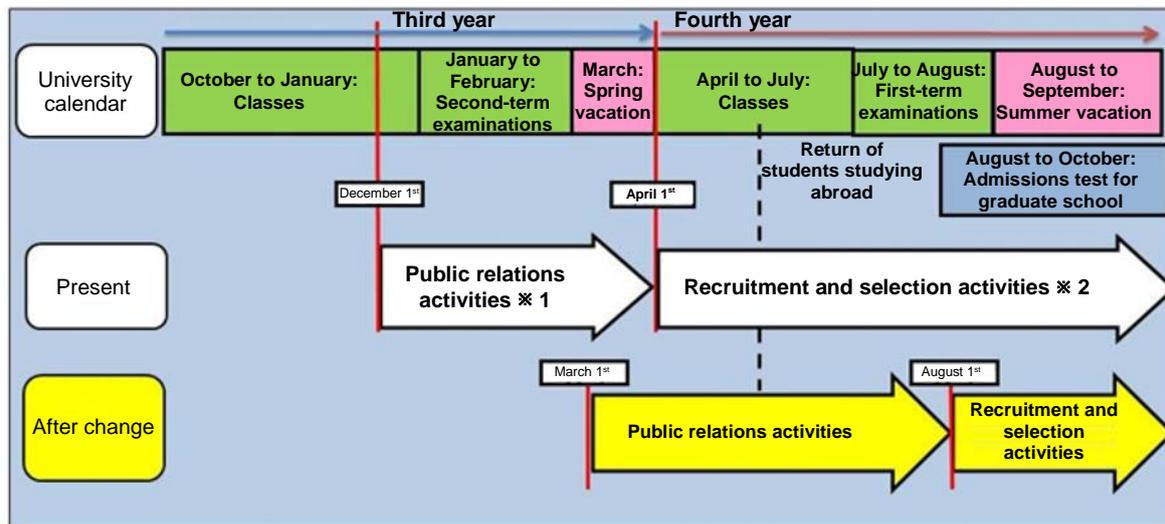
- In April 2013, Prime Minister Abe requested that economic organizations change the timing for starting their employment and recruitment activities beginning with the graduates of FY 2015, with a view to securing opportunities for a variety of experiences including time spent studying, or study abroad, etc. (Figure 9) In response to this, the Japanese Business Federation reviewed the “Charter of Corporate Ethics on Recruitment” and developed the “Guidelines for Recruitment” in September 2013.
- In April 2013, the Minister of MEXT requested that universities and relevant organizations actively work for the reform of universities and qualitative reforms in university education. It is also publicizing the change in the timing for starting employment and recruitment activities through notifications and briefings.

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

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

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

**Figure 9** Schedule after change in the timing for starting employment and recruitment activities



- ※1 Public relations activities: Activities that publicize information for the purpose of recruitment to students. Activities that do not make real selections for recruitment.
- ※2 Recruitment and selection activities: Activities that make real selections for recruitment. Activities that require participation for recruitment.

Source: Prime Minister of Japan and His Cabinet's website [http://www.kantei.go.jp/jp/singi/ywforum/zikihenkou\\_info.html](http://www.kantei.go.jp/jp/singi/ywforum/zikihenkou_info.html)

### (3) Support for vocational independence

#### (Support given by Job Cafés)

- MHLW holds company information sessions and various seminars at Job Cafés<sup>40</sup>. At the request of the prefectural governments, MHLW has arranged for Hello Work to work in parallel with Job Cafés in order to provide young people with employment counseling and job placement.

#### (Support given by Hello Work)

- MHLW provides fine-tuned, consistent support aimed at full-time employment depending on individual issues, such as by using the trial employment incentives at Hello Work. It has established "Youth Hello Work" in areas where there are many permanent part-timers to strengthen support for young people to obtain full-time employment.<sup>41</sup>

### (4) Support for entrepreneurs

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

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

41 Refer to the MHLW for the information about contact, office location, etc. (<http://www.mhlw.go.jp/stf/houdou/2r9852000002k76u.html>)

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

### Section 1 Measures for each kind of difficult situation

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

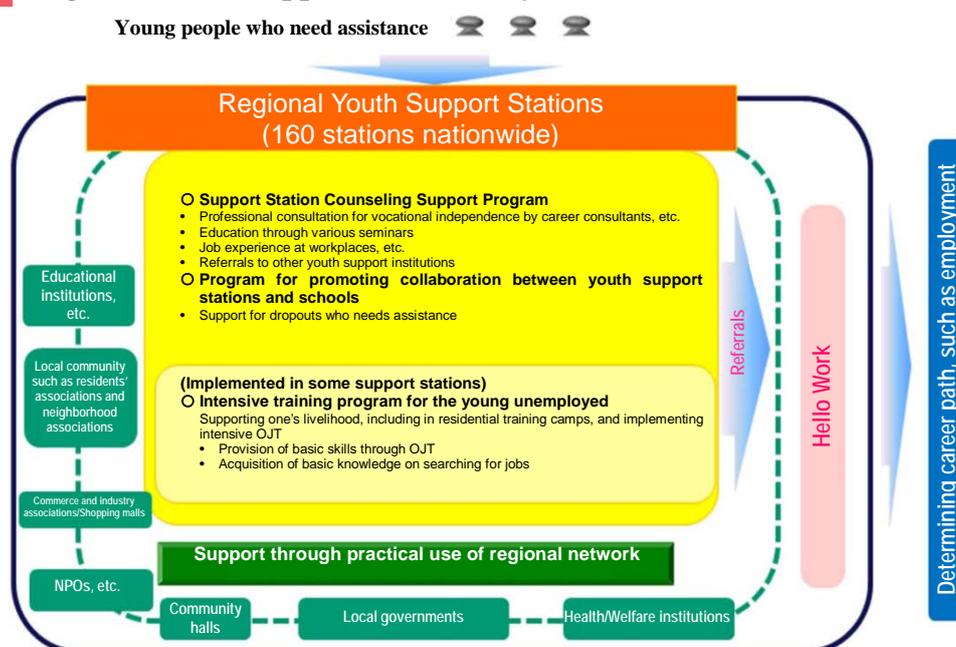
##### (1) Measures for the local community to provide support for children and young people having difficulties in their social lives

- The Cabinet Office implemented the “Project for Establishing a System of Regional Councils for Youth Support” intended to promote the establishment of these councils and to conduct effective operations after their establishment until FY 2013; by forming councils’ established and operational model and disseminating the results throughout the country. In FY 2014, it will implement the “Project for Promoting the Establishment of Regional Councils for Youth Support” for prefectures and government-designated cities which have not established such councils. Also, it is conducting various types of training including visiting support (outreach) training, and research on support.<sup>42</sup>
- The National Institution for Youth Education is carrying out various programs for children and young people who are NEET, socially withdrawn or truant.

##### (2) Support for young people who are NEET

- MHLW (The Ministry of Health, Labour and Welfare) is promoting the establishment of “Regional Youth Support Stations.”<sup>43</sup> It established more Support Stations (currently there are 160 stations, 44 more than the previous year) as one of the projects under the Emergency Fund for Human Resource Development and Employment Support. Moreover, it supports high school dropouts through coordination with high schools, and provides the “Intensive Training Program for Non-Employed Youth,” which provides intensive support for their lives, including residential training courses and on-the-job training (Figure 10).

**Figure 10 Regional Youth Support Station Project**



Source: MHLW materials

42 Article 18 of the “Act on Promotion of Development and Support for Children and Young People” describes that the government and local governments shall take measures required to develop human resources, improve their abilities, and enhance relevant system.

43 <http://www.mhlw.go.jp/bunya/nouryoku/ys-station/>. Refer to the list of NEET Support Net ([http://www.neetsupport.net/about/supportstation\\_4.html](http://www.neetsupport.net/about/supportstation_4.html)) for contact information of local Support Station.

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

- MHLW is distributing the “Guidelines for Evaluation and Support for Social Withdrawal” to the institutions concerned. In collaboration with these institutions, it is also promoting the development of “Hikikomori Regional Support Centers,” which function as professional consultation centers for those suffering from social withdrawal.<sup>44</sup> Since 2013, MHLW has implemented a program in which prefectural governments and designated municipal governments train “Hikikomori Supporters,” who provide support including continuous visits, and municipalities dispatch these supporters.

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

- MEXT (The Ministry of Education, Culture, Sports, Science and Technology) is conducting a follow-up survey to gain an understanding of the situations of the students who have a record of truancy and plans to release a report on it in the beginning of 2014. It commissioned local governments and private organizations to take tentative measures that support prevention of, early detection of and prompt responses to truancy and measures to promote collaboration among institutions that are able to deal with truancy. MEXT is planning to disseminate the results.
- Education support centers (adaptive guiding classes), which have been established by prefectural and municipal school boards, are providing educational guidance based on the situations of truant children while keeping in touch with the school where the children are registered.

### (5) Dealing with mental problems

- MEXT is promoting health guidance given by school nursing staff and relevant teachers and expanding the distribution of school counselors and school social workers.
- MHLW has added the “Comprehensive Website on Everyone’s Mental Health”<sup>45</sup> and “Let’s Maintain Your Mind — Mental Health Site to Support Young People”<sup>46</sup> to its website.

### (6) Support for high school dropouts

- MEXT has gained insight into the situations of high school dropouts and published it in the report “Survey on Various Issues Related to Giving Guidance to Students Such as Students’ Problematic Behavior.”<sup>47</sup>
- MHLW is implementing the Support Station-School Collaboration Program. In this program, Support Stations, schools and Hello Work share information on high school dropouts and Support Stations provides visiting support (outreach) for those in need of support, thus providing fine-tuned support.

## 2 Providing support for children and young people with disabilities

### (1) Support for children and young people with disabilities

#### (Promotion of special needs education)

- MEXT is taking the following measures:
  - In August 2013, the ordinance for enforcement of the School Education Act was revised, in which the system was changed so that municipal boards of education make comprehensive decisions about schools for children with disabilities based on their condition, not necessarily making them attend a special needs education school.
  - Since 2013, MEXT has placed Early Support Coordinators and Collaborators for Reasonable Accommodation and developed a database in an effort to establish an inclusive education system.

In FY 2014, MEXT will develop learning support equipment and educational materials and carry out career education and employment support in higher education.

#### (Support for attending special needs education)

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

44 Refer to <http://www.mhlw.go.jp/bunya/seikatsuhogo/dl/hikikomori05.pdf> for contact information of “Hikikomori Regional Support Centers.”

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

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

47 [http://www.mext.go.jp/b\\_menu/toukei/chousa01/shidou/1267646.htm](http://www.mext.go.jp/b_menu/toukei/chousa01/shidou/1267646.htm)

**(Exchange and joint learning among children with and without disabilities and people in the community)**

- In order to further promote exchange and joint learning between children with and without disabilities, MEXT has published collections of examples.
- The National Institute of Special Needs Education<sup>48</sup> holds the “Workshop for Promoting Joint Activities and Learning” designed for elementary school and junior high school teachers in order to communicate and disseminate concrete plans for exchange and joint learning.

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

- Based on the Child Welfare Act and the Act on Comprehensive Support for Persons with Disabilities, municipalities provide necessary welfare services such as day care centers for disabled children and home care services.

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

**(Strengthening the regional support system centered around “Support Centers for Persons with Developmental Disabilities”<sup>49</sup>)**

- MHLW is promoting counseling support for people with developmental disabilities and their families under the Act on Support for Persons with Developmental Disabilities.<sup>50</sup> Specifically, it is taking the following measures:
  - MHLW is working to train and allocate Parent Mentors<sup>51</sup> and to hold workshops to promote the introduction of assessment tools<sup>52</sup>. Also, in dealing with difficult cases, MHLW is strengthening the regional support capacity of “Support Centers for Persons with Developmental Disabilities” which are the central hubs in each region.
  - Special workers who have an understanding of developmental disabilities go around facilities and places (such as nursery schools) where children and their parents gather and give them advice.
  - MHLW is conducting reference projects to improve regional livelihood support for children (persons) with developmental disabilities, children (persons) with severe mental and physical disabilities and their families.
  - It is promoting the dissemination of the information and support methods of the Information and Support Center for Persons with Developmental Disabilities<sup>53</sup>, which is the central hub of the Support Centers for Persons with Developmental Disabilities throughout the country.

**(Developing a support system at schools)**

- Since FY 2013, MEXT has held seminars to improve teachers’ expertise in developmental disabilities and had developed training programs.
- The National Institute of Special Needs Education provides educational information on developmental disabilities for school teachers and guardians to be able to gain a correct understanding of developmental disabilities in the “Information Centers of Education for Persons with Developmental Disabilities.”<sup>54</sup> The center also provides teachers with many types of training.

**(3) Support for the employment of the disabled**

- The legally mandated employment rate of the disabled, which is based on the Act on Employment Promotion etc., of Persons with Disabilities, was raised to 2.0% (from 1.8%) in April 2013 in order to further increase the employment of the disabled.

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

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

50 [http://www.mhlw.go.jp/seisakunitsuite/bunya/hukushi\\_kaigo/shougaisahukushi/hattatsu/index.html](http://www.mhlw.go.jp/seisakunitsuite/bunya/hukushi_kaigo/shougaisahukushi/hattatsu/index.html)

51 Parents whose child with developmental disabilities and willing to use their experiences to make advices to other parents whose child was recently diagnosed as a person with development disabilities.

52 A check sheet to early detect developmental disabilities and evaluate the progress afterwards

53 <http://www.rehab.go.jp/ddis/>

54 <http://icedd.nise.go.jp/>

- In order to achieve an increase in the employment rate of the disabled, MHLW has given Hello Work strict guidance. It is also providing the following types of support: “Team Support” to provide, in collaboration with the institutions concerned, consistent support for the disabled to get used to a new job after obtaining employment; “Employment Change Support” to provide support for the disabled to obtain ordinary work under the Act on Comprehensive Support for Persons with Disabilities; and “Employment Continuation Support” to offer employment to the disabled who are not capable of doing ordinary work.

### **3 Providing support for children and young people who have fallen into delinquency or committed a crime<sup>55</sup>**

#### **(1) General measures**

##### **(Collaboration among the relevant ministries)**

- In order to facilitate good communication, exchange of information and discussion regarding the measures against delinquency, the government has established the Directors Conference on Measures against Youth Delinquency under management of the Headquarters for Promotion of Development and Support for Children and Young People.<sup>56</sup>

##### **(Collaboration among families, schools and the community)**

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

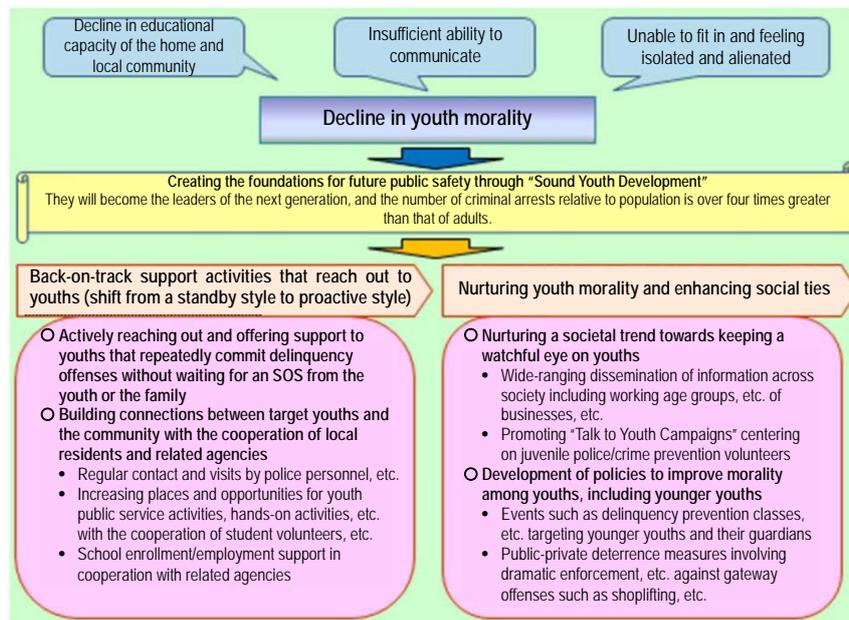
#### **(2) Prevention of delinquency, counseling activities**

##### **(Creating a society that does not produce delinquents)**

- The police are promoting efforts to “Create a Society that Does not Produce Delinquents” throughout the country (Figure 11).

<sup>55</sup> In this paragraph, “juveniles” refers to “those who are under the age of 20” as stipulated in Article 2 of the Juvenile Act  
<sup>56</sup> <http://www8.cao.go.jp/youth/suisin/hikou.html>

**Figure 11 Promoting efforts to “Create a Society that Does not Produce Delinquents”**



Source: NPA materials

**(Delinquency prevention classes)**

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

**(Counseling activities)**

- Youth Centers are institutions that conduct counseling and other activities with the goal of developing youth. They are operated under names such as Youth Guidance Centers and Youth Development Centers. They perform counseling activities, street guidance and they help improve harmful environments.
- The police are working to create an accessible counseling desk that can be reached by fax, e-mail and a toll-free number (its telephone counseling service is called Young Telephone Corner).<sup>57</sup>
- Through MOJ, counseling is given by Human Rights Volunteers and staff members of Legal Affairs Bureaus and District Legal Affairs Bureaus. Juvenile classification homes<sup>58</sup> also provide counseling for teaching staff and the public who are worried about juvenile delinquency.

**(Guidance activities)**

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

<sup>57</sup> <http://www.npa.go.jp/higaisya/shien/torikumi/madoguchi.htm>

<sup>58</sup> Juvenile classification homes house juveniles who have been referred by the family court when the court orders “protective measure”. The home conducts assessment of these juveniles by using professional knowledge.

- Juvenile officers at Youth Centers also are commissioned by municipalities to conduct street guidance and help improve the social environment.

**(Measures against delinquent groups)**

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

**(3) Prevention of drug abuse**

- The government is promoting measures against drug abuse based on the “The Fourth Five-Year Drug Abuse Prevention Strategy” (August 2013).
- The NPA (The National Police Agency) is striving to block the supply of drugs by carrying out wholesale arrests of abusers of controlled substances and scheduled drugs and by strengthening border control in collaboration with the relevant agencies. It also holds drug abuse prevention classes to root out the demand for drugs.
- Since 2012, at juvenile training schools, MOJ has been implementing a correctional education program intended for young people who have experienced dependence on a drug or drug abuse. Detective divisions provide guidance help to break dependence on drugs<sup>59</sup> for prisoners who are dependent on narcotic drugs or stimulant drugs. Probation offices conduct rapid drug tests for those on probation and has a drug offender treatment program based on cognitive behavior therapy.
- In collaboration with MHLW and the NPA, MEXT holds drug abuse prevention classes at elementary schools, junior high schools and high schools. It also has created and distributed educational materials regarding the prevention of drug abuse in collaboration with MHLW.
- MHLW is taking the following measures: strengthening the crackdown on drug trafficking over the Internet and drug trafficking by foreigners; improving counseling regarding the prevention of drug abuse and drug dependence in communities; improving medical institutions’ activities; providing counseling programs and family classes for drug addicts and their families; requesting that prefectural pharmaceutical administrations, the Japan Pharmaceutical Association, and prefectural pharmacist associations put up posters and distribute brochures; and setting up the “Suspicious Drugs Notification Network” in order to collect and provide information in a unified way.

**(4) Hearing and decision of the family court**

**(Acceptance of new cases)**

- In 2013, family courts throughout the nation accepted cases for 121,284 juveniles in new juvenile protection cases (Figure 12).

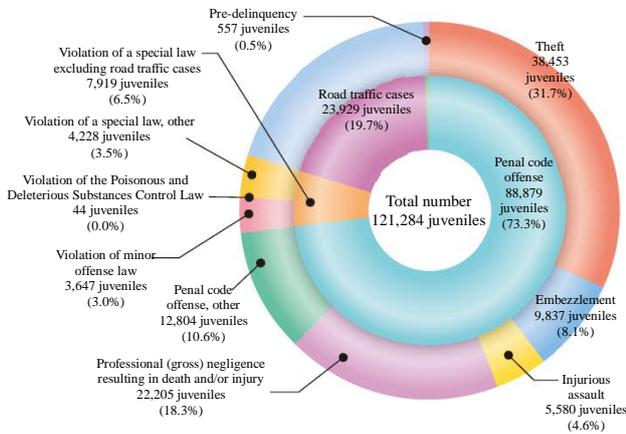
**(Processing)**

- In 2013, there were 121,695 cases resulting in juvenile protection. Categorized by final decision, non-commencement of hearing accounted for the highest percentage at 44.7%, followed by protective measures at 20.0% (Figure 13).

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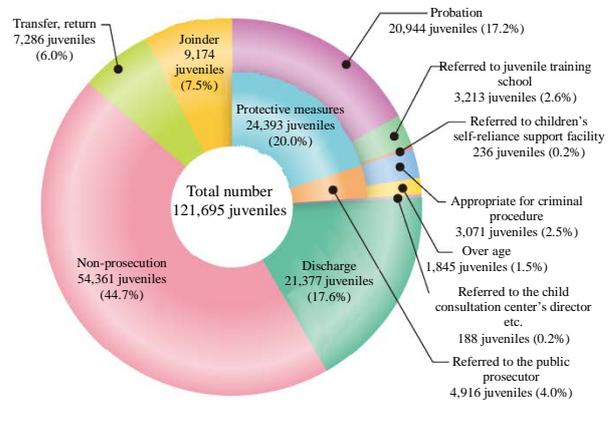
<sup>59</sup> It is intended to cause these prisoners to understand their dependence on drugs and related challenges, to determine to live without using drugs, and to work out specific ways to avoid using them again. They are provided with guidance regarding the effects of drugs, dependence, self-awareness about drug use, measures for the prevention of future use, points to consider for their lives after release, and the use of social resources. This guidance is given through group work, lectures and the viewing of audiovisual materials.

**Figure 12** Number of juveniles in new juvenile protection cases (Percentage of each kind of delinquency in 2013)



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

**Figure 13** Processing of juvenile protection cases (Percentage of each kind of final decision in 2013)



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

**(5) Consideration for victims**

**(Various systems and measures to provide information for victims)**

- The police try to provide victims with as much information on the state of the investigation as possible.
  - 62 They are referred to children's self-reliance support facilities. (Children who have engaged in delinquent behavior or may engage in it are placed in the facility or commute to the facility from their guardian's home. They are given necessary guidance to assist them in their independence.). Most of them are children aged 15 or under.
  - 63 Their treatments are entrusted to children's welfare institutions. Like the cases referred to children's self-reliance support facilities, most of the children are aged 15 or under and the number of such children per year is small.
- The MOJ is taking the following measures:
  - Public Prosecutor's Offices across the nation provide victims with information on the results of their cases.
  - Juvenile training schools, District Offenders Rehabilitation Commissions and probation offices provide information regarding juvenile perpetrators placed in protective measure. The information includes the treatment of the offender in the reformatory, information on the hearing for provisional release, start and end of probation, and treatment during probation.
  - Public Prosecutor's Offices, Regional Parole Boards and probation offices provide information regarding juveniles who are subject to criminal punishment. The information includes the following: the results of the handling of the case, the results of the trial, the treatment of the offender while the offender is serving the sentence, information on the examinations of parole, start and end of probation and treatment status of the offender during probation.
  - Under the Offenders Rehabilitation Act, the following two systems are in use: the Regional Parole Board hears the opinions of victims when the provisional release of a juvenile from a reformatory is being examined or the release on parole of a juvenile who has undergone criminal punishment is being examined. Probation offices deliver victims' sentiments to

- juvenile assailants on probation (including those who have undergone criminal punishment).
- Family courts try to appropriately manage the system for victims<sup>60</sup> under the Juvenile Act. They also try to take victims' views into consideration during hearing.

**(Proper treatment of assailants based on victims' feelings)**

- Juvenile training schools and juvenile prisons try to improve correctional education and guidance for reforms so that "education with the victims' point of view" will be provided deliberately and systematically.
- When on probation, a juvenile delinquent is given advice and guidance in order to be able to face his crime, to understand the victims' feelings and how serious his crime was, and to respond to the victim in a sincere manner.

**(6) Juvenile classification homes**

- MOJ is trying to improve the ways of assessment between different kinds of personalities and the counseling provided in juvenile classification homes. In FY 2014, it will improve psychological tests for girls, young children and juveniles with developmental disabilities.

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

**(Reformatories and juvenile prisons)**

- MOJ is striving to improve correctional education and guidance for reforms in reformatories and juvenile prisons. In FY 2014, it will improve and strengthen a system to guide juveniles who committed narcotics-related crimes or sexual offences through training for advisors.

**(Children's self-reliance support facilities)**

- MHLW is working to secure and improve the quality of children's self-reliance support facilities based on the Operating Policy for Children's Self-Reliance Support Facilities<sup>61</sup>.

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

**(Parolee from a juvenile training school, parolee from a juvenile prison)**

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

**(Probation)**

- When delinquents on probation have difficult problems, their probation officers become more deeply involved in their cases and give them intensive support. Numata-cho National Center for Offenders Job Training and Employment Support (Numata Town, Hokkaido) mainly provides juveniles who have been provisionally released from a juvenile training school with accommodations and puts them on intensive probation. The center has them attend agricultural training on a farm operated by the town in order to promote their improvement and rehabilitation<sup>62</sup>.

**(Improvement and diversification of treatment)**

- The MOJ is making efforts to properly and smoothly take protective measures by examining the examples at juvenile training schools and institutions for treatment and by holding meetings with relevant institutions.
- Juveniles on probation who lack social skills will participate in social activities to develop a healthy social consciousness. The Offenders Rehabilitation Act was amended and promulgated in June 2013, which deemed social contribution activities to be allowed as a category of special conditions for probation. Probation offices, looking ahead to the enforcement of this amended act, strive to conduct social contribution activities before the amendment becomes effective<sup>63</sup> as well as develop and maintain organizations or groups that will collaborate in these activities.

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

61 [http://www.mhlw.go.jp/bunya/kodomo/syakaiteki\\_yougo/dl/yougo\\_genjou\\_07.pdf](http://www.mhlw.go.jp/bunya/kodomo/syakaiteki_yougo/dl/yougo_genjou_07.pdf)

62 [http://www.moj.go.jp/hogo1/soumu/hogo\\_hogo19.html](http://www.moj.go.jp/hogo1/soumu/hogo_hogo19.html)

63 This provision for social contribution activities will become effective within two years after its promulgation.